

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Mr. Albert "Al" Duff Sr., Clerk
Mrs. Debra M. Cordes, Member
Mr. Ernest "Mo" Morrison, Member
Mr. Denis O'Leary, Member

ADMINISTRATION

Dr. Cesar Morales
Superintendent
Dr. Jesus Vaca
Assistant Superintendent,
Human Resources & Support Services
Ms. Robin I. Freeman
Assistant Superintendent,
Educational Services
Ms. Lisa Cline
Assistant Superintendent,
Business & Fiscal Services

AGENDA #4
REGULAR BOARD MEETING
Wednesday, September 16, 2015
5:00 p.m. Study Session
Closed Session To Follow
7:00 PM - Regular Board Meeting

Call to Order: _____

Members Present: _____

Members Absent: _____

***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a "**Speaker Request Form**" and **submitting the form to the Asst. Supt. of Human Resources**. The Speaker should indicate on the card whether they wish to speak during Public Comment or when a specific agenda item is considered.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

www.oxnardsd.org

OPIE TV – Channel 20 &
Verizon FIOS - Channel 37



Vision:

Empowering All Children to Achieve Excellence

Mission:

Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.



Visión:

Capacitar a cada alumno para que logre la excelencia académica

Misión:

Asegurar una educación culturalmente diversa para todo el alumnado en un ambiente seguro, saludable y propicio que les prepare para la Universidad y el acceso a oportunidades para desarrollar una carrera profesional.

**Section A
PRELIMINARY**

A.1 Call to Order and Roll Call **5:00 PM**

The President of the Board will call the meeting to order. A roll call of the Board will be conducted.

A.2 Pledge of Allegiance to the Flag

Dr. Liam Joyce, Principal of Frank School will introduce a student from RJ Frank School; who will lead the audience in the Pledge of Allegiance.

A.3 District’s Vision and Mission Statements

The District’s Vision and Mission Statements will be read by a student at RJ Frank School.

A.4 Presentation by RJ Frank School Staff

Dr. Liam Joyce will provide a short presentation to the Board regarding RJ Frank School. Following the presentation President Robles-Solis will present a token of appreciation to the students that participated in the Board Meeting.

A.5 Adoption of Agenda (Superintendent)

Moved:
Seconded:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

A.6 Study Session – Proposed Supplemental Master Construct Program (Dr. Morales/Cline/CFW, Inc.)

The Board of Trustees will receive a presentation on a proposed Supplemental Master Construct Program that provides for additional facilities improvements beyond the Measure “R” Facilities Implementation Program.

A.7 Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a “Speaker Request Form” and submitting the form to the Assistant Superintendent of Human Resources and Support Services. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker.

A.8 Closed Session

1. Pursuant to Section 54956.9 of *Government Code*:
 - Conference with Legal Counsel – Anticipated Litigation: 1 case

2. Pursuant to Sections 54957.6 and 3549.1 of the *Government Code*:
 - Conference with Labor Negotiator:
 - Agency Negotiators: OSD Assistant Superintendent Human Resources & Support Services, and Garcia Hernández Sawhney & Bermudez, LLP
 - Association(s): OEA, OSSA, CSEA;
 - and All Unrepresented Personnel - Administrators, Classified Management, Confidential

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section A
PRELIMINARY
(continued)

A.8 Closed Session

3. Pursuant to Section 54957 of the *Government Code* and Section 44943 of the *Education Code* the Board will consider personnel matters, including:
- Public Employee(s) Discipline/Dismissal/Release
 - Public Employee(s) Reassignment/Appointment:
 - Principal

A.9 Reconvene to Open Session

7:00 PM

A.10 Report Out of Closed Session

The Board will report on any action taken in closed session or take action on any item considered in closed session.

A.11 Present Resolution #15-15 School Administrator Week, October 11-17, 2015
(Dr. Morales)

The Board of Trustees will present Resolution #15-15 School Administrator Week, October 11-17, 2015; Resolution #15-15 was adopted by the Board of Trustees at their regular board meeting of September 2, 2015.

**Note: No new items will be considered after 10:00 p.m. in accordance with
Board Bylaws, BB 9323 – Meeting Conduct**

Section B HEARINGS/PUBLIC COMMENT

B.1 Public Comment/Opportunity for Members of the Public, Parents, PTA/PTO, to Address the Board (3 minutes each speaker)

Members of the public may address the Board on any matter within the Board's jurisdiction and have three (3) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board. The Board may not deliberate or take action on items that are not on the agenda. The President is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. This meeting is being video-recorded and televised.

Persons addressing the board during the consideration of an agenda item will be called to address the board prior to any presentation or consideration of the item by the Board. At the conclusion of the public comment on the item, the Board will hear the District's presentation on the matter. Board deliberation and action, if any, will follow the District's presentation. Once the public comments are presented, the board will only take comments from the public at the discretion of the Board President.

The Board particularly invites comments from parents of students in the District.

We will now read the names of the individuals who have submitted Speaker Request Forms to address the Board.

B.1 Comentarios Públicos/Oportunidad para que los Miembros de la Audiencia, los Padres, el PTA/PTO se dirija a la Mesa Directiva (3 minutos para cada ponente)

Los miembros del público pueden dirigirse a la Mesa Directiva sobre cualquier asunto dentro de la jurisdicción de la Mesa Directiva y cada uno limitar sus comentarios a tres (3) minutos. El tiempo total de cada asunto será de quince (15) minutos, a menos que, un miembro de la Mesa Directiva determine extender el tiempo y que éste sea aprobado por la Mesa Directiva. La Mesa Directiva no podrá deliberar o tomar alguna acción sobre los asuntos que no aparezcan en la agenda. El presidente dirige la junta y mantendrá el orden, establece el tiempo límite para los presentadores, el tema del asunto y tendrá la facultad de retirar a cualquier persona que cause un desorden en la sesión de la junta. Esta junta está siendo grabada y televisada.

Las personas que quieran dirigirse a la Mesa Directiva durante la consideración de un asunto de la agenda serán llamadas para dirigirse a la Mesa Directiva antes de cualquier presentación o consideración de un asunto por la Mesa Directiva. Al concluir el período de los comentarios públicos sobre un asunto, la Mesa Directiva escuchará la presentación del Distrito con respecto al tema. La deliberación y la resolución determinada por la Mesa Directiva, si se presenta alguna, procederá después de la presentación del Distrito. Una vez que los comentarios públicos hayan sido presentados, la Mesa Directiva únicamente aceptará los comentarios por parte del público a discreción del presidente de la Mesa Directiva.

La Mesa Directiva invita en particular a los padres de los alumnos del Distrito para que expresen sus comentarios.

A continuación leeremos los nombres de las personas quienes han entregado las Formas de Petición para Dirigirse a la Mesa Directiva.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

**Section C
CONSENT AGENDA**

(All Matters Specified as Consent Agenda are considered by the Board to be routine and will be acted upon in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items be discussed and/or removed from the Consent Agenda.)

Notes:
Moved:
Seconded:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

C.I Agreements

<p>It is recommended that the Board approve the following agreement:</p> <ul style="list-style-type: none"> ▪ Amendment #2 to Agreement #14-183 with E.J. Harrison & Sons Inc., to provide an increase in services due to the Chavez School Food Waste Program; amount not to exceed \$4,492.80; original contract amount was \$166,200.91, Amendment #1 was \$2,995.20, total contract amount is \$173,688.91, to be paid with General Funds; ▪ #15-94 with Dial Security, to provide District Wide Alarm Monitoring Services for the fiscal year 2015-16; amount not to exceed \$79,366.67, to be paid with General Funds; ▪ #15-95 with Capstone, to provide myON LCAP Elementary Bundle or Middle Bundle, September 26, 2015 to September 25, 2016; amount not to exceed \$171,000.00, to be paid with Title I Funds; ▪ #15-96 with Oxnard School District Education Foundation (OSDEF) to provide a program for music instruction in Grades TK-5th through their sub-committee Oxnard Music Advocacy Group, October 1, 2015 to June 17, 2016; amount not to exceed \$26,000.00, to be paid with Unrestricted General Funds; ▪ #15-97 with Pepperdine University, to provide training for the education students at the University through direct teaching at the schools and classes of the District; no fiscal impact to the District; ▪ #15-98 with Focus on the Masters, to provide art lessons during school hours for students attending Harrington School; amount not to exceed \$1,350.00; to be paid with Unrestricted General Funds; ▪ #15-99 with NCS Pearson, to provide trainings in coaching and implementation of Sheltered Instruction Observation Protocol (SIOP) for the 2015-2016 school year; amount not to exceed \$225,000.00, to be paid with Unrestricted EL Concentration Funds; ▪ #15-100 with Mariana Peirano Royuela, to provide Grades 4th-5th art instruction at Soria School, September 17, 2015 to June 17, 2016; amount not to exceed \$10,800.00, to be paid with Unrestricted General Funds; ▪ #15-101 with Mariana Peirano Royuela, to provide grades 6th and 7th art instruction at Chavez School, September 17, 2015 to June 17, 2016; amount not to exceed \$10,800.00, to be paid with Unrestricted General Funds; ▪ #15-102 with Generation Ready Inc., to provide professional learning services in cultural proficiency, September 17, 2015 to June 30, 2016; amount not to exceed \$112,000.00, to be paid 50% with Title I Funds and 50% Unrestricted General Funds; ▪ #15-103 with Focus on the Masters, to provide art lessons during school hours for students attending Sierra Linda School, amount not to exceed \$1,350.00, to be paid with Unrestricted General Funds; 	<p>Dept/School</p> <p>Cline/ Cross</p> <p>Cline/ Cross</p> <p>Freeman</p> <p>Freeman/ Curtis</p> <p>Vaca</p> <p>Freeman/ Morrison</p> <p>Freeman/ Arellano</p> <p>Freeman/ Fox</p> <p>Freeman/ Perez</p> <p>Freeman</p> <p>Freeman/ Wennes</p>
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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section C
CONSENT AGENDA
(continued)

C.1 Agreements (continued)

It is recommended that the Board approve the following agreement:	Dept/School
<ul style="list-style-type: none"> ▪ #15-104 with Ventura County Community College District on behalf of Oxnard College will provide teaching experience through practice teaching to students enrolled in teacher education curricula, September 17, 2015 to June 30, 2016; no fiscal impact to the District; ▪ #15-105 with Loyola Marymount University, to provide consulting services to revise the District's EL Master Plan, September 17, 2015 to June 30, 2016; amount not to exceed \$124,800.00, to be paid with Unrestricted EL Concentration Funds. 	Vaca Freeman/ Arellano

C.2 Resolution #15-13: Adoption of Appropriations Limit (GANN) & Appropriations Subject To The Limit For 2014-2015 and 2015-2016

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Finance that the Board of Trustees adopt the Appropriations Limit Resolution #15-13 for 2014-2015 and 2015-2016 as required by law.	Dept/School Cline/ Penanhoat
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C.3 Consideration and Approval of Work Authorization Letter #004 For CEQA Compliance Services For Marshall 12 Classroom Building With Tetra Tech Inc.

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve WAL #004 to Master Agreement #13-132 with Tetra Tech, Inc. The CEQA compliance services will be completed for a lump sum fixed fee of \$52,426.00, to be funded from Measure "R" proceeds, developer fees and other construction related funding sources.	Dept/School Cline/ CFW, Inc.
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C.4 Approval of Revised Job Description: Coordinator, Behavior Specialist

It is the recommendation of the Assistant Superintendent, Human Resources and Support Services that the Board of Trustees approve the revised job description: Coordinator, Behavior Specialist, as presented.	Dept/School Vaca
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C.5 Clear Administrative Services Credential (CASC) Program Mentor Stipend

It is the recommendation of the Assistant Superintendent, Human Resources and Support Services that a \$2,000.00 annual stipend be approved for mentor principals participating in the CASC Program.	Dept/School Vaca
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C.6 Approval to Set Date for Notice of Public Hearing re: Sunshine of the California School Employees Association's (CSEA), Chapter 272 and the Oxnard School District's (District) Initial Proposals for 2015-2016 Negotiations, Pursuant to Government Code Section 3547

It is the recommendation of the Assistant Superintendent, Human Resources and Support Services that the Board schedule October 7, 2015 for the Public Hearing for CSEA's and the District's initial proposals.	Dept/School Vaca
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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section C
CONSENT AGENDA
 (continued)

C.7 Establish/Abolish/Reduce/Increase Hours of Positions

It is recommended that the Board approve the establishment, abolishment or reduction in hours for classified positions, as submitted.

Dept/School
Koch

C.8 Personnel Actions

It is recommended that the Board approve personnel actions, as submitted.

Dept/School
Vaca/Koch

**Note: No new items will be considered after 10:00 p.m. in accordance with
 Board Bylaws, BB 9323 – Meeting Conduct**

Section D
ACTION ITEMS

(Votes of Individual Board Members must be publicly reported.)

D.1 Oxnard School District 2014-15 Unaudited Actual Financial Information
(Cline/Penanhoat)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Finance that the Board of Trustees accept the Oxnard School District 2014-15 Unaudited Actual Financial Information and authorize its filing with the Ventura County Office of Education.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

D.2 The Local Education Agency Plan (Freeman)

It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees approve the Local Education Agency Plan for 2015-2018.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

D.3 Discuss and Consider Appointment Of Board Representative On Personnel Commission and Set the Date for Public Hearing (Dr. Morales)

The term of office for the Board of Trustees’ appointee to the Personnel Commission will come to an end at noon on December 1, 2015. The Board of Trustees will discuss and consider how they would like to proceed in the appointment or reappointment of the Board’s representative.

As required by Education Code Section 46256(b)(1), the Board of Trustees set the date of October 7, 2015 for a Public Hearing in order to provide the public an opportunity to comment.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

D.4 Ratification of Change Order No. 1 for Ritche Special Day Classroom Project, Bid #14-04 (Cline/CFW, Inc.)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees ratify Change Order #1 in amount of \$8,218.28 for Bid #14-04 Ritche Special Day Classroom Project with GRD Construction; to be paid with Measure “R” Funds.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O’Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section D
ACTION ITEMS

(Votes of Individual Board Members must be publicly reported.)
(continued)

D.5 Consideration and Approval of Resolution #15-14 Approving The Final Architectural Drawing for the Harrington Early Childhood Development Center and Authorizing The District To Submit Drawings to DSA and CDE for Administrative Review
(Dr. Morales/Cline/CFW, Inc.)

It is the recommendation of the Superintendent, and the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees adopt Resolution #15-14 approving the Architectural Drawings for the Harrington Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval. There is no fiscal impact related to the approval of Dougherty + Dougherty Architects, LLP's Final Architectural Drawings. The Harrington Early Childhood Development Center is being funded from Measure "R" funds, developer fees and other construction related fund balances/sources of funding.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O'Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

D.6 Consideration and Approval of Resolution #15-16 Approving The Final Architectural Drawing for the Lemonwood Early Childhood Development Center and Authorizing The District To Submit Drawings to DSA and CDE for Administrative Review
(Dr. Morales/Cline/CFW, Inc.)

It is the recommendation of the Superintendent, and the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees adopt Resolution #15-16 approving the Architectural Drawings for the Lemonwood Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval. With the exception of administrative fees, there is no fiscal impact related to the approval of SVA's Final Architectural Drawings. The Lemonwood Early Childhood Development Center is being funded from Measure "R" funds, developer fees and other construction related fund balances/sources of funding.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

O'Leary __, Morrison __, Cordes __, Duff __, Robles-Solis __

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section E
REPORTS/DISCUSSION ITEMS
(These are presented for information or study only,
no action will be taken.)

***E.1 Report On School Site Options For A New Elementary School and
Middle School To Accommodate Enrollment Growth (Dr. Morales/Cline/CFW, Inc.)***

The Board of Trustees will receive a report on the school site options for a new elementary school and middle school to accommodate enrollment growth.

**Note: No new items will be considered after 10:00 p.m. in accordance with
Board Bylaws, BB 9323 – Meeting Conduct**

Section F
BOARD POLICIES

(These are presented for discussion or study.
Action may be taken at the discretion of the Board.)

F.1 First Reading of Board Policies, Regulations and Bylaws

It is recommended that the Board review the following revised Board Policies, Administrative Regulations and Bylaws, as presented, and approve for a first reading:

Note:

Revision of AR 3514.2	Business & Noninstructional Operation INTEGRATED PEST MANAGEMENT	Vaca
Revision of AR 4112.9, 4212.9, 4312.9	Personnel EMPLOYEE NOTIFICATIONS	Vaca
Revision of BP 4143, 4243	Personnel NEGOTIATIONS/ CONSULTATION	Vaca

**Note: No new items will be considered after 10:00 p.m. in accordance with
Board Bylaws, BB 9323 – Meeting Conduct**

**Section G
CONCLUSION**

G.1 Superintendent’s Announcements (3 minutes)

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

Notes:

G.2 Trustees’ Announcements (3 minutes each speaker)

The trustees’ report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

Notes:

ADJOURNMENT

Moved:
Seconded:
Vote:

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

BOARD AGENDA ITEM

Name of Contributor(s): Dr.Morales

Date of Meeting: 9/16/15

STUDY SESSION	<u> X </u>
CLOSED SESSION	<u> </u>
SECTION B: HEARINGS	<u> </u>
SECTION C: CONSENT AGENDA	<u> </u>
SECTION D: ACTION	<u> </u>
SECTION E: REPORTS/DISCUSSION	<u> </u>
SECTION F: BOARD POLICIES	1st Reading <u> </u> 2nd Reading <u> </u>

Presentation on a Proposed Supplemental Master Construct Program that Provides for Additional Facilities Improvements Beyond the Measure “R” Facilities Implementation Program (Morales/Cline/CFW)

In January 2013 the Board of Trustees (“Board”) adopted the Oxnard School District’s (“District”) Measure “R” Facilities Implementation Program, which continues to be updated every six months. Led by Caldwell Flores Winters, Inc. (“CFW”), the program has experienced substantial progress including reconfiguring the District’s educational program, reducing overcrowding, implementing extended day Kindergarten, and deploying over 18,000 1:1 student and teacher mobile devices. These efforts resulted in modernization upgrades to eight school sites for Kindergarten and science instructional facilities, the design and construction of three new schools (Harrington, Lemonwood, and Elm), and planning for site acquisition, new middle school classrooms, and future Multipurpose Room (MPR) improvements.

Over the last six months various study sessions have been undertaken with the Board that have identified the need for additional projects and strategies for financing beyond the scope of the Measure “R” Facilities Implementation Program, including the continued need to replace existing schools, construct additional schools, complete construction of the P2P+ schools, and provide additional support facilities. At its August 5, 2015 meeting, the Board directed CFW to provide a study session on the need to prepare a Supplemental Master Construct Program (“Supplemental Program”) that provides for additional facilities improvements beyond the Measure “R” Facilities Implementation Program. The Supplemental Program would include a study and documentation of additional facilities needs, including but not limited to: the purchase of additional school sites, the construction of new 6-8 middle school facilities and District administration facilities, the construction of additional K-5 elementary schools, potential school replacements, and enhanced support facilities.

FISCAL IMPACT:
None.

RECOMMENDATION:
None – Information Only.

ADDITIONAL MATERIAL(S):
None.

GOALS:

- ***District Goal Three - Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***



Resolution #15-15

OXNARD SCHOOL DISTRICT

School Administrator Week

October 11 – 17, 2015

Leadership matters. Diversity counts.

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves. School administrators are passionate, lifelong learners who believe in the value of quality public education; and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, ACSA sponsored Senate Bill 1229, Fuller, R-Bakersfield, last year to move Week of the Administrator to October, there being no opposition; the bill was passed and signed into law by Governor Brown which took effect January 1, 2015. The State of California has declared the first full week of October as the "Week of the School Administrator" in Education Code 44015.1; and

NOW THEREFORE BE IT RESOLVED, by the Oxnard School District that all school leaders be commended for the contributions they make to successful student achievement.

Adopted this 2nd day of September, 2015.



President, Board of Trustees



Member, Board of Trustees



Clerk, Board of Trustees



Member, Board of Trustees



Member, Board of Trustees

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 9/16/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2 nd Reading _____

Approval of Amendment #2 to Agreement #14-183 – E.J. Harrison & Sons Inc. (Cline/Cross)

At the Board meeting of January 21, 2015, the Board of Trustees ratified Agreement #14-183 with EJ Harrison & Sons Inc. to provide District Wide Trash Pickup Service, for the period of 12/1/14 through 11/30/15 in the amount of \$166,200.91.

At the Board meeting of May 20, 2015, the Board of Trustees approved Amendment #2 in the amount of \$2,995.20 to cover an increase in services for Frank Middle School, bringing the total contract amount to \$169,196.11. The increase to Frank Middle School’s annual amount covers the addition of a Food Waste Program requiring an additional two (2) 32-gallon food waste carts emptied 3 times per week for the remainder of the agreement term.

Amendment #2 is hereby presented for the Board’s consideration and approval in the amount of \$4,492.80 to cover an increase in services for Chavez School, bringing the total contract amount to \$173,688.91. The increase to Chavez School’s annual amount covers the addition of a Food Waste Program requiring an additional two (3) 32-gallon food waste carts emptied 3 times per week for the remainder of the agreement term.

FISCAL IMPACT:

\$4,492.80 – General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve Amendment #2 to Agreement #14-183 with E.J. Harrison & Sons Inc.

ADDITIONAL MATERIAL:

Attached: Amendment #2, EJ Harrison & Sons Inc. (1 Page)
Amendment #1, EJ Harrison & Sons Inc. (1 Page)
Agreement #14-183, E.J. Harrison & Sons Inc. (2 Pages)
Current Pick-Up Schedule (3 Pages)

**AMENDMENT #2 TO AGREEMENT #14-183
WITH EJ HARRISON & SONS INC.**

At the Board meeting of January 21, 2015, the Board of Trustees ratified Agreement #14-183 with EJ Harrison & Sons Inc. to provide District Wide Trash Pickup Service, for the period of 12/1/14 through 11/30/15 in the amount of \$166,200.91.

At the Board meeting of May 20, 2015, the Board of Trustees approved Amendment #2 in the amount of \$2,995.20 to cover an increase in services for Frank Middle School, bringing the total contract amount to \$169,196.11. The increase to Frank Middle School's annual amount covers the addition of a Food Waste Program requiring an additional two (2) 32-gallon food waste carts emptied 3 times per week for the remainder of the agreement term.

Amendment #2 is hereby presented for the Board's consideration and approval in the amount of \$4,492.80 to cover an increase in services for Chavez School, bringing the total contract amount to \$173,688.91. The increase to Chavez School's annual amount covers the addition of a Food Waste Program requiring an additional three (3) 32-gallon food waste carts emptied 3 times per week for the remainder of the agreement term.

EJ HARRISON & SONS INC.:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

**AMENDMENT #1 TO AGREEMENT #14-183
WITH EJ HARRISON & SONS INC.**

At the Board meeting of January 21, 2015, the Board of Trustees ratified Agreement #14-183 with EJ Harrison & Sons Inc. to provide District Wide Trash Pickup Service, for the period of 12/1/14 through 11/30/15 in the amount of \$166,200.91.

Amendment #1 is hereby presented for the Board's consideration and approval in the amount of \$2,995.20 to cover an increase in services for Frank Middle School, bringing the total contract amount to \$169,196.11. The increase to Frank Middle School's annual amount covers the addition of a Food Waste Program requiring an additional two (2) 32-gallon food waste carts emptied 3 times per week for the remainder of the agreement term.

EJ HARRISON & SONS INC.:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

AGREEMENT

#14-183

This Agreement is entered into by and between the Oxnard School District (hereinafter called the "District"), and **E.J. Harrison & Sons Inc.** (hereinafter referred to as "Contractor").

In consideration of the promises and mutual covenants contained herein, it is agreed between the parties as follows:

I

TERM

The term of this Agreement shall be from **December 1, 2014** through **November 30, 2015** with option(s) to renew. All indemnification provisions contained in the Agreement shall survive beyond the expiration of the Agreement, and each additional one-year term.

II

WORK

Contractor shall perform and render all services as prescribed and required by the General Conditions, Special Bid Conditions, Information for Bidders, Specifications, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

III

NON-FUNDING

Notwithstanding any other provision to the contrary, if for any fiscal year of this Agreement the Board of Trustees for any reason fails to appropriate or allocate funds for future payments under this Agreement, the District will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated and allocated.

IV

TERMINATION

This Agreement may be terminated by the District upon thirty (30) days written notice to the Contractor. The District's right to terminate under this paragraph shall be in addition to any other rights reserved to District under this contract.

V

COMPENSATION

Contractor shall be compensated for the performance of its obligations under this Agreement as specified in the executed Quotation Sheet(s), incorporated herein by reference.

VI

METHOD OF PAYMENT

Vendor will be paid upon receipt and acceptance of materials and supplies specified by purchase order. For prompt payment, invoices must be accurate in all details, **and invoice must be submitted in duplicate to Oxnard School District, Accounts Payable, 1051 South A Street, Oxnard, California 93030.**

VII

CONTRACT DOCUMENTS

This Agreement shall include the terms and conditions specified in the General Conditions, Special Bid Conditions, Information for Bidders, Quotation Sheet, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package, and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

VIII

ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations not specified within this Agreement. Contractor, by execution of this Agreement, acknowledges Contractor has read the Agreement, understands it, and agrees to be bound by its terms and conditions.

In Witness Whereof, the parties have caused this Agreement to be executed on their behalf by their fully authorized representatives.

E.J. HARRISON & SONS INC.:

OXNARD SCHOOL DISTRICT:

Signature: _____

Signature: _____

Name: _____
(print or type)

Name: Lisa A. Franz
(print or type)

Title: _____

Title: Director, Purchasing

Date: _____

Date: _____

Approved by Board of Trustees on: _____
Item No.: _____

OXNARD SCHOOL DISTRICT
TRASH PICKUP
CURRENT SCHEDULE

SITES	TRASH	PICKUP		RECYCLE	PICKUP	FOOD WASTE	PICKUP	ANNUAL PRICE
EDUCATIONAL SERVICE CENTER 1051 South A Street, Oxnard	2 - 4 YD	2 Times/Week T-Th		2 - 3 YD T-Th	2 Times/Week			\$ 4,971.20
OPERATIONS SERVICE CENTER 1055 South C Street, Oxnard	1 - 4 YD	3 Times/Week M-W-F		1 - 3 YD T-Th	2 Times/Week			\$ 3,107.00
TRANSP/WHSE CENTER 514-516 W. Wooley Road, Oxnard	1 - 4 YD	1 Time/Week Monday		1 - 4 YD	1 Time/Week Monday			\$ 1,242.80
BREKKE ELEMENTARY SCHOOL 1400 Martin Luther King Jr. Dr., Oxnard	2 - 4 YD	5 Times/Week Mon-Friday		1 - 4 YD	4 Times/Week M-T-W-Th			\$ 8,699.60
CHAVEZ ELEMENTARY SCHOOL 224 N. Juanita Avenue, Oxnard	2 - 4 YD	4 Times/Week M-T-W-Th		2 - 4 YD	3 Times/Week M-W-F			\$ 8,699.60
CURREN ELEMENTARY SCHOOL 1101 North F Street, Oxnard	1 - 4 YD	3 Times/Week M-W-F		1 - 4 YD	4 Times/Week M-T-W-F			\$ 4,349.80
	1- 4 YD	5 Times/Week Mon-Friday						\$ 3,107.00
DRIFFILL ELEMENTARY SCHOOL 950 South E Street, Oxnard	2 - 4 YD	5 Times/Week Mon-Friday		1 - 4 YD	5 Times/Week Mon-Friday			\$ 9,321.00
ELM ELEMENTARY SCHOOL 450 E. Elm Street, Oxnard	1 - 4 YD	5 Times/Week Mon-Friday		1- 4 YD	3 Times/Week M-W-F			\$ 4,971.15
FRANK INTERMEDIATE SCHOOL 701 N. Juanita Avenue, Oxnard	2 - 4 YD	5 Times/Week Mon-Friday		2 - 4 YD	4 Times/Week M-T-W-F			\$ 11,185.20
FREMONT INTERMEDIATE SCHOOL 11300 North M Street, Oxnard	3 - 4 YD	5 Times/Week Mon-Friday		1 - 4 YD	2 Times/Week T-F			\$ 10,563.80
HARRINGTON ELEMENTARY SCHOOL 2501 Gisler Avenue, Oxnard	2 - 4 YD	5 Times/Week Mon-Friday		1 - 4 YD	2 Times/Week T-Th			\$ 6,214.00

OXNARD SCHOOL DISTRICT
TRASH PICKUP
CURRENT SCHEDULE

SITES	TRASH	PICKUP		RECYCLE	PICKUP			ANNUAL PRICE
SAN MIGUEL SCHOOL 2400 South J Street, Oxnard	1 - 3 YD	3 Times/Week M-W-F		No Room	N/A			\$ 1,864.20
								QA
SIERRA LINDA ELEM SCHOOL 2201 Jasmine Avenue, Oxnard	2 - 4 YD	5 Times/Week Mon-Friday		1 - 4 YD	5 Times/Week Mon-Friday			\$ 9,321.00
SORIA ELEM SCHOOL 3101 Dunkirk Drive, Oxnard	2 - 3 YD	5 Times/Week		1 - 3 YD	3 Times/Week M-W-F			\$ 8,078.28
					TOTAL:			\$ 166,200.91

BOARD AGENDA ITEM

Name of Contributor(s): Lisa Cline

Date of Meeting: 9/16/15

STUDY SESSION	_____	
CLOSED SESSION	_____	
SECTION B: HEARINGS	_____	
SECTION C: CONSENT	<u> X </u>	
SECTION D: ACTION	_____	
SECTION E: REPORTS/DISCUSSION	_____	
SECTION F: BOARD POLICIES	1 st Reading _____	2 nd Reading _____

Approval of Agreement #15-94 – Dial Security (Cline/Cross)

The Board of Trustees previously approved Agreement #12-99 with Dial Security for District Wide Alarm Monitoring Services. The terms of Bid #11-01 and Agreement #12-99 provided for a one year term with the possibility of three, one year extensions. This agreement allows a rate increase/decrease each year based on the Consumer Price Index as of the end of May. It is requested that the Board of Trustees approve the rate increase for the fiscal year of 2015-16 based on a CPI increase of 1.1% for the year ending May 2015. This agreement is funded by the General Fund.

2015/2016 Contract	\$78,503.14
1.1% CPI Increase for 2015/2016	<u>\$ 863.53</u>
Total Base Contract for 2014/2015	<u>\$79,366.67</u>

Additional systems installed since June 1, 2014 are currently being reviewed as some work may require inclusion to the base contract amount for monitoring and maintenance. Any additional fee requirements will be brought forward to the Board for approval in the form of an Amendment of necessary.

GRAND TOTAL: \$79,366.67

FISCAL IMPACT:

\$79,366.67 – General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Assistant Director, Facilities, that the Board of Trustees approve Agreement #15-94 with Dial Security in the amount of \$79,366.67.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-94, Dial Security (2 Pages)
 Renewal Letter (1 Page)

AGREEMENT

#15-94

This Agreement is entered into by and between the Oxnard School District (hereinafter called the "District"), and **Dial Security** (hereinafter referred to as "Contractor").

In consideration of the promises and mutual covenants contained herein, it is agreed between the parties as follows:

I

TERM

The term of this Agreement shall be from **October 6, 2015** through **October 5, 2016**. All indemnification provisions contained in the Agreement shall survive beyond the expiration of the Agreement.

II

WORK

Contractor shall perform and render all services as prescribed and required by the General Conditions, Special Bid Conditions, Information for Bidders, Specifications, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

III

NON-FUNDING

Notwithstanding any other provision to the contrary, if for any fiscal year of this Agreement the Board of Trustees for any reason fails to appropriate or allocate funds for future payments under this Agreement, the District will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated and allocated.

IV

TERMINATION

This Agreement may be terminated by the District upon thirty (30) days written notice to the Contractor. The District's right to terminate under this paragraph shall be in addition to any other rights reserved to District under this contract.

V

COMPENSATION

Contractor shall be compensated for the performance of its obligations under this Agreement as specified in the executed Quotation Sheet(s), incorporated herein by reference.

VI

METHOD OF PAYMENT

Vendor will be paid upon receipt and acceptance of materials and supplies specified by purchase order. For prompt payment, invoices must be accurate in all details, **and invoice must be submitted in duplicate to Oxnard School District, Accounts Payable, 1051 South A Street, Oxnard, California 93030.**

VII

CONTRACT DOCUMENTS

This Agreement shall include the terms and conditions specified in the General Conditions, Special Bid Conditions, Information for Bidders, Quotation Sheet, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package, and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

VIII

ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations not specified within this Agreement. Contractor, by execution of this Agreement, acknowledges Contractor has read the Agreement, understands it, and agrees to be bound by its terms and conditions.

In Witness Whereof, the parties have caused this Agreement to be executed on their behalf by their fully authorized representatives.

DIAL SECURITY:

OXNARD SCHOOL DISTRICT:

Signature _____

Signature _____

Name: _____
(print or type)

Name: Lisa A. Franz

Title: _____

Title: Director, Purchasing

Date: _____

Date: _____

Approved by Board of Trustees on _____

Item No. _____

DIAL SECURITY

760 W. Ventura Blvd.
Camarillo, CA 93010
Ph. (805)-389-6700

June 26, 2015

Oxnard School District
1051 South A Street
Oxnard, CA 93030

To: Lisa Franz, Director of Purchasing
CC: Larry Cross, Asst. Director of Facilities

From: Bryan Buck – Dial Security
Re: OSD Contract Renewal, Bid #11-01, Agreement #11-162, Alarm Monitoring Services

Dear Lisa,

This letter is to give notice that Dial Security wishes to exercise the renewal option of the Alarm Monitoring Services agreement referenced above.

Based on the fees for the past year, the monies due for 2015-2016 beginning August 1st is \$78,503.14 plus the CPI factor and any system additions. The CPI issued for the Greater Los Angeles Area for the 12-month period June 2014 – May 2015 is 1.1 %. The dollar amount of that increase is \$863.53 making the total amount of the renewal on the base amount of the contract \$79,366.67.

Additional Systems/Equipment installed since June 1, 2014 are currently being reviewed as some work may require inclusion to the base contract amount for monitoring and maintenance. In the event that there are no additions determined then the total amount of the contract renewal for 2015-2016 will remain as \$79,366.67.

Sincerely,

Bryan Buck
Operations Manager
Dial Security

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-95 – Capstone (Freeman)

myOn platform provides a growing collection of enhanced digital books in English and Spanish that cover a wide range of genres and content areas. Embedded assessments are included and myOn has the capacity to measure, monitor, and project student reading progress. The collection of digital books will offer increased opportunities for learners to read independently during school hours, at home or through summer programs. The collection also allows for instructional use, with leveled texts aligned to core content. Professional Development is also included to support models.

FISCAL IMPACT:

\$171,000.00 – Title 1

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-95 with Capstone.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-95, Capstone (27 Pages)

OXNARD SCHOOL DISTRICT
1051 South A Street. Oxnard, CA 93030
(805) 487-3918

CONTRACT #15-95

Requisition Number

Purchase Order Number

Contract Number

This Services Contract (the "Contract") is made and entered into this 16th day of September, 2015 by and between Oxnard School District (hereinafter referred to as "District") and Capstone, (hereinafter referred to as "Provider").

PROVIDER

Coughlan Companies, Inc. dba Capstone
Provider

(800) 747-4992
Telephone Number

1710 Roe Crest Drive
Street Address

(888) 262-0705
Fax Number

North Mankato, MN 56003
City, State, Zip code

support@capstonedigital.com or bids@capstonepub.com
E-mail Address

41-1723924
Tax Identification or Social Security Number¹

License Number (if applicable)

Type of Business

Individual

Sole Proprietorship

Partnership

Corporation

Other _____

- A. District desires to engage Provider for services as more particularly described in the "Statement of Work" ("Services") which is attached hereto and incorporated herein by this reference.
- B. Provider represents and warrants that s/he has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Contract.
- C. ***Services shall not be rendered until this Contract is executed by the Director of Purchasing for the District.***

¹ Federal law requires non-corporate recipients of \$600.00 or more to furnish their taxpayer identification number to the payer. Federal law also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. The District requires your federal tax identification number or Social Security number whichever is applicable in order to comply with this law.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. **CONDITIONS.** Provider will have no obligation to provide services until District returns a signed copy of this Contract.
2. **NATURE OF RELATIONSHIP.** The parties agree the relationship created by this Contract is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status, and is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Contract creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this Contract.

3. **NON-EXCLUSIVITY.**
 - a. During the term of this Contract Provider may, independent of Provider's relationship with the District, without breaching this Contract or any duty owed to the District, act in any capacity, and may render services for any other entity.
 - b. During the term of this Contract the District may, independent of its relationship with the Provider, without breaching this Contract or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.
4. **SERVICES.** Provider shall provide District with the Services, which are described in the "Statement of Work" attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Services or if ongoing Services, the Statement of Work shall set forth the mutually agreed schedule for providing such Services. Provider shall use its best efforts to complete all phases of the Services according to such timetable. In the event that there is any delay in completion of the Services arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. However, District shall not be responsible for any additional cost or expense to Provider as a result of such delay unless specifically agreed to in writing by the District. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance

criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Services (“Performance Criteria”).

Provider, at Provider’s sole cost and expense, shall furnish all tools, equipment, apparatus, facilities, transportation, labor, and material necessary to meet its obligations under this Contract. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

5. **TIME OF PERFORMANCE.** The term of this Contract shall commence on September 26, 2015, and terminate on September 25, 2016. All work and services contracted for under the terms of this Contract shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Contract.

6. **LOCATION.** Services will be performed at the following location(s):
All Oxnard School District elementary and middle schools with the exception of Juan Lagunas Soria Elementary, Oxnard Education Services Department/District Office.

Name of Principal or District Representative: Robin I. Freeman, Assistant Superintendent, Educational Services.

7. **PAYMENT AND EXPENSES.** All payments due to Provider are set forth in the “Schedule of Fees” attached hereto and incorporated herein by this reference.

Provider shall send District periodic statements indicating Provider’s fees and costs incurred and their basis and any current balance owed. If no Provider’s fees or costs are incurred for a particular time period, or if they are minimal, the statement may be held by the Provider and combined with that for the following time period unless a statement is requested by the District.

All payments due Provider are set forth in the “Schedule of Fees” and shall be paid by the District within 30 days of receipt of a proper invoice from Provider, which invoice shall set forth in reasonable detail the services performed. The District reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the District’s standards and procedures. In the event that any portion of an invoice submitted by a Provider to the District is disputed, the District shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of the invoice.

The rates set forth in the “Schedule of Fees” are not set by law, but are negotiable between Provider and District.

8. **ASSIGNMENT AND SUBCONTRACTORS.** Provider shall not assign, sublet, or transfer this Contract or any rights under or interest in this Contract without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and subconsultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Contract shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Contract shall be grounds for the District, in its sole discretion, to terminate the Contract.

9. **TERMINATION OR AMENDMENT.** This Contract may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Contract, and may be terminated by either party for any reason by giving the other party 30 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this Contract shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory and timely work completed on such items prior to termination of the Contract.

The parties to this Contract shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

10. **NOTICE.** Any notices required or permitted to be given under this Contract shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns. If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

Oxnard School District
District

Attn: Robin I. Freeman

1051 South A Street
Street

Oxnard, CA 93030
City, State, Zip Code

Coughlan Companies, Inc. dba Capstone
Provider

Attn: Connie Ruyter

1710 Roe Crest Drive
Street

North Mankato, MN 56003
City, State, Zip Code

11. **WARRANTY.** Provider hereby warrants to District that the Services shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Services, Provider shall correct or make arrangements to correct any breach of the warranty for the Services within ten (10) business days of notice from District of same.
12. **ADDITIONAL WORK.** If changes in the work are merited by the Provider or the District, and informal consultations with the other party indicate that a change is warranted, it shall be processed by the District in the following manner:
- a. A letter outlining the changes shall be forwarded to the District by the Provider with a statement of estimated changes in fee and/or time schedule.

- b. A written amendment to this Contract shall be prepared by the District and executed by all of the parties before any performance of such services or the District shall not be required to pay for the increased cost incurred for the changes in the scope of work.

Any such amendment to the Contract shall not render ineffective or invalidate unaffected portions of this Contract.

13. **COMPLIANCE WITH LAWS.** Provider hereby agrees that Provider, its officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Contract, including, but not limited to minimum wages laws and/or prohibitions against discrimination.

Provider, its officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Contract, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

Provider shall be responsible for all costs of clean up and/or removal of spilled regulated substances as a result of Provider's services or operations performed under this Contract, including, but not limited to:

- Hazardous and toxic substances,
- Hazardous waste,
- Universal waste,
- Medical waste,
- Biological waste,
- Sharps waste.

14. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment because of race, color, ancestry, gender, gender identification, sexual orientation, national origin, or religious creed.

15. **INDEMNIFICATION.** Provider agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, or subcontractors of Provider, whether such act or omission is authorized by this Contract or not. Provider shall also pay for any and all damage to the real and personal property of the District, or loss or theft of such Property, done or caused by such persons. District assumes no responsibility whatsoever for any property placed on District premises by Provider, Provider's agents, employees or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the District. The provisions of this Contract do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

Other Coverage as Dictated by the District. Provider shall procure and maintain, during the term of this Contract, the following other Insurance coverage:

	Each Occurrence	Aggregate
<input type="checkbox"/> Abuse and Molestation	\$ 2,000,000.00	\$5,000,000.00
<input type="checkbox"/> Pollution Liability	\$ 1,000,000.00	\$ 2,000,000.00
<input type="checkbox"/> _____	\$ _____	\$ _____

ther: _____

Certificates of Insurance. Provider and any and all subcontractors working for Provider shall provide certificates of insurance to the District as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the District, and at any other time upon the request of the District. Certificates of such insurance shall be filed with the District on or before commencement of the Services under this Contract.

Provider’s and any and all Provider subcontractor’s Commercial General Liability insurance and Abuse and Molestation coverage shall name the District, its employees, and school board members as additional insureds.

Insurance written on a “claims made” basis is to be renewed by the Provider and all Provider subcontractors for a period of five (5) years following termination of this Contract. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this Contract, and will cover the provider for all claims made.

Notwithstanding any other provision to the contrary in any insurance contract, Provider’s insurance shall be primary in defending or indemnifying for any matter arising out of the performance of this Contract.

Failure to Procure Insurance. Failure on the part of Provider, or any of its subcontractors, to procure or maintain required insurance shall constitute a material breach of contract under which the District may immediately terminate this Contract.

17. **SAFETY AND SECURITY.** Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Certain entities that contract with a school district are required to comply with Education Code section 45125.1 regarding fingerprinting requirements unless the District determines that the Provider will have limited contact with students.

Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider must provide proof that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Contract.

Provider and its subcontractors are not required to comply with Education Code section 45125.1, Fingerprint certification requirements.

Certain entities that contract with a school district may be required to comply with Education Code section 49406 regarding examination for tuberculosis unless the District determines that the Provider will not constitute a health hazard to students.

Provider and all of its subcontractors are required to comply with Education Code section 49406, Examination for tuberculosis requirements. Provider must cause to be on file with the District a certificate from the examining physician showing the Provider, officers, agents, employees and/or subproviders of Provider have been examined and found free from active tuberculosis.

Provider and its subcontractors are not required to comply with Education Code section 49406, Examination for tuberculosis requirements.

18. **PROTECTION OF WORK AND PROPERTY.** Provider and all of its subcontractors shall maintain at all times, as required by conditions and progress of work, all necessary safeguards for the protection of employees and the public. In an emergency affecting life and safety of life or work or of adjoining property, Provider is permitted, without special instruction or authorization from the District, to act at its discretion to prevent such threatened loss or injury.

19. **GOVERNING LAW AND VENUES.** Provider hereby acknowledges and agrees that District is a public entity, which is subject to certain requirements and limitations. This Contract and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This Contract shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Contract, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Provider hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Provider further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper.”

20. **ARBITRATION.** Any dispute arising under this Contract, including, without limitation, all disputes relating in any manner to the performance or enforcement of this Contract shall be resolved by binding arbitration in Ventura County pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Contract (the “Rules”). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys’ fees and costs. Either party may bring an action in court to compel arbitration under this Contract and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining

party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

21. **ATTORNEYS FEES.** In the event of any action or proceeding to interpret or enforce the terms of this Contract, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorneys fees and costs incurred in connection with such actions or proceeding
22. **DOCUMENT RETENTION.** After Provider's services to District conclude, Provider shall, upon the District's request, deliver all documents for all matters in which Provider has provided services to the District, along with any property of the District in Provider's possession and/or control. If the District does not request District's document(s) for a particular service, Provider will retain document(s) for a period of two (2) years after the service has ended. If District does not request delivery of the document(s) for the service before the end of the two (2) year period, Provider will have no further obligation to retain the document(s) and may, at Provider's discretion, destroy it without further notice to the District. At any point during the two (2) year period, District may request delivery of the document(s).

Exceptions: Attorney work-product and medical records shall not be destroyed by provider without the prior written consent of the District.
23. **NATURE OF CONTRACT.** This Contract constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Contract represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Contract may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.
24. **BINDING EFFECT.** This Contract shall inure to the benefit and shall be binding upon all of the parties to this Contract, and their respective successors in interest or assigns.
25. **WAIVER.** No claim or right arising out of a breach of this Contract can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.
26. **SEVERABILITY.** It is intended that each paragraph of this Contract shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable,

the remainder shall continue to be in full force and effect so long as the primary purpose of this Contract is unaffected.

- 27. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Contract or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.
- 28. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Contract. Each party warrants that the individuals who have signed this Contract have the legal power, right, and authority to make this Contract and to bind each respective party.
- 29. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This Contract may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Contract may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an “ink-signed” original.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first written above.

Oxnard School District

By: _____

Lisa A. Franz
Director, Purchasing

Provider

Signature

Printed Name

Title

OXNARD SCHOOL DISTRICT SERVICES CONTRACT

Requisition Number

Purchase Order Number

Contract Number

Provider Name

Date

APPENDIX A STATEMENT OF WORK

DESCRIPTION OF WORK:

myON LCAP Elementary or Middle Bundle (Annual License – 1 year), 1 site district price of 9,000.00 *Qty: 19 sites

LCAP Elementary Bundle, which includes the following:

- myON reader, one (1) onsite PD day (Program Orientation), three (3) professional services webinars (Data Analysis, Curriculum Alignment, Literacy Tools), California CCSS Alignment Booksets for K-5 in Health, Science, Arts, Social Studies, and publishers: Capstone, Arbordale, Disney, Story Cove, Little Folk, Highlights for Children, Little Brown & Co – Matt Christopher, Stan Lee Kid's Universe and Arte Publico Press – Spanish.

--or--

LCAP Middle Bundle, which includes the following:

- myON reader, one (1) onsite PD day (Program Orientation), three (3) professional services webinars (Data Analysis, Curriculum Alignment, Literacy Tools, and publishers: Capstone, Arte Publico Press – English, Arte Publico Press – Spanish, DK Eyewitness, Little, Brown & Co – Middle School, Little, Brown & Co – James Patterson, Reference Point Press, Saddleback, Orca Books (Hi/Lo)

Subtotal: \$171,000.00

Sales Tax: \$0.00

Total: \$171,000.00

*myON LCAP Elementary or Middle Bundle sites to be included are:

- i. Ramona Elementary School
- ii. Curren Elementary School
- iii. Cesar E. Chavez School
- iv. Norman Brekke Elementary School
- v. Christa McAuliffe Elementary School
- vi. Dennis McKinna Elementary School
- vii. Driffill Elementary School
- viii. Elm Street Elementary School
- ix. Emilie Ritchen Elementary School

- x. John C Fremont Intermediate School
- xi. Kamala Elementary School
- xii. Lemonwood Elementary School
- xiii. Marina West Elementary School
- xiv. Norma Harrington Elementary School
- xv. Richard B Haydock Intermediate School
- xvi. Robert J Frank Intermediate School
- xvii. Rose Avenue Elementary School
- xviii. Sierra Linda Elementary School
- xix. Thurgood Marshall Elementary School

WORK SCHEDULE:

See attached *Capstone Digital Full Scope of Work and License Agreement*

**OXNARD SCHOOL DISTRICT
SERVICES CONTRACT**

Requisition Number	Purchase Order Number	Contract Number
Provider Name	Date	

APPENDIX B
SCHEDULE OF FEES

FEES:

Compensation for Licenses and Services	\$ <u>171,000.00</u>
Actual and Necessary Travel Expenses	\$ <u>0.00</u>
Other Expenses	\$ <u>0.00</u>
Total Amount not to Exceed	\$ <u>171,000.00</u>
Deposit	\$ <u>0.00</u>
Balance Due after Completion of Services	\$ <u>0.00</u>

Proper invoicing is required. Receipts for expenses are required.
Canceled checks are not accepted as receipts.

PAYMENT SCHEDULE:

**OXNARD SCHOOL DISTRICT
SERVICES CONTRACT**

Requisition Number	Purchase Order Number	Contract Number
Provider Name	Date	

APPENDIX C
CERTIFICATION OF FINGERPRINTING

I, _____, am an individual contractor and/or vendor or I am an authorized representative of _____.
My entity is seeking to contract with the Oxnard School District (OSD) to provide services at OSD sites. I am aware of the requirements of Education Code section 45125.1.

I make the following certifications under penalty of perjury:

I shall not begin to provide services to the District nor shall I permit any of my employees or independent contractors to come in contact with pupils until the Department of Justice has ascertained that the person has not been convicted of a serious or violent felony as defined in Penal Code sections 1192.7(c) and 667.5(c). (Education Code section 45125.1(e).)

I certify that I have reviewed the results of the fingerprinting information ascertained by the Department of Justice, and I certify that none of my employees or independent contractors, including myself, who may come in contact with pupils have been convicted of a felony as noted in paragraph A above. (Education Code section 45125.1(e).)

I have attached to this certification form a list of the names of my employees or independent contractors who may come in contact with pupils. (Education Code section 45125.1(f).)

I declare under penalty of perjury under the laws of the State of California that the information provided above is true and correct.

Authorized Signature

Title

Printed Name

Telephone Number

Date

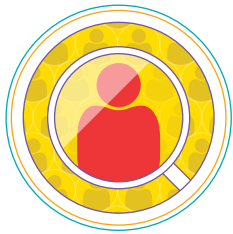
OUR LITERACY ECOSYSTEM

The award-winning myON personalized literacy environment incorporates:

- › **A state-of-the art learning platform**
- › **Enhanced digital reading content**
- › **The Lexile® Framework for Reading**
- › **A cutting-edge suite of literacy tools**
- › **Embedded metrics to monitor reading activity and growth**

Robust professional development ensures that educators have the support needed to effectively implement myON. Together, these components power a literacy ecosystem that is built upon five pillars.

LEARNING PERSONALIZED



Maximizes reading growth. myON generates individualized, interest-based recommendations within all learners' target Lexile® ranges to engage them with just-right texts.

Deepens vocabulary.

Flexible reading scaffolds—audio narration to model fluency, highlighted text and embedded dictionaries—allow learners to develop academic-specific vocabulary in context.

Provides power of choice. Learners select books from the entire library, choose from a recommended list of titles curated just for them or read from book sets created by their teachers to support instructional goals.

UNPARALLELED CONTENT

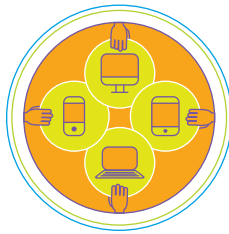


Ever-growing digital library. More than 8,000 enhanced digital texts from Capstone and over 60 partner publishers are available, with additional titles and publishing partners added regularly.

Authentic texts and books. Illustrated and picture books, chapter books, graphic novels, literary non-fiction and informational texts span multiple genres and cultures to support reading across the curriculum.

Standards-aligned resources. The collection includes 70% non-fiction and informational texts and 30% fiction, with 10% of the overall collection consisting of Spanish or dual-language titles.

UNLIMITED ACCESS

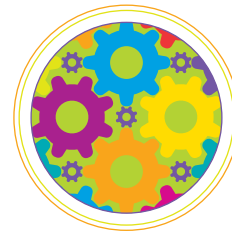


Available 24/7, year-round. Learners access myON whenever and wherever they want to read — at home or school, in the library, on the bus and throughout the community — on weekends, holidays and school breaks, too!

Online and offline. Learners can log into myON on any web-enabled device. Free mobile apps allow downloads of up to 20 titles at a time for offline reading.

Concurrent, multi-user license. Multiple learners read the same book at the same time. There is no limit to the number of times each student can read the same book.

SUPPORTS COLLABORATION



Encourages family involvement. Students extend their reading from school to home, with their families, building a greater love of reading, comprehension and critical-thinking skills.

Facilitates educator teamwork. Teachers and media specialists work together to develop booklists for groups or whole classes, create cross-curricular connections and differentiate instruction.

Promotes community engagement. Community-based organizations and funding partners can engage with schools, students and families to support reading and learning.

FOSTERS SUCCESS



Learners take ownership of their growth. From their own dashboards, students manage their preferences, respond to the text using tools that support literacy development and monitor their progress.

Teachers further personalize instruction. Educators have access to real-time, actionable data on individual learners, groups and classes to better inform their teaching, support differentiated instruction and build collaboration.

Administrators have program data. Provides program administrators with needed data to manage their programs, support accountability and satisfy reporting requirements.

LCAP PACKAGE OVERVIEW

Supporting Your District's Local Control and Accountability Plan

With the demands of literacy instruction, administrators are facing increasing challenges that include finding, accessing, and purchasing quality texts that are leveled to meet the needs of the students and their teachers. myON is a complete, personalized literacy solution that reinvents the ways in which students and teachers interact with authentic text.

myON provides unlimited access to a growing library that includes thousands of leveled, enhanced digital books in English and Spanish, with multimedia supports, real-time reporting, Lexile® assessments, and embedded close reading literacy tools. Our innovative digital literacy platform allows students not only to read, but to read closely, and to engage with digital texts in new ways that will transform the entire learning experience.

myON can support the development and enhancement of personalized literacy programs that will meet the requirements of California's Local Control and Accountability Plans (LCAPs), designed to improve student achievement and outcomes, in the following ways:

- Providing instructional materials that align with California state standards
- Supporting the implementation of California standards
- Promoting family involvement
- Improving student outcomes
- Engaging all students on an equitable basis
- Contributing to a positive school climate
- Offering universal access in and out of school
- Delivering actionable student data in all content areas



1.800.864.3899
www.myON.com

Packages Tailored Specifically for Elementary, Middle and High School

As your California-based education partner, our team of consultants customized a district offering to enhance your personalized literacy solution, including the following instructional tools and supports for your teachers and students:

Content: Text sets aligned to the California CCSS and ELD Standards based upon Units of Study for K-5 in the following subject areas, all of which include Spanish and Bilingual titles – Reading, Social Studies, Health and Arts – will be available in district accounts at the time of launch. Grade-range publisher bundles will be available for Elementary, Middle and High School. Each subscription includes a broad cross-section of titles from [Capstone](#) and [Partner Publishers](#).

Professional Development: The Getting Started suite, comprised of on-site and virtual sessions, is part of the basic LCAP subscription package. A separate Family Engagement professional development package may be added on to your basic package.

Customer Support: Our dedicated customer support personnel are available to ensure a positive myON experience for all, beginning with implementation planning and continuing throughout to cultivate and foster a strong, collaborative partnership

To preview the myON LCAP Package and the Executive Guide for LEA Leadership, please visit http://thefutureinreading.myon.com/CA_LCAP.



1.800.864.3899
www.myON.com

LCAP EXECUTIVE GUIDE

Purpose of the Guide

This guide, designed for LEA leadership, outlines how myON can support the development and enhancement of personalized literacy programs that will meet the requirements of California's Local Control and Accountability Plans (LCAPs), designed to improve student achievement and outcomes along multiple measures.

Executive Summary

Characterized by authentic texts, the myON platform provides a growing collection of thousands of leveled, enhanced digital books in English and Spanish that cover a wide range of genres and content areas. With embedded assessments provided by MetaMetrics®, myON also has the capacity to measure, monitor, and project student reading progress based on the Lexile® Framework.

The breadth, depth, and rigor of the collection offer increased opportunities for learners to read independently whether they are reading during school hours, at home, or through summer programs. The collection also allows for instructional use, with a rich variety of carefully leveled texts aligned to core content. The myON platform reports and tracks pupil growth through strategically-constructed placement and benchmark assessments. The recommended reading list created for each student aligns to the student's interests and reading level.

myON professional services can address the needs of educators, offering professional development for blended learning and critical thinking by supporting models that address Depths of Knowledge (DOK) levels 2 and 3.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

myON addresses the LCAP priorities in the following ways:

- Provides instructional materials that align with California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health and physical education.
- Supports the implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health and physical education.
- Promotes family involvement
- Improves student outcomes
- Engages all students on an equitable basis
- Contributes to a positive school climate
- Offers universal access in and out of school
- Delivers actionable student data in all content areas

The matrix on the following pages articulates possible ways in which myON can support and enhance the state priorities as set forth by LCAP, a critical part of the Local Control Funding Formula (LCFF) in California. Through various modalities, myON can support the key goals of any individual district in meeting these eight priorities and can be an integral part of the plans created to meet annual goals.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

LCAP State Priorities/ LEA Goals

Conditions for Learning: Basic Services

Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

myON Connections

myON provides instructional materials that align with state California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health and physical education.

- Includes authentic complex texts with approximately 70% informational text (including narrative and literary nonfiction) and 30% literature. These texts are not created for the myON platform, but are texts from a large array of well-regarded publishers.
- Meets the demands of text complexity with rigorous content and a strong emphasis on many of the subject areas described in California Education Code 51220—including social studies, science, literature, the arts, physical education, and mathematics—giving the materials instructional integrity.
- An independent company with subject matter experts correlates the texts. myON's LCAP initiative will include text sets created by myON that bundle complex texts related to content at a variety of reading levels as measured by the Lexile® Framework. These text sets will enhance student learning of the core content as outlined by California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health and physical education.
- Ensures that every student in the district has access to proper content at the desired instructional level with Lexile® levels from pre-reading to 1300.
- Provides unlimited, 24x7 access, throughout the school year, during the summer and other school breaks so students can access the content not only from the safety of school, but in other locations as well—home, community centers, public libraries — anywhere with Internet access. Students can also download myON content through the use of a variety of devices, and access these texts off-line using free apps.
- Offers universal access to all texts. Everyone in a district can be viewing the same title at the same time, whether at school, at home, or in another location with Internet access or with a device enabled to read off-line.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

LCAP State Priorities/ LEA Goals

Conditions for Learning: Implementation of State Standards

Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.

myON Connections

myON supports implementation of California standards

- Aligns to the Common Core State Standards (CCSS) for both English Language Arts (ELA) and Mathematics as well as to California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health and physical education.
- Supports the instruction of close and critical analysis of complex texts through our guided highlighting tools. These tools will allow students to highlight within the text as well as to make annotations. Teachers will be able to review all student work.
- Supports all content areas—language arts, math, history and social science, visual and performance arts, health, and physical education. With the inclusion of text sets aligned to these content areas, the material will be easy to access and organized for ease of use.
- Promotes fluency and English language development through the naturally recorded audio. Students are able to hear fluent reading in English as on-screen highlighting tracks the audio at both the sentence and the word levels. The audio scaffold may be turned on or off by the teacher and the student, allowing English learners to become proficient in a supported and engaging environment.



For specific information about myON and LCAP,
please call 800.864.3899 or visit
http://thefutureinreading.myon.com/CA_LCAP

**LCAP State
Priorities/
LEA Goals**

**Engagement:
Parent
Involvement**

Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

myON Connections

myON promotes family involvement

- Allows families to read together even when there is not a fluent reader in the home.
- Assists families in understanding how to support the use of myON outside of school with a parent and family guide available in both English and Spanish.
- Gives students access to their own account pages allowing them to share their Lexile® growth with their families.
- Provides teachers, librarians, and administrators the ability to track student growth at the individual, group, class, school, and district level. This data informs parents of progress and can be used to make decisions about their child's educational programs.
- Reports outcomes for pupils that will assist districts as they consider goals for both for school sites and for specific subgroups. The reports will assist LEAs as they communicate annual progress, analyze successes and challenges, and make appropriate modifications to actions and services to support literacy.
- Promotes partnerships with community organizations to deliver myON to students outside of traditional school settings, leveraging myON as a tool that builds literacy community-wide.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

LCAP State Priorities/ LEA Goals

Pupil Outcomes: Pupil Achievement

Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

myON Connections

myON improves student outcomes

- The Lexile® placement exam, created by MetaMetrics®, provides a base level Lexile® score to create a recommended list of texts within a range. As students continue reading on myON, they take periodic benchmark exams that track their growth. The data can easily be displayed in a variety of report formats.
- The reports allow teachers, schools, and districts to track data among multiple measures, including Lexile® growth, comprehension quiz scores, and time spent reading.
- The rigor of the authentic texts, as measured by Lexile® scores, promotes college and career readiness. The capability of myON to recommend books for students within their target reading range helps them read more complex texts over time and increase their reading stamina with the appropriate scaffolds and supports that guide them toward independence.
- The audio demonstrates fluent reading, helping students gain proficiency in English.
- The myON collection includes several hundred titles in Spanish from Capstone Publishing, and these titles include comprehension quizzes available in Spanish. Many of these titles have English versions to provide a bridge from Spanish to English.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

LCAP State
Priorities/
LEA Goals

**Engagement:
Pupil Engagement**

Supporting student engagement, including whether students attend school or are chronically absent.

myON Connections

myON engages all students on an equitable basis

- Includes an interest survey that students must take before gaining access to the collection and generates a list of recommended books that match student interest. These recommended texts meet students at their independent reading level as well as their interest level, thereby increasing student engagement and motivation.
- Offers a variety of engaging text types, such as graphic novels, magazine articles, and trade books from high-interest publishers. The variety of texts targets various audiences from pre-readers to high school students, with Lexile® levels ranging from pre-reading to 1300. This ensures that there is something on myON to captivate every learner.
- Is cloud-based and every student has an individual login. myON can be accessed from any location with access to the Internet and can also be used off-line. This means that even students who are absent from school have access to high-quality and engaging text.
- Provides universal access to text for all students. Equity is enhanced with myON offerings equally available throughout the district and accessible to all.



For specific information about myON and LCAP, please call 800.864.3899 or visit http://thefutureinreading.myon.com/CA_LCAP

LCAP State
Priorities/
LEA Goals

**Engagement:
School Climate**

Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

myON Connections

myON contributes to a positive school climate

- Creates a sense of connectedness by allowing student access to all the texts, so that students can easily read what their peers are reading—at the exact same time.
- Gives teachers the ability to assign books to students and have them read in groups, just as they would print books.
- Allows unlimited access to all texts, so that content can be displayed by every teacher or read by all students all at the same time. For example, a school focusing on a character-driven topic such as trustworthiness could create a sense of community by doing a lesson with an appropriate text on myON with all students in the building (or district) at once.



For specific information about myON and LCAP,
please call 800.864.3899 or visit
http://thefutureinreading.myon.com/CA_LCAP

**LCAP State
Priorities/
LEA Goals**

**Conditions for
Learning:
Course Access**

Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.

myON Connections

myON offers universal access

- Provides carefully leveled text with attention to complexity to help prepare students for the rigors of reading in college and career.
- Gives universal access to all students; no matter where they live or what school they attend, students have access to the same books on the myON platform.



For specific information about myON and LCAP,
please call 800.864.3899 or visit
http://thefutureinreading.myon.com/CA_LCAP

LCAP State
Priorities/
LEA Goals

**Pupil Outcomes:
Other Pupil
Outcomes**

Measuring other important student outcomes related to required areas of study, including physical education and the arts.

myON Connections

myON delivers actionable student data in all content areas

- Provides actionable data to inform instruction and intervention in all content areas including physical education and the arts. Data is gathered and reported on student reading activity and response to text, along with outcomes from embedded assessments.
- Includes content on how to write in various forms, including poetry, journals, and personal narrative, which allows students to expand their writing ability in the arts.
- Includes content in music, photography, visual arts, and artists to broaden support for students studying the arts.
- Includes rules and procedures for sports, sportsmanship, training, and fitness and health, and non-fiction narratives about athletes and events, such as the Olympics to enhance the study of physical education.



For specific information about myON and LCAP,
please call 800.864.3899 or visit
http://thefutureinreading.myon.com/CA_LCAP

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-96 – Oxnard School District Education Foundation (Freeman/Curtis)

This agreement formalizes the implementation of a program for music instruction in Grades TK-5th in ten (10) district schools during 2015-2016 by the Oxnard School District Education Foundation (OSDEF). The ten (10) schools served under this agreement are Brekke, Curren, Elm, Lemonwood, Marina West, McAuliffe, Ritcher, Rose Avenue, Sierra Linda and Soria. Services include: a) Direct instruction in the classroom and b) Music Van visits.

OSDEF, through their sub-committee Oxnard Music Advocacy Group, applied for and received a grant from the Martin V. & Martha K. Smith Foundation in the amount of \$20,000.00. Oxnard School District will support the program through matching funds, in an amount not to exceed \$26,000.00.

Term of the agreement: **October 1, 2015 to June 17, 2016**

FISCAL IMPACT:

\$26,000.00 – Unrestricted General Fund

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-96 with the Oxnard School District Education Foundation.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-96, Oxnard School District Education Foundation (2 Pages)

MEMORANDUM OF UNDERSTANDING

Oxnard School District
And
Oxnard School District Education Foundation
Agreement #15-96

This Memorandum of Understanding (MOU) is entered into by and between Oxnard School District (District), and Oxnard School District Education Foundation (OSDEF).

PURPOSE: The purpose of the MOU is to establish and maintain a provision of service relationship between the two parties and to communicate responsibilities of the collaboration.

District and OSDEF will work together to implement a program for music instruction in Grades TK – 5th grade in ten (10) district schools during the 2015-2016 school year according to a schedule worked out by District Administration. The ten (10) schools served under this agreement: Brekke, Curren, Elm, Lemonwood, Marina West, McAuliffe, Ritcher, Rose, Sierra Linda, and Soria. Services under this agreement include: a) Direct instruction in the classroom, b) Music Van visits. OSDEF, through their sub-committee Oxnard Music Advocacy Group (OMAG), applied for and received a grant from the Martin V. & Martha K. Smith Foundation (MVS) in the amount of \$20,000.00. Oxnard School District will support the program through matching funds, in an amount not to exceed \$26,000.00. OMAG will continue their fundraising efforts in support of the music program. All the funding sources will support music instruction in the classroom.

TERM: The term of this MOU shall commence October 1, 2015 through June 17, 2016.

DESCRIPTION OF SERVICES:

A. District agrees to:

1. Submit a monthly invoice to the OSDEF for reimbursement for relevant duties performed by the consultants.
2. Provide the classroom facilities for the music lessons.
3. Provide access to the students according to the schedule agreed upon.
4. Support and assistance in the classroom, including, but not limited to student conduct.
5. Classroom teacher will be present during the course of each music lesson taught by consultants.
6. Permit access to classrooms for OSDEF/OMAG members for the purpose of program oversight.
7. Space permitting, provide a space to store musical instruments & theatrical props – school site.

B. OSDEF agrees to:

1. Purchase General Liability and Workman’s Comp insurance and provide OSD with a Certificate of Insurance, naming the Oxnard School District as “Additional Insured”. Maintain coverage throughout the term of this MOU.
2. Reimburse District upon receipt of an invoice on a monthly basis for contracted services, for the period of this agreement in an amount not to exceed \$16,055.00, (\$16,000.00 is the balance of the MVS grant after purchase of insurances estimated at \$3,945.00).
3. Be responsible for ensuring that consultants sent to the school sites have proper clearance to work with children as well as a cleared TB test.
4. Provide oversight and assessment of consultants.
5. Consultants will provide a curriculum of instruction.
6. Provide music equipment and the means of transporting the equipment.
7. Be responsible for lost or damaged musical instruments as a result of storage, transportation, or use of equipment.

TERMINATION: Either party may terminate this MOU without cause upon thirty (30) days written notice.

AUTHORIZED APPROVAL:

**OXNARD SCHOOL DISTRICT
EDUCATION FOUNDATION:**

OXNARD SCHOOL DISTRICT:

Signature

Signature

Susan (Sue) Odgers, President
Type Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT **X**
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-97 – Pepperdine University (Vaca)

OSD and Pepperdine University will partnership to provide training for the education students of the University. OSD will provide teaching experience through directed teaching in schools and classes of the District, not to exceed the number of directed teaching assignments.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve Agreement #15-97 with Pepperdine University.

ADDITIONAL MATERIALS:

Attached: Agreement #15-97, Pepperdine University (6 Pages)
Certificate of Insurance (1 Page)

DIRECTED TEACHING AGREEMENT

This Agreement is made between Pepperdine University (“Pepperdine”) on behalf of Pepperdine Teacher Preparation Programs and the hereinafter mentioned school district (“District”). It is the parties’ intent that this agreement is a cooperative agreement for the benefit of the public and that entering into this agreement does not trigger any compliance or reporting obligation on the part of Pepperdine. This agreement does not in any way enlarge the University’s obligations under federal or state law regulation.

RECITALS

- A. Pepperdine has established an approved program (the “Program”) of directed teaching for training education students of the University;
- B. Directed teaching experiences are a required and integral part of the Program;
- C. Pepperdine desires the cooperation of **Oxnard School District** in the training of students through the directed teaching experiences, which will provide a benefit to the public; and
- D. Pursuant to the provisions of Section 44320 of the California Education Code, the governing board of a District is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through directed teaching to students enrolled in teacher education curricula of such institution; and
- E. Any such agreement may provide for the payment in money or services for the services rendered by the District in an amount not to exceed the actual cost to the District of the services rendered by the District.

Now, therefore, it is mutually agreed between the parties hereto as follows:

SPECIAL PROVISIONS

DATE: 9/17/2015

PARTIES: Pepperdine University and Oxnard School District

TERM: From September 17, 2015 to June 30, 2016

CONTRACT SERVICES: Not to exceed three Clinical Experiences per year, per mentor.

RATE AND AMOUNT: \$150 Master Teaching Stipend per student, per session of Clinical Observation of student by Master Teacher. \$150 Master Teaching Stipend per student teacher, per session of directed mentoring for Clinical Experience.

METHOD OF PAYMENT: Check one.

XXXX Stipend is to be paid directly to the District.

_____ Stipend is to be paid directly to the Master Teacher.

GENERAL TERMS

1. Directed Teaching

- A. The District shall provide teaching experience through directed teaching in schools and classes of the District, not to exceed the number of directed teaching assignments. Such directed teaching shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and Pepperdine through their duly authorized representatives may agree upon.
- B. The District may, for good cause, refuse to accept for directed teaching any student of Pepperdine assigned to directed teaching in the District. In such event, Pepperdine shall terminate the assignment of such student to the directed teaching program in the District.
- C. The term “directed teaching” as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers in the schools or classes in which the direct teaching is provided, and who have completed a minimum of three years successful teaching experience.
- D. Pepperdine student teachers without emergency or substitute credentials may not be asked by the school districts to serve and be paid for substitute teaching. Such students are not regarded as properly certified and require full-time supervision. Those holding substitute or emergency credentials may substitute only for their master teacher when s/he is out ill; when it is determined by the principal that such substitution is in the best interest of the student teacher and the students in the classroom; only after the first four weeks of that student’s first student teaching assignment; the student teacher is paid by the District; and the number of days is kept to a minimum.
- E. Pepperdine will pay for the performance by the District of all services required to be performed by the District under this Agreement at the aforesaid rates for each session of part-time directed teaching or full-time directed teaching provided by the District pursuant to this Agreement.
- F. The term “session of directed teaching” as used herein and elsewhere in this Agreement is considered to be a full day of directed teaching for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidates receives four (4) semester units of practice teaching credit) and six (6) periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidates receive four (4) semester units of practice teaching credit). The credential candidate must complete two (2) sessions for a minimum total of sixteen (16) weeks.
- G. An assignment of a Pepperdine student to directed teaching in classes of schools of the District shall be for one (1), two (2), or three (3) sessions as mutually agreed between Pepperdine and the District.

- H. An assignment of a Pepperdine student to directed teaching in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment papers or other documents provided by Pepperdine affecting such assignment, but no earlier than the date of such assignment as shown on such card or other documents.
- I. In the event the assignment of a Pepperdine student to directed teaching is terminated by Pepperdine for any reason after the student has been in directed teaching and has been at the assignment for a minimum of two weeks, the District shall receive payment for the assignment on account of such student as though there had been no termination of the assignment. Said payment to exceed \$150 per student per session of terminated assignment.
- J. If applicable, within a reasonable time following the close of each session of Pepperdine, the District shall submit an invoice in triplicate, to Pepperdine for payment, at \$150 per student, per term, for all directed teaching provided by the District under and in accordance with this Agreement during said session. This process may be altered in writing according to individual district procedures as to how the invoicing will proceed.
- K. Notwithstanding any other provision of this Agreement, Pepperdine shall not be obligated by this Agreement to pay the District any amount in excess of the total sum.
- L. In accordance with California Education Code Section 44320(b), each credential candidate, prior to assignment to District, must obtain at his or her sole expense a "Certificate of Clearance", which includes a complete Live Scan Service. The University will ensure that students receive a Certificate prior to beginning their assignment in the district.
- M. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at his or her sole expense an examination, by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, or provide a current certificate that shows s/he is free of communicable tuberculosis prior to beginning their assignment in the District.

1. Minimum Insurance Requirements

- A. District. The District shall maintain insurance in full force and effect, at its sole expense, the following minimum insurance coverage or comparable program of self-insurance:
 - i. Commercial General Liability (Minimum Requirement):
\$1,000,000 Combined Single Limit
 - ii. Coverage:
Premises/Operations
Liability Medical Payments
Liability
Personal Injury Liability
 - iii. The District shall maintain in full force and effect, at its sole expense, Workers' Compensation and Employers Liability Insurance in a form and amount covering

District's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

1. Statutory limits per State of California
2. Employers Liability
 - \$1,000,000 Each Accident
 - \$1,000,000 Each Employee

District shall provide University with 30 days written notice before cancellation, or any reduction or material change in coverage.

B. University shall maintain insurance in full force and effect, at its sole expense:

- i. Commercial General Liability (Minimum Requirement):
 - \$2,000,000 General Aggregate
 - \$1,000,000 Combined Single Limits
- ii. Coverage:
 - Premises/Operations Liability Medical
 - Payments Liability Contractual Liability
 - Personal Injury Liability
 - Independent Contractors
- iii. The University will maintain in full force and effect, at its sole expense Workers' Compensation and Employers Liability Insurance in a form and amount covering University's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:
 1. Statutory limits per State of California
 2. Employers Liability
 - \$1,000,000 Each Accident
 - \$1,000,000 Each Employee

A certificate of general liability insurance with the District named as an additional insured shall be provided by Pepperdine University' Insurance and Risk Department to the District 30 days in advance of the commencement of this agreement.

The District will require 30 days written notice before cancellation, or any reduction or material change in coverage.

3. Indemnity

District shall defend, indemnify and hold Pepperdine, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the

negligent or intentional acts or omissions of the District, its officers, agents, or employees.

Pepperdine shall defend, indemnify and hold the District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Pepperdine, its officers, agents or employees.

4. Miscellaneous

- A. Termination. Either party may terminate this Agreement with or without cause by providing written notice to the other party. Termination will be effective at the end of the school year during which the notice is issued. The notice required under this paragraph shall be sent by registered mail.
- B. Any notice required to be given pursuant to this Agreement shall be in writing and shall be served by personal service or first class mail. When served by first class mail, service shall be conclusively deemed effective three (3) days after deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice is to be given as herein provided:

Notice to Pepperdine: Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, CA 90045
ATTN: Teacher Preparation Program Director

Notice to District: Oxnard School District
Attn: Dr. Jesus Vaca, Assistant Superintendent, Human Resources
1051 South A Street
Oxnard, CA 93030

- C. District and Pepperdine agree that neither will unlawfully discriminate against any individual on the basis of age, sex, race, creed, color, religious belief, national origin, and disability, status as a disabled veteran, or veteran of the Vietnam era.
- D. Neither party shall use the other's name or any corporate or business name which is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party.
- E. The Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and may be modified only by a writing signed by both parties.

- F. The parties hereto shall not have either the power or the right to assign this Agreement or any part thereof to any person or party for any reason, and any attempt to do so shall be void and of no legal effect.
- G. This Agreement shall be governed by and construed under the laws of the State of California, which shall be the forum for any lawsuit arising from or incident to this Agreement.
- H. Should either party reasonably retain an attorney to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees and costs including fees and costs of corporate staff and counsel.
- I. In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.
- J. Each party is an independent agent and shall not act as, or be an agent or employee of, the other party.

In witness thereof, the parties hereto have caused this Agreement to be signed by its duly authorized representative.

Lisa A. Franz,
Director, Purchasing

Print Name	Signature	Date
------------	-----------	------

Robert R. Barner,
Program Director

Print Name	Signature	Date
------------	-----------	------



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/29/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER 1-818-539-2300 Arthur J. Gallagher & Co. Insurance Brokers of California, Inc. License #0726293 505 North Brand Boulevard, Suite 600 Glendale, CA 91203-3944 Nick Grover	CONTACT NAME: Nick Grover PHONE (A/C. No. Ext): 818-539-1336 E-MAIL ADDRESS: nick_grover@ajg.com FAX (A/C. No): 818-539-1636
INSURED Pepperdine University Attn: Lauren Cosentino 24255 Pacific Coast Highway Malibu, CA 90263	INSURER(S) AFFORDING COVERAGE INSURER A: UNITED EDUCATORS INS RRG INC INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:
	NAIC # 10020

COVERAGES

CERTIFICATE NUMBER: 44660065

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Deductible: \$200,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	X		CGL201500015300	08/01/15	08/01/16	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB EXCESS LIAB DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				WC STATUTORY LIMITS OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

RE: Seaver students volunteering in afterschool program through July 31, 2015

Certificate holder is additional insured for general liability coverage as required by virtue of a contract or agreement and to the extent insurable as respects their interest in the operations of the named insured.

Sexual Misconduct coverage is included in the General Liability limits.

Subject to all policy terms and conditions.

CERTIFICATE HOLDER

Oxnard School District

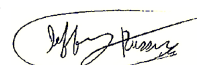
1051 South A Street

Oxnard, CA 93030

USA

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE


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ACORD 25 (2010/05)

jrussell

44660065

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BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-98 – Focus on the Masters (Freeman/Morrison)

Focus on the Masters will provide art lessons during school hours for students attending Harrington School. Focus on the Masters is an appreciation program that documents, preserves and presents the works and lives of accomplished local artists in Ventura County.

FISCAL IMPACT:

Not to exceed \$1,350.00 – Unrestricted General Fund

RECOMMENDATION:

It is the recommendation of the Interim Principal, Harrington School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-98 with Focus on the Masters.

ADDITIONAL MATERIALS:

Attached: Agreement #15-98, Focus on the Masters (1 Page)



A Fine Arts Experience for Youth

·Provided by Focus on the Masters·

CONTRACT between FOTM and Harrington School, Oxnard School District

Contract Number	LTS240	For	3 residencies-8 lessons each
Date of Contract	September 16, 2015		
School/Institution	Harrington School	Phone #	(805) 385-1542
Billing Address	2501 Gisler Ave, Oxnard	CA	93033
Responsible Party	Amelia Sugden	Phone #	
Contact Person/Teacher	Amelia Sugden	Phone #	
Number of Students	Up to 40 students per class	Grade	5
Location of Instruction Session	Harrington School	Room #	TBD
Day of Instruction	Wednesdays	Time	8:30, 10:00 & 12:20
Instruction Starts	Sept. 23, 2015	Ends	Nov. 18, 2015, no class Oct 28
LTS Instructor	Aimee French	Phone #	(805)653-2501
LTS Fee	\$450 each	Total due	\$1,350

This is an agreement for services hereafter described and subject to the following items and conditions:

1. DESCRIPTION OF SERVICES: 1 *Learning To See* (LTS) residencies of one lesson for 8 weeks provided by Focus on the Masters' *Learning To See* Youth Outreach Program.

2. INSTITUTION RESPONSIBILITIES:

- ◆ Sign, date and return this contract to FOTM. Please submit payment for invoice provided upon receipt.
- ◆ An institution's staff member will be present in the classroom at all times.
- ◆ A computer, projector and white screen will be set up for each lesson **prior to the arrival of the LTS instructor.**
- ◆ If the host teacher needs to reschedule a class after the schedule has been agreed upon between FOTM and your institution, the LTS instructor will make every effort to reschedule, but may be unable to reschedule a class due to calendar conflict.

3. LTS INSTRUCTOR RESPONSIBILITIES:

- ◆ Lessons will be 60 minutes in length.
- ◆ All supplies are provided, limited to a \$50 budget per residency.
- ◆ If the LTS instructor is unable to attend due to illness or emergency and cannot arrange for a substitute LTS teacher, the LTS instructor will notify the school or institution as soon as possible and will reschedule the class at a mutually agreed upon date and time.

Please sign and return this contract upon receipt to:

Aimee French, Education Coordinator · FOTM ·
503 Poli St. Suite 405, Ventura, California 93001 · Ph: 805/653-2501

I have read and agree with the above information.

Lisa A. Franz, Director, Purchasing

Name of authorized INSTITUTION representative _____ Signature _____ Date _____

Aimee French, Education Coordinator

5/28/2015

Name of authorized FOTM representative _____ Signature _____ Date _____

____ Accounting copy

____ School copy

____ File copy

BOARD AGENDA ITEM

Name of Contributor(s): Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2 nd Reading _____

Approval of Agreement #15-99 – NCS Pearson (Freeman/Arellano)

NCS Pearson will provide trainings in coaching and implementation of Sheltered Instruction Observation Protocol (SIOP) to Oxnard School District Administrators, Coaches and Teachers, for the 2015-2016 school year. They will provide six (6) trainings of one (1) to three (3) days. NCS Pearson along with Oxnard School District is committed to helping all schools and students, including English Learners, engage in and meet the rigor of the Common Core State Standards, college and career readiness standards, as well as align with the ELD standards. NCS Pearson’s professional learning opportunities address content areas, strategies, and techniques. Across a continuum of support, NCS Pearson will customize tools, range of solutions, and levels of services to help schools and our district with their focus and needs.

FISCAL IMPACT:

Not to exceed \$225,000.00 – Unrestricted EL Concentration Funds

RECOMMENDATION:

It is the recommendation of the Executive Director, English Learner Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-99 with NCS Pearson, in the amount not to exceed \$225,000.00.

ADDITIONAL MATERIAL(S):

Attached: Agreement #15-99, NCS Pearson (1 Page)
Proposal (10 Pages)

OSD AGREEMENT #15-99

AGREEMENT

THIS AGREEMENT ("Agreement") is by and between NCS Pearson, Inc., a Minnesota corporation, having offices located at 3075 W Ray Road, Suite 200, Chandler, AZ 85226 ("Pearson"), and the school, school district or other entity executing this Agreement below ("Customer").

WHEREAS, Pearson desires to provide to Customer, and Customer desires to obtain from Pearson, certain Pearson products and/or services;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

- 1. Pearson shall make available the Pearson products and/or services set forth on the attached proposal. All products and services are provided to Customer pursuant to Pearson's standard terms and conditions as set forth in the proposal.
- 2. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but which all together shall be deemed to constitute one and the same instrument. Transmission and receipt of this Agreement via facsimile or other electronic means shall be treated as original signatures for all purposes hereof and shall have the same legal effect as receipt of the original executed document by mail or any other acceptable means of delivery.

IN WITNESS WHEREOF, Pearson and Customer have caused this Agreement to be executed by their duly authorized representatives as of the date of the last signature below.

CUSTOMER:

NCS PEARSON, INC.

Customer Name: Oxnard School District

Signature: _____ Signature: _____

Name: Lisa A. Franz Name: Matt Stricker

Title: Director, Purchasing Title: Vice President - Finance

Date: _____ Date: _____

Customer Address:

Taxpayer ID: 41-0850527

Address: 1051 S A St.

Oxnard, CA 93030

**Proposal for Oxnard School District
August 28, 2015**

Sheltered Instruction Observation Protocol Model



Pearson

**Patti Fair
Account General Manager
patricia.fair@pearson.com
310.490.9510**

**Kelly Young
Regional Services Manager
kelly.young@pearson.com
402.659.2801**

Executive Summary

Pearson is committed to helping all schools and students, including English Language Learners (ELLs), engage in and meet the rigor of the Common Core State Standards (CCSS), College and Career Readiness (CCR) standards, as well as align with English Language Development (ELD) standards. Our professional learning opportunities address content areas, strategies, and techniques. Across a continuum of support, our customized tools, range of solutions, and levels of service help schools and districts choose the intensity and focus that best match their needs.

The Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of ELLs. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, the SIOP Model helps more than 450,000 educators in US schools teach both content knowledge and language skills in ways that are proven to be more effective for ELLs.

Pearson SIOP Consultants

The SIOP Model professional development uses certified SIOP trainers to help educators learn the SIOP Model, implement the model in their classrooms, build capacity throughout the complex, and improve academic results for ELLs. Districts across the US prefer using Pearson as their only partner in providing SIOP professional development services for the following reasons:

- Our professional development is the only SIOP author-approved training
- We are the exclusive publisher of all SIOP books and the SIOP series
- The SIOP authors review and contribute to our trainings, materials, and development
- Our professional development has various offerings that build towards the overall goal of maintaining fidelity to the SIOP Model and building internal capacity
- We have highly trained staff to deliver staff development
- Several of our consultants have co-presented with the authors at National SIOP Institutes
- Our SIOP manager, an original author-certified SIOP National Faculty, oversees the training, monitoring, and support for all of our educational consultants
- Our last published customer satisfaction ratings for our SIOP professional development rated our consultants 4.7 on a 5-point scale in overall customer satisfaction

Adult-Learner Research

Additionally, Pearson courses rest in a reputable base of adult learner research (Branford, et al, 2000). These themes are reflected throughout the design of Pearson's professional development. They inform both the content of the professional development and the practices used within the professional development activity.

Sheltered Instruction Observation Protocol

Today's administrators and teachers are facing ever-increasing accountability demands. The need for a learning solution that addresses the abilities, learning styles, cultural diversity, and language barriers for all learners, but especially for ELLs, has become essential in classrooms nationwide as we prepare all students to be college and career-ready. Often what is missing is a plan that pulls together sound practices to meet the specific needs of ELLs (Goldenberg, 2004) while improving academic achievement for all students.

The SIOP Model addresses this issue with an instructional framework to assist all students that improves language skills while teaching grade-level content. As a framework, SIOP organizes teaching methods and techniques that have been shown to be effective across grade levels and subject areas. The SIOP Model (Echevarría, Vogt, & Short, 2004) was developed to provide teachers of ELLs with a well-articulated, practical model of sheltered instruction with a clear focus on differentiated instruction.

Meet our ELL Experts

Pearson works with more than 1,000 authors and researchers to bring you practical, evidence-based professional development programs and resources. Our close association with key authors and architects of teaching approaches for ELLs verifies that the spirit and pedagogical approach of the initiative is embodied in our educational materials, assessments, and professional development. Some of the ELL experts we work with include the following:

ELL Experts			
 Jim Cummins ELL Consultant	 Maryellen Vogt SIOP Author	 Jana Echevarria SIOP Author	 Deborah J. Short SIOP Author

Research and Validity

SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino et al., 2001). SIOP is also used as a model for lesson planning and implementation of high-quality sheltered instruction. All features of the SIOP Model are aligned with current research on instruction for ELLs.

In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP Model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model. For more information on this study, please refer to this paper: [SIOP Institute](#).

A list of SIOP research references is available at the following link: [SIOP Research References](#)

The SIOP Model

The SIOP Model is viewed as an umbrella under which instructional programs and methods adopted for instruction can reside. The SIOP Model framework brings content area instructional materials, methods, strategies, and techniques into an effective practice to meet the needs of ELLs and all students.

The SIOP Model has eight components and 30 features. Using these components and features, teachers and other instructional staff will observe other professionals and assess the level of sheltered instruction provided during the class lesson. The observation information gathered will be used to rate the implementation of sheltered instruction practices and to refine the teachers' use of the components and features to improve the planning and delivery of classroom lessons.

The SIOP Model helps teachers prepare an appropriate lesson plan using instructional programs, materials, and standards across the content areas that shelter and expand instruction to better meet the needs of ELLs in their classrooms. The following figure provides the features for each of the eight components.

Component	Features
Lesson Preparation	<ul style="list-style-type: none"> ▪ Clearly defined content objectives for students ▪ Clearly defined language objectives for students ▪ Content concepts appropriate for age and educational background level of students ▪ Supplemental materials used to a high degree, making the lesson clear ▪ Adaptation of content for all levels of student proficiency ▪ Meaningful activities that integrate lessons
Building Background	<ul style="list-style-type: none"> ▪ Concepts linked to student's background ▪ Concepts linked to past learning ▪ Key vocabulary emphasized
Comprehensible Input	<ul style="list-style-type: none"> ▪ Speech appropriate for student's proficiency level ▪ Clear explanation of academic tasks ▪ Uses a variety of techniques to make content concepts comprehensible
Strategies	<ul style="list-style-type: none"> ▪ Provides ample opportunities to use strategies ▪ Consistent use of scaffolding techniques throughout the lesson, assisting and supporting student understanding. ▪ Uses a variety of question types, including those that promote higher-order thinking skills
Interaction	<ul style="list-style-type: none"> ▪ Frequent opportunities for interaction and/or between teacher/student and among students that encourage elaborated responses about lesson concepts. ▪ Grouping configurations that support language and content objectives of the lesson. ▪ Sufficient wait time for student response ▪ Ample opportunities for students to clarify key concepts in the primary language with aide, peer, or primary language text.

Component	Features
Practice and Application	<ul style="list-style-type: none"> ▪ Provides hands-on materials and/or manipulatives for students to practice using new content knowledge ▪ Provides activities for students to apply content and language knowledge in the classroom ▪ Uses activities for students to apply content and language knowledge
Lesson Delivery	<ul style="list-style-type: none"> ▪ Content objectives clearly supported by Lesson delivery ▪ Language objectives clearly supported by lesson delivery ▪ Students engaged approximately 90%–100% of the period ▪ Lesson pacing appropriate to students' ability level
Review and Assessment	<ul style="list-style-type: none"> ▪ Comprehensive review of key vocabulary ▪ Key concepts review ▪ Regular feedback on student output ▪ Assessment of objectives throughout the lesson

SIOP Model Features. The SIOP Model helps teachers prepare an appropriate lesson plan to better meet the needs of ELLs.

Pearson’s Outcomes-Focused Suite of Professional Services

Pearson provides teachers and administrators the training and support needed to effectively implement the SIOP Model. The program supports teachers in their content area and is coupled with follow-up to deepen their understanding of the model and to teach how they can effectively use it to refine language objectives and lesson plans.

Services within the program help participants implement robust sheltered instruction lessons in their educational setting by accomplishing the following:

- Building collaborative sessions with fellow educators to reflect and improve sheltered instruction
- Observing our experts and being coached in techniques to improve lesson delivery and implementation
- Gaining insight on how best to apply what was learned to their own educational setting

Fidelity of implementation as well as measurability of its impact on teachers and students can be observed and measured when teachers and other instructional staff observe other professionals and assess the level of sheltered instruction provided during the class lesson using the SIOP Protocol.

The program also offers training for administrators to further support consistency in implementing the SIOP Model across schools within the district:

- Educators gain motivation and knowledge of how to teach ELLs. Participants get a deeper understanding of ELL issues and the research supporting the instructional approach to meet their needs.
- Educators gain a greater understanding of the eight components through the Component Enrichment service. Each component is explained in greater detail and additional interactive strategies are used to increase transfer of knowledge.

- Educators transfer knowledge into practice through Implementation Enrichment consisting of observation and coaching or consultation with campus administrators. These services within the program are designed to be more sustaining and support teachers in classroom implementation.
- Educators learn how to use the observation protocol to observe, assess, and review lessons, as well as language objectives in SIOP Training for Teachers. As a result, these plans can be continuously improved to develop the most robust sheltered lesson for the classroom. Plans are often discussed and shared among teachers so curriculum area instruction can be improved.

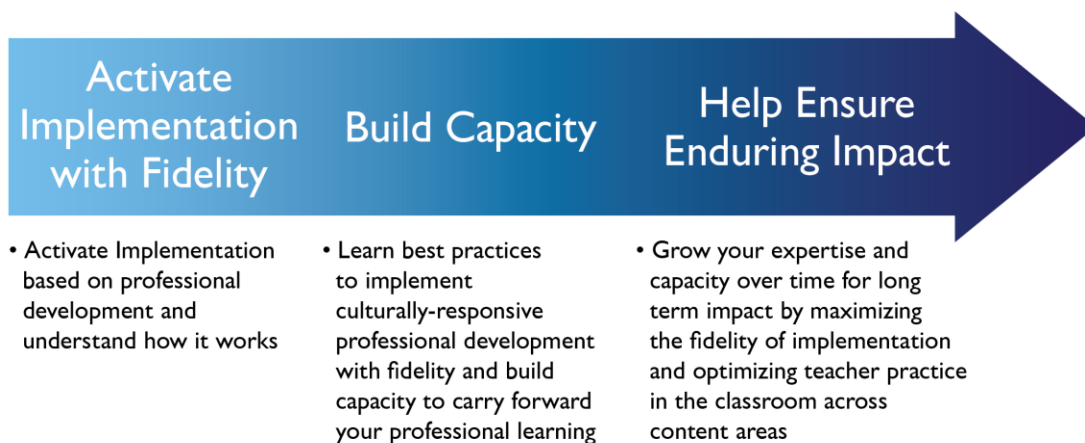
SIOP programs are designed to support educators with extensive follow-up options while building strong communication between Pearson staff and your staff. The feedback obtained helps to meet your expectations and deliver a cohesive model.

Schools and districts may find that their ELL students struggle with mathematics, or to read and write at grade level, or need additional time to complete the same coursework as their peers. Because ELL students face the challenge of becoming proficient in English as well as in each content area, they must do “double the work” that native English-speaking students do*. Our programs help teachers help their ELL students confront and best this layered challenge.

Educators participating in professional development and training from Pearson will be able to deliver research-based, content-rich, effective lessons that are based on best practices. Our experience, deep and broad-reaching support services, and highly-qualified education consultants provide best practices for an effective, efficient implementation process.

Response to Intervention for English Language Learners

Pearson provides a wide range of research-based professional development services to support Response to Intervention (RtI) in an elementary, middle, or high school setting which address the specific needs of ELLs. Our training is designed to show teachers of ELL students how and when to use assessments, how to identify critical intervention points, and how to adjust instruction to different needs.



* Deborah J. Short and Shannon Fitzsimmons, Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners--A Report to Carnegie Corporation of New York (Washington DCL Alliance for Excellent Education, 2007).

Collaborating on a Road Map

Pearson will work with you to determine the most effective road map to meet specific training and professional needs. Initial planning will include the following:

- Identifying goals and objectives for improving instruction and learning
- Identifying the current instructional practices, which will serve as a building block for attaining goals
- Designing an appropriate training and professional development plan and delivery format

In our collaborative discussion with the district, we created an implementation and service plan that includes training and professional development. Below is a list of the workshops we recommend that will help your teachers and administrators implement SIOP with fidelity and put your students on the road to success.

SIOP® Training for Administrators

NUMBER OF DAYS: 1

School and district administrators use the best-selling, research-based book *The SIOP® Model for Administrators* to learn about the SIOP® Model and understand how it can improve instruction for all students, including English learners. Participants consider the roles that coaches and administrators can play in supporting teachers using the SIOP® Model and are provided with *The SIOP® Model for Administrators* to support implementation upon returning to their schools.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Explain the general needs of English learners and how the SIOP® Model can meet these needs.
- Identify how implementing the SIOP® Model in their schools and districts can have a positive impact on teaching all students.
- Discuss the roles that coaches and administrators can play in supporting teachers implementing the SIOP® Model.

TARGET AUDIENCE: DISTRICT ADMINISTRATORS, SCHOOL ADMINISTRATORS

NUMBER OF PARTICIPANTS: 30

SIOP® Training for Teachers

NUMBER OF DAYS: 3

Educators gain an in-depth understanding of the components of the SIOP® Model and strategies to implement it in their classrooms in this multiday workshop. Participants gain practical skills to collaborate, share, and implement lesson plans that incorporate all eight components and thirty features of SIOP® in order to teach content while developing students' academic and social language.

OUTCOMES:

By the end of the workshop, participants will be able to:

- Explain eight factors that affect second-language acquisition.
- Identify the components and features of the SIOP® Model.
- Observe and practice each of the eight components.
- Incorporate the SIOP® Model into lesson planning.
- Build a sample lesson using SIOP®.

TARGET AUDIENCE: K–12 EDUCATORS, SCHOOL AND DISTRICT ADMINISTRATORS, COACHES, SPECIALISTS, STAFF DEVELOPMENT SPECIALISTS

NUMBER OF PARTICIPANTS: 30

SIOP® Coaching and Implementation

NUMBER OF DAYS: 2

Develop coaches' capacity to effectively support their teachers' implementation of the SIOP® Model. Participants learn how to use the protocol in coaching sessions to improve classroom instruction, and identify features of the SIOP® Model that may pose implementation challenges. Receive the book *Implementing the SIOP® Model Through Effective Professional Development and Coaching*, written by renowned author team Jana Echevarría, Deborah Short, and MaryEllen Vogt, to support effective and ongoing professional development in your schools.

OUTCOMES:

By the end of the program, participants will be able to:

- Identify features of the SIOP® Model that may be challenging to implement.
- Consider a range of coaching approaches to coach the SIOP® Model.
- Learn how to use the SIOP® protocol to address specific teacher needs.

TARGET AUDIENCE: K–12 SCHOOL LEADERS, COACHES

PREREQUISITE: SIOP® TRAINING FOR TEACHERS

NUMBER OF PARTICIPANTS: 30

SIOP® Observation and Feedback

NUMBER OF DAYS: 2

Bring a SIOP® Consultant into the school to observe teachers and complete the SIOP® protocol. The teachers and Consultant then meet to debrief on the lesson, focusing on either the first four or the final four SIOP® components, and the Service Consultant provides feedback and coaching.

OUTCOMES:

By the end of the program, participants will be able to:

- Develop and teach a SIOP® lesson that focuses on one or two specified components.
- Identify further support and/or training needed in order to successfully implement the SIOP® Model.

TARGET AUDIENCE: K–12 EDUCATORS

PREREQUISITE: SIOP® TRAINING FOR TEACHERS

NUMBER OF PARTICIPANTS: 4 observations per day

SIOP® Consultation with Leaders

NUMBER OF DAYS: 1

Work with a SIOP® Consultant to facilitate key discussions among school and district administrators regarding SIOP® implementation. The goal of this consultation session is to identify solutions that are appropriate for the specific schools and districts being supported.

TARGET AUDIENCE:

K–12 School and District Leaders

NUMBER OF PARTICIPANTS: 30

SIOP® Coaching and Observation

NUMBER OF DAYS: 2

Promote the development of coaching skills in new and experienced coaches to support a district's SIOP® implementation. This program provides hands-on experience for coaches and specific feedback on their coaching practices to develop their expertise in SIOP® delivery and instruction.

OUTCOMES:

By the end of the program, participants will be able to:

- Discuss the importance of the coach's role in a SIOP[®] Model implementation.
- Use the SIOP[®] protocol as an effective coaching tool.
- Discover, practice, and continue to implement effective coaching techniques to increase classroom implementation of the SIOP[®] Model.

TARGET AUDIENCE: K–12 COACHES

PREREQUISITE: SIOP[®] COACHING AND IMPLEMENTATION

NUMBER OF PARTICIPANTS: 10

Summary

Our SIOP expert trainers and scientifically validated programs help administrators build EL teaching capacity throughout the district. In many districts, our valuable instructional strategies are benefiting the student body at large, with an impact that extends beyond EL teachers and students.

Pearson's professional development approach integrates instruction, assessment, and professional development so teachers learn how to teach content and language at the same time to improve student performance across the curriculum. Only Pearson can provide the depth of knowledge and range of offerings seen in our professional development programs.

To discuss how these professional development options will work best, contact your Pearson representative. Working together, your Pearson team will work with you to meet the Common Core State Standards and help ELL students apply successfully their knowledge on the performance-based tasks that characterize the new assessments.

About Pearson

Pearson reaches students and changes lives by improving the quality of instruction in all classrooms, enabling states, districts, schools, and teachers to navigate fundamental and dramatic shifts in instructional leadership and classroom practices. We develop and deliver trusted, relevant, research-proven comprehensive services around our innovative and targeted professional development services, instructional solutions and materials, and education technologies. All of our comprehensive services are aligned with and help schools meet the CCSS and CCR. They empower and engage students to help them meet and sustain the highest achievement standards, no matter where they start.

How to Order:

ORDERING INFORMATION

Send Purchase Orders:

1) Mail:

Pearson
PO Box 6820
Chandler, AZ 85246

3) Fax: 877-260-2530

Payment Remittance Address

NCS Pearson, Inc.
13036 Collection Center Drive
Chicago, IL 60693

2) Email:

K12customerservice@pearson.com

Professional Development Summary Sheet	
School/District	Oxnard School District
Address	1051 S A Street, Oxnard, CA 93030
Contact	Jairo Arellano, Executive Director of EL Services
Phone	805.665.8540 FAX _____
Email	jarellano@oxnardsd.org

ISBN	Topic	Format	Units	Price	Total
112990	SIOP Training for Administrators	Face-to-Face (1 day session)	1	\$5,000	\$5,000
112992	SIOP Training for Teachers	Face-to-Face (3 day sessions)	2	\$15,000	\$30,000
112996	SIOP Coaching & Implementation	Face-to-Face (2 day sessions)	3	\$10,000	\$30,000
112997	SIOP Coaching & Observation	Face-to-Face (2 day sessions)	3	\$10,000	\$30,000
112998	SIOP Observation & Feedback	Face-to-Face (2 day sessions)	9	\$10,000	\$90,000
112999	SIOP Consultation with Leaders	Face-to-Face (1 day session)	8	\$5,000	\$40,000
TOTAL					\$225,000
<i>The maximum number of participants per session is thirty (30) unless otherwise noted.</i>					

AGM	Patti Fair	RSM	Kelly Young
Email	Patricia.Fair@pearson.com	Email	kelly.young@pearson.com
Phone	310-490-9510	Phone	402.659.2801
Date	August 28, 2015		

Session Details:

August 7, 2015 – SIOP Training for Administrators

Dates TBD – Two 3-day sessions of SIOP Training for Teachers (6 sessions total)

Dates TBD – Initial 3-day session of SIOP Coaching & Implementation with ToSAs (3 sessions total)

Dates TBD – Monthly 1-day sessions with ToSAs (Alternating between SIOP Coaching & Implementation and Coaching & Observation) (9 sessions total)

Dates TBD – Monthly 3-day visits in schools combining 2-day sessions of SIOP Observation & Feedback and 1-day sessions of SIOP Consultation with Leaders (26 sessions total)

45 sessions total

BOARD AGENDA ITEM

NAME OF CONTRIBUTOR: Robin Freeman

DATE OF MEETING: 9/16/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2nd Reading _____

Approval of Agreement #15-100 – Mariana Peirano Royuela (Freeman/Fox)

The enrichment program for Grades 4th-5th provides art instruction to the students once a week and works with the teachers to provide lessons that complement the grade level curriculum.

FISCAL IMPACT:

\$10,800.00 – Unrestricted General Fund

RECOMMENDATION:

It is recommended by the Principal, Soria School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-100 with Mariana Peirano Royuela.

ADDITIONAL MATERIALS:

Attached: Agreement #15-100, Mariana Peirano Royuela (13 Pages)
Proposal (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-100

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 16th day of September, 2015 by and between the Oxnard School District (“District”) and Mariana Peirano Royuela (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

- A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on Exhibit A, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.
- C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **September 17, 2015** through **June 17, 2016** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in Exhibit A shall be completed during the Term pursuant to the schedule specified Exhibit A. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in Exhibit B “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed Ten Thousand Eight Hundred Dollars (\$10,800.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any services pursuant to this Agreement (collectively and individually, the "Documents") shall

become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance under this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement,

Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a "designated employee".

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant’s officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District

assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Robin Freeman
Phone: (805) 385.1501 x2301
Fax: (805) 486.7358

To Consultant: Mariana Peirano Royuela
1078 Main Street
Ventura, CA 93001
Phone: (805) 758.8247
Fax: ()

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** **ARACELY FOX** shall be in charge of administering this Agreement on behalf of the District. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

MARIANA PEIRANO ROYUELA:

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #15-100

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-100

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

***PER ATTACHED PROPOSAL**

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

***PER ATTACHED PROPOSAL**

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. N/A	
C. N/A	
D. N/A	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #15-100

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-100

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

*PER ATTACHED PROPOSAL

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ N/A per hour without written authorization from the District Superintendent or his designee.

III. The District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$10,800.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #15-100

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-100

INSURANCE

I. Insurance Requirements. Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. Minimum Scope of Insurance. Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000) one hundred thousand (\$100,000)/three hundred thousand dollars (\$300,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~_____ (5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

~~_____ (6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~_____ Accountants, Attorneys, Education Consultants, _____ \$1,000,000~~
~~_____ Nurses, Therapists~~

~~_____ Architects _____ \$1,000,000 or \$2,000,000~~

~~_____ Physicians and Medical Corporations _____ \$5,000,000~~

~~**Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination**~~

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #15-100

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and ~~Abuse/Molestation~~ Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, ~~and Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #15-100

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-100

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **MARIANA PEIRANO ROYUELA**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

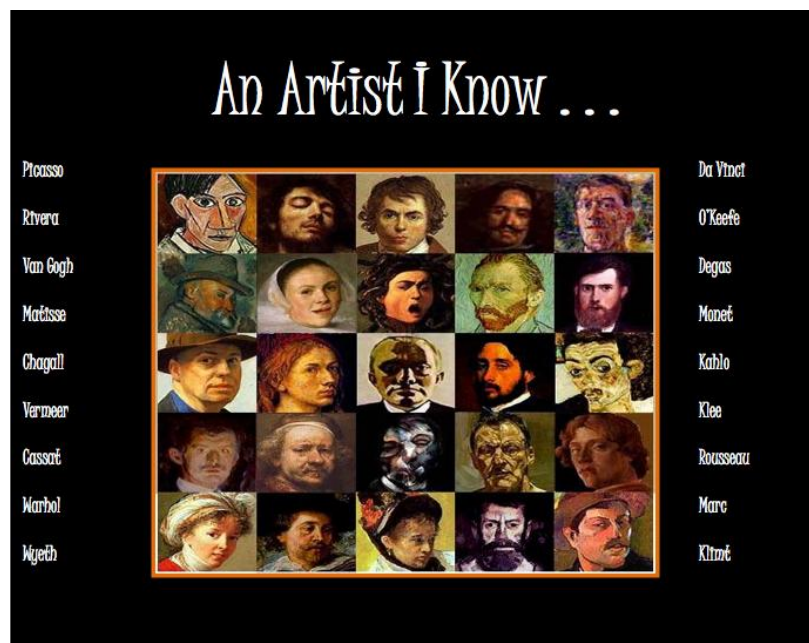
By: _____
Lisa A. Franz
Director, Purchasing

Project Proposal

Prepared for: Soria Elementary

Prepared by: Mariana Peirano Royuela

June 26, 2015



AN ARTIST I KNOW . . .

Objective

An Artist I Know . . . is an art appreciation program for elementary students intended to acquaint students with the world of art. This program seeks to cultivate awareness and interest, as well as to understand and appreciate art, by exposing children to selected artists and their work. The visiting artist makes presentations on the lives and works of the artists and then guides students through a final art project. At the end of the program, an assembly is held to showcase the students' art.

Goals

A fine arts education is essential to a child's mental and emotional development and the studies have confirmed that art is fundamental to academic learning because it fosters creativity, teaches critical thinking, develops abstract thinking skills and improves comprehension skills. In addition, art helps children develop social and personal skills. It improves confidence, teaches adaptability and boosts self esteem.

By fostering a community within the school where authentic art appreciation is taking place, we can meet and exceed expectations set by Common Core and move into a culture of true inquiry and learning. When studying any piece of art, one must be able to analyze the components that create the whole. Additionally, the ability to synthesize these parts into a whole work is critical to making meaning for each audience member. Common Core Reading and Math Standards have both identified the need for this critical practice, and the arts create a pathway to providing those opportunities.

Project Outline

An Artist I Know . . . art project at Soria is an enrichment program for grades 4-5. The visiting artist provides art instruction to the students once a week and works with Soria's teachers to plan lessons that complement the grade level curriculum. The project is designed to be completed in three steps as follows:

Step 1: "Introducing the Artist"

The Meet the Artist experience begins with the visiting artist sharing the life, famous works and interesting facts about the artist chosen. Interactive questions and multi-media content will keep the students interested as they are introduced to the artist's biography.

Step 2: "Close Up on the Art"

Now that the children have a true connection to the artist, they are introduced to the techniques and styles which made the art revolutionary. Through guided questions students are encouraged to observe, react, imagine, and express their own feelings. Using reproductions of the artist's work, students are exposed to the artwork and learn to describe, relate, analyze, interpret and evaluate the works of art.

Step 3: "In the Style of the artist"

After learning the inspiration and techniques of the artist chosen, the students have an opportunity to become artists as they work in the medium, technique, and style used by the artist they are studying. The visiting artist

leads the students on a step-by-step journey through the art project, while the students discover their creativity by developing confidence in their own unique abilities.

BUDGET

The project is set up to run for a maximum of 28 weeks. The visiting artist provides art instruction to the students once a week for a total of 5 hours per week and one additional hour per week to plan and prepare lessons. Any extra hours incurred will be billed separately. Instructional materials and art supplies are provided by the school.

Description	Unit Price	Cost
Artist fees - 5 hours per week for 28 weeks + 1 hour planning/prep	\$60/hour	\$ 10,800
Total		\$ 10,800

BOARD AGENDA ITEM

NAME OF CONTRIBUTOR: Robin Freeman

DATE OF MEETING: 9/16/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2nd Reading _____

Approval of Agreement #15-101 – Mariana Peirano Royuela (Freeman/Perez)

Ms. Mariana Peirano Royuela will be connecting the study and implementation of Art with Common Core State Standards, Technology Based Learning, Project Based Learning and Cultural Awareness and Diversity. Her focus at Chavez School will be on grades 6 & 7. Her second goal will be to provide professional development for all classroom teachers on how to use Art for the kinesthetic learner and to bring in critical thinking, analytical questioning and wonder to students in grades K-8.

FISCAL IMPACT:

\$10,800.00 – Unrestricted General Fund

RECOMMENDATION:

It is recommended by the Principal, Chavez School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-101 with Mariana Peirano Royuela.

ADDITIONAL MATERIALS:

Attached: Agreement #15-101, Mariana Peirano Royuela (13 Pages)
Proposal (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-101

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 16th day of September, 2015 by and between the Oxnard School District (“District”) and Mariana Peirano Royuela (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

- A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on Exhibit A, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.
- C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **September 17, 2015** through **June 17, 2016** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in Exhibit A shall be completed during the Term pursuant to the schedule specified Exhibit A. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in Exhibit B “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed Ten Thousand Eight Hundred Dollars (\$10,800.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any services pursuant to this Agreement (collectively and individually, the "Documents") shall

become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance under this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement,

Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a "designated employee".

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant’s officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District

assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Robin Freeman
Phone: (805) 385.1501 x2301
Fax: (805) 486.7358

To Consultant: Mariana Peirano Royuela
1078 Main Street
Ventura, CA 93001
Phone: (805) 758.8247
Fax: ()

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** **BRASILIA PEREZ** shall be in charge of administering this Agreement on behalf of the District. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

MARIANA PEIRANO ROYUELA:

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #15-101

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-101

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

***PER ATTACHED PROPOSAL**

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

***PER ATTACHED PROPOSAL**

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. N/A	
C. N/A	
D. N/A	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #15-101

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-101

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

*PER ATTACHED PROPOSAL

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ N/A per hour without written authorization from the District Superintendent or his designee.

III. The District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$10,800.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #15-101

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-101

INSURANCE

I. Insurance Requirements. Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. Minimum Scope of Insurance. Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000) one hundred thousand (\$100,000)/three hundred thousand dollars (\$300,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~_____ (5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

~~_____ (6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~_____ Accountants, Attorneys, Education Consultants, _____ \$1,000,000
 _____ Nurses, Therapists~~

~~_____ Architects _____ \$1,000,000 or \$2,000,000~~

~~_____ Physicians and Medical Corporations _____ \$5,000,000~~

~~**Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination**~~

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #15-101

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and ~~Abuse/Molestation~~ Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, ~~and Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #15-101

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-101

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **MARIANA PEIRANO ROYUELA**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

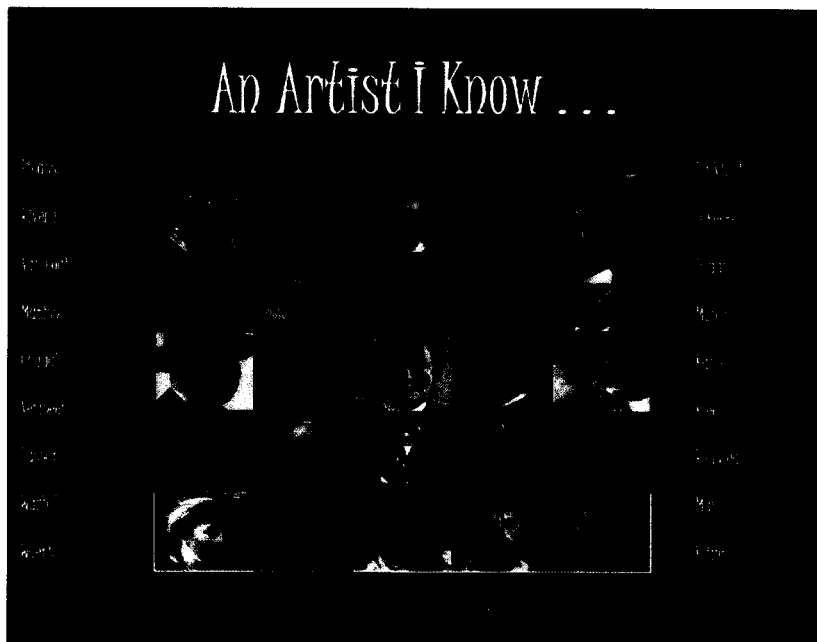
MARIANA PEIRANO ROYUELA

Project Proposal

Prepared for: Chavez Elementary

Prepared by: Mariana Peirano Royuela

June 18, 2015



AN ARTIST I KNOW . . .

Objective

An Artist I Know . . . is an art appreciation program for elementary students intended to acquaint students with the world of art. This program seeks to cultivate awareness and interest, as well as to understand and appreciate art, by exposing children to selected artists and their work. The classroom teacher, with the guidance of the visiting artist, makes presentations on the lives and works of the artists. The visiting artist guides students through a final art project. At the end of the program, an assembly is held to showcase the art and give oral presentations about the artists studied.

Goals

A fine arts education is essential to a child's mental and emotional development and the studies have confirmed that art is fundamental to academic learning because it fosters creativity, teaches critical thinking, develops abstract thinking skills and improves comprehension skills. In addition, art helps children develop social and personal skills. It improves confidence, teaches adaptability and boosts self esteem.

By fostering a community within the school where authentic Arts Integration is taking place, we can meet and exceed expectations set by Common Core and move into a culture of true inquiry and learning. When studying any piece of art, one must be able to analyze the components that create the whole. Additionally, the ability to synthesize these parts into a whole work is critical to making meaning for each audience member. Common Core Reading and Math Standards have both identified the need for this critical practice, and Arts Integration creates a pathway to providing those opportunities.

Project Outline

An Artist I Know . . . art project at Chavez focuses on grades 3-4 but also includes adapted lessons for grades k-5. The project is presented in 6 week units of study and runs for a maximum of 28 weeks.

The artists are selected with the guidance of the visiting artist and to complement the grade level curriculum as well as address the Common Core and technology standards. The project is designed to be completed in three steps as follows:

Step 1: "Introducing the Artist"

The Meet the Artist experience begins with the teacher sharing the artist's fascinating life, famous works and interesting facts. Interactive questions and multi-media content will keep the students interested as they are introduced to the artist's biography. Biographical information, art prints, suggested reading lists and sample questions for discussion are provided for the teacher.

Step 2: "Close Up on the Art"

Now that the children have a true connection to the artist, they are introduced to the techniques and styles which made the art revolutionary. Through guided questions students are encouraged to observe, react, imagine, and express their own feelings. Using reproductions of the artist's work, students are exposed to the artwork and learn to describe, relate, analyze, interpret and evaluate the works of art. It is in this step that students

MARIANA PEIRANO ROYUELA

are able to incorporate the use of their iPads to research and make use of online virtual museums. On online sites, such as Google Cultural Institute, they discover diverse art collections from around the world, explore artworks at incredible detail, view exhibitions, and take virtual tours.

Teachers work with students to reinforce the material previously presented in Introducing the Artist and further prepare them for success in the next step. Prints, presentation techniques, useful tips, and sample questions for discussion are provided for the teacher.

Step 3: "In the Style of the artist"

After learning the inspiration and techniques of the artist chosen, the students have an opportunity to become artists as they work in the medium, technique, and style used by the artist they are studying. The visiting artist leads the students on a step-by-step journey through the art project, while the students discover their creativity by developing confidence in their own unique abilities.

BUDGET

The project is set up to run for a maximum of 28 weeks with the visiting artist leading the students through step 3 once a week for a total of 6 hours per week. The visiting artist will provide resources and links to biographical information, art prints, suggested reading lists and sample questions for discussion. Instructional materials and art supplies are provided by the school.

Description	Unit Price	Cost
Artist fees - 6 hours per week for 28 weeks	\$60/hour	\$ 10,800
Total		\$ 10,800

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION _____

CLOSED SESSION _____

SECTION B: HEARINGS _____

SECTION C: CONSENT **X**

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-102 – Generation Ready Inc. (Freeman)

The Oxnard School District staff has been partnering with Generation Ready Inc. to support them with embracing the principles of equal access and non-discriminatory practices by designing and implementing educational opportunities that are tailored to the unique needs of each student. Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well. Generation Ready consultants help leaders and teachers discover the impact cultural competence can have on closing achievement gaps. Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. Trainings from Generation Ready Inc. are being conducted at school sites, the district office, and at parent meetings.

FISCAL IMPACT:

\$112,000.00 – 50% - Title I & 50% - Unrestricted General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-102 with Generation Ready Inc., in the amount not to exceed \$112,000.00.

ADDITIONAL MATERIALS:

Attached: Agreement #15-102, Generation Ready Inc. (13 Pages)
Proposal (6 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-102

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 16th day of September, 2015 by and between the Oxnard School District (“District”) and Generation Ready Inc. (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

- A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on Exhibit A, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.
- C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **September 17, 2015** through **June 30, 2016** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in Exhibit A shall be completed during the Term pursuant to the schedule specified Exhibit A. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in Exhibit B “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed One Hundred Twelve Thousand (\$112,000.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.
- c. In the event the Agreement is terminated by either Party, Consultant will be paid for any services or work performed to the District's satisfaction and for any expenses pre-approved by District and incurred prior to the date of termination.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents / License.** Consultant grants District a limited, non-exclusive, non-transferable license, in the United States, to use any Consultant-provided materials, workbooks, presentations or other documentation (together the "Documentation"). All ownership rights in the Documentation and any customization of Documentation produced by Generation Ready, is owned by Generation Ready or its suppliers or licensors. There is no transfer of ownership in any Documentation by action of this Agreement or license, and Generation Ready and its suppliers and licensors expressly retain and reserve all rights, title and interest in the Documentation including all patents, copyrights, trademarks, trade secrets, and other intellectual property rights.

~~9. **Reserved.**~~

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent

and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement, Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. Confidential Information.

All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. Conflict of Interest; Disclosure of Interest. Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant’s performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a “designated employee” must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a “designated employee”.

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a “designate employee” and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. Compliance with Applicable Laws. In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any

other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant's officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
 1051 South A Street
 Oxnard, California, 93030
 Attention: Robin Freeman
 Phone: 805.385.1501 x2301
 Fax: 805.486.7358

To Consultant: Generation Ready Inc.
 352 7th Avenue, Floor 12A
 New York, NY 10001
 Attention: Dr. Erick Witherspoon
 Phone: 909.660-9274
 Fax:

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** **ROBIN FREEMAN** shall be in charge of administering this Agreement on behalf of the District. The Administrator has completed **Exhibit D** "Conflict of Interest Check" attached hereto.
27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

GENERATION READY INC.:

Signature

Signature

Lisa A. Franz, Director of Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #15-102

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-102

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

***PER ATTACHED PROPOSAL**

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. N/A	
C. N/A	
D. N/A	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #15-102

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-102

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

Services	Price per Day	# of Days	Total Cost
Cultural Competence Workshops	<i>Pricing based on workshops for all administrators and teachers from each school, and central office staff in cohorts of 30 participants.</i>		
One refresher day throughout the 2015-2016 school year	\$2,500	20 days	\$50,000
One day for personal assessment and culturally proficient communication	\$2,500	20 days	\$50,000
4 days of Classified Workshops and District Office Support		4 days	\$12,000
2 additional District Office support days at no cost	\$3,000	2 days	No Cost
TOTAL			\$112,000

~~**II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$0.00 per hour without written authorization from the District Superintendent or his designee.**~~

III. District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$112,000.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #15-102

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-102

INSURANCE

I. **Insurance Requirements.** Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. **Minimum Scope of Insurance.** Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000) one hundred thousand (\$100,000)/three hundred thousand dollars (\$300,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~_____ (5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

~~_____ (6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~_____ Accountants, Attorneys, Education Consultants, _____ \$1,000,000
 _____ Nurses, Therapists~~

~~_____ Architects _____ \$1,000,000 or \$2,000,000~~

~~_____ Physicians and Medical Corporations _____ \$5,000,000~~

~~**Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination**~~

II. **Other Provisions.** Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #15-102

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and ~~Abuse/Molestation~~ Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, ~~and Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #15-102

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-102

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **GENERATION READY INC.**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing



Proposal for Professional Learning Services:

Cultural Proficiency

Oxnard School District

Robin I. Freeman
Assistant Superintendent, Educational Services
1051 South A Street
Oxnard, CA 93030

August 28, 2015

I. **Executive Summary**

Generation Ready is the only national provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning. For the past 20 years, our primary focus has been improving instructional practice in the classroom. Our professional learning services are:

- **Experienced** - We only hire education consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders *in the content area in which they consult*. Our research-based approach has been refined by working in thousands of urban, suburban and rural schools throughout the country.
- **Evidence-based** – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.
- **Collaborative** - Using data from formal accountability systems and from Generation Ready’s innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.
- **Customized** - Our differentiated professional development builds on teachers’ and leaders’ expertise, previous experiences, and learning styles, regardless of a school’s chosen curricula, assessments or observation tools.

Generation Ready combines the deep expertise and resources of two long-renowned education organizations – Editure/AUSSIE Professional Development and JBHM Education Group. Generation Ready’s roots are in literacy instruction. Many of our consultants have been trained in Australia, New Zealand, and Canada where literacy instruction is considered some of the most effective in the world. Our consultancy methodology is based on the research of Dr. Richard Elmore, John Hattie, Robert Marzano, Charlotte Danielson, and Joyce and Showers. Our mission is to support teachers and school leaders in order to educate a stronger, more vibrant generation of students prepared to meet life’s challenges.

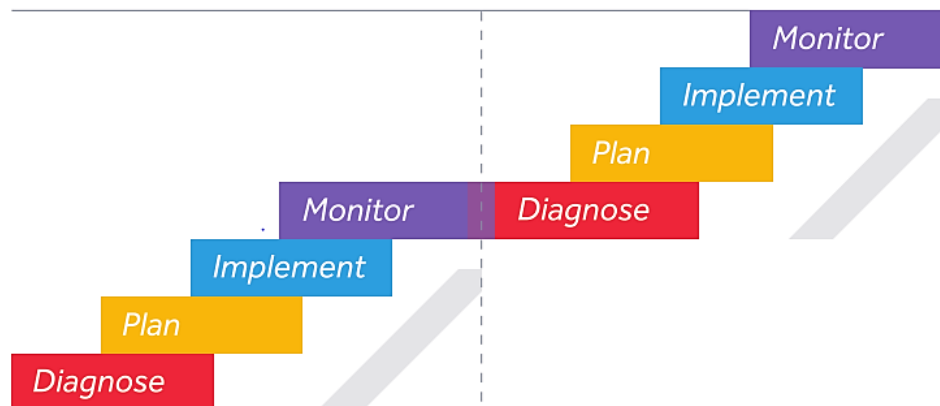
II. **Professional Learning Services**

Professional Learning Services from Generation Ready help to ensure that every student has an effective leader who supports the development of the teacher and continuous school improvement. What makes our professional development so successful is its placement in the context of the school—job-embedded and customized. Our highly qualified education consultants are experts with decades of experience as teachers, coaches, and school and central office leaders; they support the improvement of the quality of leadership and instruction, thereby student achievement. Our consultants’ insight, along with a thorough assessment of Oxnard School District’s goals, performance and existing capabilities, helps us shape this engagement to your specific needs.

The professional development services we provide:

- Are collaborative, ongoing and focused on developing a clearly articulated, shared vision;
- Promote clear links between theory and practice;
- Provide ongoing support for leaders and teachers that is school-based and linked to improving outcomes for students;
- Are grounded in inquiry and reflection, participant-driven and focused on improving practice;
- Afford participants opportunities to be involved in planning and designing their own professional development; and
- Combine workshops with job-embedded professional development to support leaders and teachers in planning for and implementing effective instruction to improve student outcomes.

Generation Ready's Continuous Cycle of Improvement ensures that each professional learning services engagement is customized to the needs of your school. Each engagement begins with a diagnostic process, followed by the development of a shared Plan of Action with the input and collaboration of key stakeholders. Ongoing monitoring of the plan through data collection using our unique online tools ensures that we are engaged in a continuous cycle of improvement, making adjustments based on observation and outcome data. Through modeling effective teaching and leading in your school setting, we create a shared vision of effective instruction, a common goal for school success, and a higher expectation for student achievement.



Our professional learning engagements are flexible, configured according to your specific goals and needs. Consultants work with leaders to embed their learning in many ways, including:

- In-school and in-classroom one-on-one support
- Curriculum and task development collaboration
- Data collection and analysis
- Coaching and mentoring
- Demonstration lessons and co-teaching
- Study groups
- Common preparation planning sessions
- Guided visitations both within the school and between schools

III. Cultural Competence Overview

The cultural gap between students and their teachers can be a factor in students' academic performance and contribute to achievement gaps among different student groups.

Generation Ready partners with schools and school districts to help them embrace the principles of equal access and non-discriminatory practices by designing and implementing educational opportunities that are tailored to the unique needs of each student. Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well. Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own.

Cultural competence requires that individuals and organizations:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally;
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve; and
- Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (Adapted from Cross et al., 1989)

Generation Ready consultants work with leaders and teachers to emphasize the need for educators to provide an environment of mutual respect and reciprocity of ideas. Using workshops and job-embedded consultancy, Generation Ready consultants help leaders and teachers discover the impact cultural competence can have on closing achievement gaps.

Strategies implemented in both classroom and whole school settings demonstrate how student outcomes can be improved by incorporating racial and ethnic minority contributions in curriculum and diversifying pedagogical practices. This practice helps educators see cultural competence as both a moral and ethical responsibility to create a welcoming environment for all students to succeed. The impact of having educators who have the ability to challenge and motivate diverse student populations has dramatically improved student outcomes.

IV. Work Plan

Generation Ready will partner with Oxnard School District to provide comprehensive, high quality professional development services to address increased cultural competence, with a goal of shifting mindsets and increasing expectations of all district staff.

Cultural Competence Workshops

Our education consultants will facilitate an introductory workshop to increase school leaders', teachers', and central office staff's cultural competence, with an emphasis on translating cultural knowledge into more effective instruction and an enriched curriculum. Additional workshops will be hands-on and differentiated to meet the needs of participants with diverse roles. Sessions will address the four components of cultural competence: valuing diversity; being culturally self-aware; understanding the dynamics of cultural interactions; and institutionalizing cultural knowledge and adapting to diversity. Using student performance and teacher

effectiveness data, consultants will demonstrate strategies for using students’ culture to build a bridge to success in school, integrating classroom learning with out-of-school experiences and knowledge.

Learning Outcomes

- Participants will accept and respect different cultural backgrounds and customs, different ways of communicating, and different traditions and values;
- Participants will understand that their personal cultures shape their sense of who they are, where they fit into their family, community, school and society, and how they interact with students and families; and
- Participants will observe that there are many factors which can affect interactions across cultures.
- Participants will design educational services based on an understanding of and respect for students’ cultures.

V. Cost Proposal

This cost proposal is based on the recommended professional learning services for Cultural Competence, which is identified as a priority for Oxnard School District.

Services	Price per Day	# of Days	Total Cost
Cultural Competence Workshops	<i>Pricing based on workshops for all administrators and teachers from each school, and central office staff in cohorts of 30 participants.</i>		
<p style="color: red;">Renewal Proposal for Oxnard School District:</p> <ul style="list-style-type: none"> • 17 Elementary Schools • 3 Intermediate Schools 			
One refresher day throughout the 2015-2016 school year (job embedded) –	\$2500	20 days	\$50,000

One day for personal assessment and culturally proficient communication (job embedded)	\$2500	20 days	\$50,000
4 days of Classified Workshops and District Office Support	\$3000	4 days	\$12,000
2 additional District Office support days at no cost		2 days	No cost
TOTAL		46 days	\$112,000

VI. Summary

Generation Ready believes that investing in people and professional learning is the best strategy for school improvement, and that only by building internal capacity, can long-term change be accomplished and improvement sustained. We look forward to continuing as Oxnard School District’ partner for lasting change and student success.

BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-103 – Focus on the Masters (Freeman/Wennes)

Focus on the Masters will provide art lessons during school hours for students attending Sierra Linda School. Focus on the Masters is an appreciation program that documents, preserves and presents the works and lives of accomplished local artists in Ventura County.

FISCAL IMPACT:

Not to exceed \$1,350.00 – Unrestricted General Fund

RECOMMENDATION:

It is the recommendation of the Principal, Sierra Linda School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-103 with Focus on the Masters.

ADDITIONAL MATERIALS:

Attached: Agreement #15-103, Focus on the Masters (1 Page)



A Fine Arts Experience for Youth

·Provided by Focus on the Masters·

CONTRACT between FOTM and Sierra Linda School, Oxnard School District

Contract Number	LTS242	For	3 residencies -8 lessons each
Date of Contract	September 16, 2015		
School/Institution	Sierra Linda School	Phone #	(805) 385-1581
Billing Address	2201 Jasmine St, Oxnard	CA	93036
Responsible Party	Sally Wennes	Phone #	
Contact Person/Teacher	Sally Wennes	Phone #	
Number of Students	Up to 40 students per class	Grade	5, 3 classes
Location of Instruction Session	Sierra Linda School	Room #	1001, 1002, 1003
Day of Instruction	Fridays	Time	8:45, 9:50 & 11:15
Instruction Starts	Sept. 25, 2015	Ends	Dec. 4, 2015
LTS Instructor	Aimee French	Phone #	(805)653-2501
LTS Fee	\$450 each	Total due	\$1,350

This is an agreement for services hereafter described and subject to the following items and conditions:

- 1. DESCRIPTION OF SERVICES:** 3 *Learning To See* (LTS) residencies of one lesson per class for 8 weeks provided by Focus on the Masters' *Learning To See* Youth Outreach Program. 8:45—9:45, 9:50—11:10(with 20 minute recess), 11:15—12:15
- 2. INSTITUTION RESPONSIBILITIES:**
 - ◆ Sign, date and return this contract to FOTM. Please submit payment for invoice provided upon receipt.
 - ◆ An institution's staff member will be present in the classroom at all times.
 - ◆ A computer, projector and white screen will be set up for each lesson **prior to the arrival of the LTS instructor.**
 - ◆ If the host teacher needs to reschedule a class after the schedule has been agreed upon between FOTM and your institution, the LTS instructor will make every effort to reschedule, but may be unable to reschedule a class due to calendar conflict.
- 3. LTS INSTRUCTOR RESPONSIBILITIES:**
 - ◆ Lessons will be 60 minutes in length.
 - ◆ A supplies are provided, limited to a \$50 budget per residency.
 - ◆ If the LTS instructor is unable to attend due to illness or emergency and cannot arrange for a substitute LTS teacher, the LTS instructor will notify the school or institution as soon as possible and will reschedule the class at a mutually agreed upon date and time.

Please sign and return this contract upon receipt to:

Aimee French, Education Coordinator · FOTM ·
503 Poli St. Suite 405, Ventura, California 93001 · Ph: 805/653-2501

I have read and agree with the above information.

Lisa A. Franz, Director, Purchasing

Name of authorized INSTITUTION representative _____ Signature _____ Date _____

Aimee French, Education Coordinator

8/31/2015

Name of authorized FOTM representative _____ Signature _____ Date _____

____ Accounting copy

____ School copy

____ File copy

BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT **X**
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Approval of Agreement #15-104 – Ventura County Community College District (Vaca)

OSD and Ventura County Community College District on behalf of Oxnard College will provide teaching experience through practice teaching to students enrolled in teacher education curricula. OSD will provide students with Student Teaching experiences in the Preschool Program under direct supervision and instruction of the designated teacher. The student teachers will support the District’s programs and objectives.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve Agreement #15-104 with Ventura County Community College District.

ADDITIONAL MATERIALS:

Attached: Agreement #15-104, Ventura County Community College District (2 Pages)
 Certificate of Insurance (3 Pages)

**Ventura County Community College District
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033
805-986-5800**

AGREEMENT #15-104 FOR STUDENT TEACHING

THIS AGREEMENT, made and entered into this 16th day of September 2015, by and between the Ventura County Community College District on behalf of Oxnard College, hereinafter called "**COLLEGE**" and the Oxnard School District, hereinafter called "**DISTRICT**",

R E C I T A L S

Whereas, pursuant to the provisions of the California Education Code, the **COLLEGE** is authorized to enter into agreements with other agencies accredited by the State Board of Education as a teacher education institution, to provide teaching experience through practice teaching to students enrolled in teacher education curricula of such institution; and

Whereas, **COLLEGE** is desirous of placing student teachers in the **DISTRICT'S** Preschool Program,

NOW, THEREFORE, **COLLEGE** and **DISTRICT** mutually agree as follows:

1. Responsibilities of the **COLLEGE**

- a. The **COLLEGE** will ensure that the student teachers agree to the following:
 - 1) To abide by the **DISTRICT'S** rules and regulations while on site and when working in the preschool;
 - 2) Ensure that their interactions are safe, positive, and productive;
 - 3) To support the **DISTRICT'S** program and objectives; and
- b. For the purpose of workers' compensation insurance, the **COLLEGE** shall be the employer and shall bear the responsibility for providing workers' compensation insurance or coverage for any person covered by this Agreement.

2. Responsibilities of the **DISTRICT**

- a. **DISTRICT** shall provide **COLLEGE** students with Student Teaching experiences in the Preschool Program under the direct supervision and instruction of the designated Mentor classroom teacher. At no time will student teachers be left unsupervised with children.
- b. **DISTRICT** may, for good cause, refuse to accept for practice teaching any student assigned to practice teach in the program.

3. Mutual Responsibilities

- a. **COLLEGE** and **DISTRICT** shall agree as to the number of students assigned to the **DISTRICT** for Student Teaching.
- b. Students shall not be allowed to spend more than sixteen (16) hours per week in the Preschool Program.
- c. Each party to this Agreement shall maintain general liability insurance for the term of the Agreement.

- d. The parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents, and employees, of and from any and all liability, claims, demands debts, suits, actions, and causes of action, including wrongful death and reasonable attorney fees for the defense thereof, arising out of or in any manner connected with performance of any act or deed under or pursuant to the terms and provisions of this Agreement by such indemnifying party, or its officers, agents, and employees, but only in proportion to and to the extent such liability claims, demands, debts, suits, actions, causes of action, or attorney fees are caused by or result from negligent or intention acts or omissions of either party.

4. Term of Agreement

- a. The term of this Agreement shall be from September 17, 2015 and shall continue through June 30, 2016.
- b. Either party may terminate this Agreement at any time by giving the other party sixty (60) days written notice.

5. Special Conditions

- a. Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers, of the **COLLEGE**.
- b. As per Health and Safety Code 1596.871 (b)(1)(D)(ii) "A student enrolled or participating at an accredited educational institution shall be exempt from the requirements of this subdivision if the student is directly supervised by the licensee or a facility employee with a criminal record clearance or exemptions, the facility has an agreement with the educational institution concerning the placement of the student, the student spends no more than 16 hours per week at the facility, and the student is not left alone with the children in care," student teachers shall be exempt from fingerprint requirements.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT for OXNARD COLLEGE:

Terry Cobos, Director of General Services

Date

OXNARD SCHOOL DISTRICT:

Lisa A. Franz, Director, Purchasing

Date

CERTIFICATE OF COVERAGE

Issue Date
8/13/2015

ADMINISTRATOR:
Keenan & Associates
2355 Crenshaw Blvd., Suite 200
Torrance, CA 90501

310-212-0363
www.keenan.com

LICENSE # 0451271

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE COVERAGE DOCUMENTS BELOW.

ENTITIES AFFORDING COVERAGE:

- ENTITY A: Statewide Association of Community Colleges
- ENTITY B: Protected Insurance Program for Schools
- ENTITY C:
- ENTITY D:
- ENTITY E:

COVERED PARTY:
Ventura County Community College Dist.
255 W. Stanley Avenue, Suite 150
Ventura CA 93001

THIS IS TO CERTIFY THAT THE COVERAGES LISTED BELOW HAVE BEEN ISSUED TO THE COVERED PARTY NAMED ABOVE FOR THE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED HEREIN IS SUBJECT TO ALL THE TERMS AND CONDITIONS OF SUCH COVERAGE DOCUMENTS.

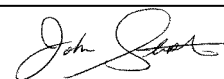
ENT LTR	TYPE OF COVERAGE	COVERAGE DOCUMENTS	EFFECTIVE/ EXPIRATION DATE	MEMBER RETAINED LIMIT / DEDUCTIBLE	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE <input checked="" type="checkbox"/> GOVERNMENT CODES <input checked="" type="checkbox"/> ERRORS & OMISSIONS <input type="checkbox"/>	SWC 01200-18	7/1/2015 7/1/2016	\$ 50,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> HIRED AUTO <input checked="" type="checkbox"/> NON-OWNED AUTO <input checked="" type="checkbox"/> GARAGE LIABILITY <input checked="" type="checkbox"/> AUTO PHYSICAL DAMAGE	SWC 01200-18	7/1/2015 7/1/2016	\$ 50,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000
A	PROPERTY <input checked="" type="checkbox"/> ALL RISK <input checked="" type="checkbox"/> EXCLUDES EARTHQUAKE & FLOOD <input type="checkbox"/> BUILDER'S RISK	SWC 01200-18	7/1/2015 7/1/2016	\$ 25,000	\$ 250,250,000 EACH OCCURRENCE
A	STUDENT PROFESSIONAL LIABILITY	SWC 01200-18	7/1/2015 7/1/2016	\$ 5,000	\$ Included EACH OCCURRENCE
B	WORKERS COMPENSATION <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY	PIPS11912	7/1/2015 7/1/2016	\$	<input type="checkbox"/> WC STATUTORY LIMITS <input checked="" type="checkbox"/> OTHER \$ 1,000,000 E.L. EACH ACCIDENT
	EXCESS WORKERS COMPENSATION <input type="checkbox"/> EMPLOYERS' LIABILITY			\$	\$ 1,000,000 E.L. DISEASE - EACH EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMITS
	OTHER			\$ \$	

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL PROVISIONS:
 For the agreement for student teaching at the Preschool Program from 8/26/15 to 8/26/16
 Oxnard School District its officers, agents, employees, and/or volunteers are covered as additional covered parties
 It is the intent of SWACC to provide coverage for sexual misconduct subject to the terms and conditions of the Memorandum of Coverage.

CERTIFICATE HOLDER: Oxnard College - Agreement for student teaching

 Oxnard School District
 Risk Management Department
 1051 South A Street
 Oxnard CA 93030

CANCELLATION.....SHOULD ANY OF THE ABOVE DESCRIBED COVERAGES BE CANCELED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING ENTITY/JPA WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE ENTITY/JPA, ITS AGENTS OR REPRESENTATIVES.



John Stephens

AUTHORIZED REPRESENTATIVE

DISCLAIMER

The Certificate of Coverage on the reverse side of this form does not constitute a contract between the issuing entity(ies), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the coverage documents listed thereon.

ENDORSEMENT

ADDITIONAL COVERED PARTY

COVERED PARTY Ventura County Community College Dist.	COVERAGE DOCUMENT SWC 01200-18	ADMINISTRATOR Keenan & Associates
---	-----------------------------------	--------------------------------------

Subject to all its terms, conditions, exclusions, and endorsements, such additional covered party as is afforded by the coverage document shall also apply to the following entity but only as respects to liability arising directly from the actions and activities of the covered party described under “as respects” below.

Additional Covered Party:

Oxnard School District
Risk Management Department
1051 South A Street
Oxnard CA 93030

As Respects:

For the agreement for student teaching at the Preschool Program from 8/26/15 to 8/26/16 Oxnard School District its officers, agents, employees, and/or volunteers are covered as additional covered parties It is the intent of SWACC to provide coverage for sexual misconduct subject to the terms and conditions of the Memorandum of Coverage.



Authorized Representative

Issue Date: 8/13/2015

BOARD AGENDA ITEM

NAME OF CONTRIBUTOR: Robin Freeman

DATE OF MEETING: 9/16/15

STUDY SESSION	_____
CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	<u> X </u>
SECTION D: ACTION	_____
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	1 st Reading _____ 2nd Reading _____

Approval of Agreement #15-105 – Loyola Marymount University (Freeman/Arellano)

Loyola Marymount University, Center for Equality for English Learners, will provide consulting services to Oxnard School District to revise our EL Master Plan. Services will include: 1) Leadership Team Meeting Consultation, 2) Oxnard Writing Teams, 3) LMU Writing Team, 4) EL Master Plan Advisory Committee and DELAC Meeting, and 5) ELD Standards PD Plan.

FISCAL IMPACT:

\$124,800.00 – Unrestricted EL Concentration Funds

RECOMMENDATION:

It is recommended by the Executive Director, English Learner Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-105 with Loyola Marymount University.

ADDITIONAL MATERIALS:

Attached: #15-105, Loyola Marymount University (13 Pages)
Scope of Work (2 Pages)
Master Plan Sub-Committees (2 Pages)

OXNARD SCHOOL DISTRICT

Agreement #15-105

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 16th day of September, 2015 by and between the Oxnard School District (“District”) and Loyola Marymount University (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

- A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on Exhibit A, attached to this Agreement.
- B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.
- C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **September 17, 2015** through **June 30, 2016** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in Exhibit A shall be completed during the Term pursuant to the schedule specified Exhibit A. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in Exhibit B “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed One Hundred Twenty-Four Thousand Eight Hundred Dollars (\$124,800.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any services pursuant to this Agreement (collectively and individually, the "Documents") shall

become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance under this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement,

Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a "designated employee".

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant’s officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District

assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Dr. Jairo Arellano
Phone: (805) 385.1501 x2351
Fax: (805) 486.7358

To Consultant: Loyola Marymount University
Center for Equity for English Learners (CEEL)
University Hall Suite 2600
1 LMU Drive
Los Angeles, CA 90045
Attention: Elvira G. Armas, Ed.D.
Phone: (310) 568.6117
Fax:

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** DR. JAIRO ARELLANO shall be in charge of administering this Agreement on behalf of the District. The Administrator has completed **Exhibit D** “Conflict of Interest Check” attached hereto.
27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

LOYOLA MARYMOUNT UNIVERSITY:

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #15-105

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #15-105

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

***SEE ATTACHED PROPOSAL/SCOPE OF WORK**

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

***SEE ATTACHED PROPOSAL/SCOPE OF WORK**

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A.	
B.	
C.	
D.	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #15-105

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #15-105

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

***SEE ATTACHED PROPOSAL/SCOPE OF WORK**

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ N/A per hour without written authorization from the District Superintendent or his designee.

III. The District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$124,800.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #15-105

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #15-105

INSURANCE

I. Insurance Requirements. Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. Minimum Scope of Insurance. Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~_____ (5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	\$1,000,000
Architects	\$1,000,000 or \$2,000,000
Physicians and Medical Corporations	\$5,000,000

Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #15-105

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #15-105

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #15-105

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **LOYOLA MARYMOUNT UNIVERSITY**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

PROPOSED ACTIVITIES FOR MEMORANDUM OF UNDERSTANDING

PHASE II: Oxnard School District English Learner Master Plan Development

YEAR AT A GLANCE – BY AREAS OF SERVICE

AREA	Sept/ October 2015	November 2015	December 2015	January 2016	February 2016	March 2016	April 2016	May/June 2016
1 Lead Team Meetings and Consultation Sessions	LT Meeting	LT Meeting	LT Meeting	LT Meeting	LT Meeting	LT Meeting	LT Meeting	LT Meeting
2 Oxnard Writing Teams (with LMU facilitation)	10 DRAFT CHAPTERS			ELMPAC REVIEW/INPUT CHAPTERS + FINAL REVISIONS				Oxnard Final Formatting & Approval
	1-Mission/Vision/ Guiding Principles (CM) 3-Instructional Program Options (CR – IZ) 5-English Language Development* (RF – CH) 8-Parent & Community Involvement (JA – VO)	2-Identification, Initial Assess. and Placement (TBD: Director & TOSA position vacant) 4- Monitoring of Student Progress (AS – XX, TOSA TBD) 6-Access to the Curriculum* (AT – EGN)	7-Staffing and Professional Growth (MC – TG) 9-Program Evaluation & Accountability (TBD: Director & TOSA position vacant) 10- Resource Allocation (JA-VO)	1-Mission/ Vision/ Guiding Principles (CM) 3-Instructional Program Options (CR – IZ) 5-English Language Development* (RF – CH) 8-Parent & Community Involvement (JA – VO)	2-Identification, Initial Assess. and Placement (TBD: Director & TOSA position vacant) 4- Monitoring of Student Progress (AS – XX, TOSA TBD) 6-Access to the Curriculum* (AT – EGN)	7-Staffing and Professional Growth (MC – TG) 9-Program Evaluation & Accountability (TBD: Director & TOSA position vacant) 10- Resource Allocation (JA-VO)		
3 LMU Writing Team (LMU revisions, co-writing, edits)								
4 ELMPAC and DELAC Meetings	EL Master Plan Advisory Committee ELMPAC: SEPTEMBER – SESSION #1 District-run Subcommittee Meetings, as needed DELAC Meeting #1			ELMPAC: Session #2	ELMPAC: Session #3		ELMPAC Session #4	
5 ELD Standards PD Plan		ELD Standards PD Implementation Plan Advisement			ELD Standards PD Implementation Plan Advisement			

AREAS OF SERVICE

AREA	ACTIVITIES	EXPECTED OUTCOME(S)	COST	Proposed TOTAL
AREA 1: Leadership Team Strategic Planning and Consultation 8 sessions	<ul style="list-style-type: none"> Leadership Team meetings Continued document review (EL Master Plan, LCAP, Policy Memos, etc.) Data review (CELDT, District Benchmark data, AMAO – ELSSA, etc. – disaggregated by language subgroups) 	District-wide plan for English Learners that includes well-articulated programs, policies, and action steps for the support and implementation of a research-based program for ELs	\$2,800 per session x 8 sessions + Estimated travel = 8 sessions (see below for travel costs)	\$22,400
AREA 2: Writing Team Meeting Facilitation and Protocol 8 sessions	<ul style="list-style-type: none"> Develop protocol and process for Writing Teams Provide feedback on writing team development of EL Master Plan Chapters 	District-wide plan for English Learners that includes well-articulated programs, policies, and action steps for the support and implementation of a research-based program for ELs	\$2,800 per session x 8 sessions + Estimated travel = 8 sessions (see below for travel costs)	\$22,400
AREA 3: EL Master Plan Writing 12 sessions	<ul style="list-style-type: none"> Refinement and update of Oxnard ESD EL Master Plan based on Phase I findings and current research Provide recommended edits on existing chapters Co-write/develop new EL Master Plan Chapters and content 	District-wide plan for English Learners that includes well-articulated programs, policies, and action steps for the support and implementation of a research-based program for ELs	\$2,800 per session x 12 sessions No travel	\$33,600
AREA 4: EL Master Plan Advisory Committee Facilitation 4 sessions (ELMPAC) 2 sessions (DELAC)	<ul style="list-style-type: none"> Plan and facilitate EL Master Plan Advisory Committee meetings to seek input on Master Plan Development in consultation with Leadership/Stakeholders/ Writing Team DELAC Updates 	District-wide plan for English Learners that includes well-articulated programs, policies, and action steps for the support and implementation of a research-based program for ELs	\$2,800 per session x 6 sessions + Estimated travel = 6 sessions (see below for travel costs)	\$16,800
AREA 5: ELD Standards PD Implementation Plan Advisement 5 sessions	<ul style="list-style-type: none"> Co-plan and consult with Leadership Team for ELD Standards Implementation Planning Meetings Support and provide recommendations for professional development implementation plan 	Co-Developed, coherent proposal for the ELD Standards PD Implementation Plan	\$2800 per session x 5 sessions + Estimated travel = 2 sessions	\$14,000
Subtotal				\$109,200
OTHER: Flat Rate Travel	<p>\$170 roundtrip mileage reimbursement x 24 trips x 2 consultants = \$8,160</p> <p>Lodging (if needed for multiple day stays) \$120 per night x 24 nights x 2 consultants = \$5,760</p> <p>Meals \$35 per day (state rate) x 24 days x 2 consultants = \$1,680</p>			\$15,600
TOTAL				\$124,800

Oxnard School District – English Learner Master Plan Subcommittees

Updated 9-2-15*

NOTE: Final 2015-16 Subcommittees will be determined during 9-25-15 Leadership Team Meeting.

	Subcommittee	Members proposed 8-23-15	Members Established for 2014-15 Advisory Group Meetings (see 4-29-15 document)
1	Mission/Vision Guiding Principles	Dr. Cesar Morales Jabbar Wofford Silverio Silva Ana Garcia	Subcommittee: Robin Lefkovits Jabbar Wofford Elva Gonzalez Nares
2	Identification, Assessment, Placement, RFEP Identification, Assessment, Placement (Chapter 1 in current Oxnard EL Master Plan)	Director- VACANT TOSA-VACANT Leticia Ramos Aracely Fox Andrea Pulido Pedro Brito	Subcommittee: Robin Lefkovits Verónica Oros Leticia Ramos Dr. Karen Scott-Hill
3	Instructional Program Options (Chapter 2 in current Oxnard EL Master Plan)	Chris Ridge Ivette Zendejas Liliana Giron Debra Cordes	Subcommittee: Ivette Zendejas Liliana Girón Elva González Nares
4	Monitoring of Student Progress and Reclassification (Chapter 3 in current Oxnard EL Master Plan)	Amelia Sudgen TOSA – VACANT Other Members TBD	Subcommittee: TBD – overlap with program Instructional Program Options, Evaluation & Accountability, ELD, Access to Core
5	English Language Development (not currently a stand-alone chapter in Oxnard EL Master Plan – recommended additional chapter) *REVIEW CHAPTER 2 IN CURRENT OXNARD EL MASTER PLAN (ELD section)	Robin Freeman Cristina Huizar Bertha Zaragoza Cynthia Garcia Doane	Subcommittee: Pedro Brito Nancy Buenrostro Rosaura (Rosa) Castellanos Teresa Guerra
6	Access to the Curriculum (Not a stand-alone Chapter in current Oxnard EL Master Plan – recommended additional chapter) *REVIEW CHAPTER 2 IN CURRENT OXNARD EL MASTER PLAN (Access to Grade Level Core Content section)	Anna Thomas Elva Gonzales-Nares Cynthia Garcia Doane Elsa Zavala	Subcommittee: Cynthia Garcia Doane Anna Thomas Elsa Zavala

Oxnard School District – English Learner Master Plan Subcommittees

Updated 9-2-15*

NOTE: Final 2015-16 Subcommittees will be determined during 9-25-15 Leadership Team Meeting.

	Subcommittee	Members proposed 8-23-15	Members Established for 2014-15 Advisory Group Meetings (see 4-29-15 document)
7	Staffing & Professional Development (Learning) <i>(Chapter 4 in current Oxnard EL Master Plan)</i>	Mary Curtis Teresa Guerra Robin Lefkovits Mary Arias Elisondo	Subcommittee: Mary Curtis Mary Arias Elisondo Robin Lefkovits
8	Parent and Community Engagement <i>(Chapter 5 in current Oxnard EL Master Plan)</i>	Dr. Jairo Arellano Veronica Oros Alfredo Gutierrez Claudia Mercado	Subcommittee: Dr. Jairo Arrellano Alfredo Gutiérrez Amber Whitney Claudia Mercado
9	Program Evaluation & Accountability <i>(Chapter 6 in current Oxnard EL Master Plan)</i>	Director- VACANT TOSA-VACANT Amber Whitney Guadalupe Reyes Dr. Karen Hill-Scott	Subcommittee: Andrea Pulido Jabbar Wofford Debra Cordes Guadalupe Reyes
10	Resource Allocation <i>(Chapter 7 in current Oxnard EL Master Plan)</i>	Jairo Arellano Veronica Oros Other members TBD	Subcommittee: Verónica Oros Araceli Fox Silverio Silva Ana García

Director/TOSA team

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

RESOLUTION #15-13: ADOPTION OF APPROPRIATIONS LIMIT (GANN) & APPROPRIATIONS SUBJECT TO THE LIMIT FOR 2014-2015 AND 2015-2016 (Cline/Penanhoat)

Proposition 4, better known as the Gann Amendment, was established in Statute of 1980 that requires California State and Local governments, including school districts, to establish yearly appropriation limits through a series of calculations. Since that time, various legislative changes have occurred that have reduced it to a paperwork process that, while mandated, has no fiscal impact on schools.

In accordance with Government Code Section 7906(f) and Article XIII B of the California Constitution, the District must adopt the appropriations limit for fiscal years 2014-2015 and 2015-2016.

FISCAL IMPACT

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Finance that the Board of Trustees adopt the Appropriations Limit Resolution #15-13 for 2014-2015 and 2015-2016 as required by law.

ADDITIONAL MATERIAL

Attached: Resolution #15-13 (2 pages)
SACS Form GANN (3 pages)

OXNARD SCHOOL DISTRICT

**RESOLUTION FOR ADOPTION OF APPROPRIATIONS LIMIT (GANN)
AND
APPROPRIATIONS SUBJECT TO THE LIMIT FOR 2014-2015 AND 2015-2016**

RESOLUTION # 15-13

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

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

WHEREAS, the District must establish and report to the Superintendent of Public Instruction and to the Director of Finance at least annually its appropriations limits, its appropriations subject to limitation, the amount of its State Aid apportionments and subventions included within the proceeds of taxes of the school district, and amounts excluded from its appropriations limit;

NOW, THEREFORE, BE IT RESOLVED, that this Board does provide public notice that the attached calculations and documentation of the revised Appropriation Limits and funds subject to the limit for the 2014-2015 fiscal year and the 2015-2016 fiscal year are made in accordance with applicable constitutional and statutory law, and that the estimated 2015-2016 appropriations limit of the Oxnard School District is \$88,634,001.88 and that the actual 2014-15 appropriations limit was \$85,372,762.36.

AND, BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the budget for the 2014-2015 and 2015-2016 fiscal years do not exceed the limitations imposed by Proposition 4;

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

ADOPTED this 16th day of September, 2015.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

STATE OF CALIFORNIA)

)ss

COUNTY OF VENTURA)

I, Albert Duff, Sr., Clerk of the Board of Trustees of the Oxnard School District, do hereby certify that the foregoing Resolution #15-13 was adopted by the Board of Trustees of said district at a meeting of said Board held on the 16th day of September, 2015, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

By: _____
Clerk of the Board of Trustees

BOARD AGENDA ITEM

Name of Contributor(s): Cline/CFW

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT AGENDA X
SECTION D: ACTION _____
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

CONSIDERATION AND APPROVAL OF WORK AUTHORIZATION LETTER #004 FOR CEQA COMPLIANCE SERVICES FOR MARSHALL 12 CLASSROOM BUILDING WITH TETRA TECH INC. (Cline/CFW)

The Board of Trustees has authorized and directed the District and Caldwell Flores Winters, Inc., to proceed with the design and construction of a twelve (12) classroom building addition to the Marshall Elementary School site. The project is designed to provide the District with additional flexible capacity that can be initially utilized to address an enrollment bubble matriculating through the District and anticipate the impact to the middle school (6th through 8th) grades beginning in the 2017-18 school year.

The District has kicked off the project and the Board of Trustees, at its August 26, 2015 Board meeting, approved CSDA Architects to begin the design of the new classroom building. To support the design development, the Board of Trustees will be asked to retain certain construction professionals, including environmental, hazardous materials survey and geotechnical consultants. This action item recommends the engagement of an environmental consultant to support the Marshall 12-classroom building design.

Environmental consultants have been previously pre-qualified through a competitive prequalification process. The work is assigned on a rotational basis from the list of prequalified consultants. TetraTech, Inc. has been assigned environmental consulting services for the Marshall 12 Classroom Building project. The Board of Trustees, on November 13, 2013, approved Master Agreement #13-132 with TetraTech, Inc. to perform CEQA/DTSC compliance services.

The proposed project includes construction of a two-story 12-classroom building at the Marshall Elementary School (K-5) site, in compliance with current seismic codes ("Project"). The 12-classroom building is proposed south of the existing school in the area that is currently being used as blacktop play area. The proposed 12-classroom permanent structure would increase capacity at Marshall School by up to 360 students at District loading standards.

The District requests the authority to issue a Work Authorization Letter (WAL #004) under the approved Master Agreement #13-132 with TetraTech, Inc. to perform California Environmental Quality Act (CEQA) compliance consultant services for the Marshall 12 Classroom Building.

FISCAL IMPACT:

The CEQA compliance services will be completed for a lump sum fixed fee of:

Fifty Two Thousand Four Hundred Twenty Six Dollars [\$52,426.00]

This amount will be funded from Measure "R" proceeds, developer fees and other construction related funding sources.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees approve WAL #004 to Master Agreement #13-132 with Tetra Tech, Inc.

ADDITIONAL MATERIAL(S):

- WAL #004, Tetra Tech Inc. (1 Page)
- Fee Proposal, Tetra Tech Inc. (12 Pages)
- Master Agreement #13-132, Tetra Tech Inc. (36 Pages)



WORK AUTHORIZATION LETTER

GENERAL INFORMATION

PROJECT #: Marshall New Classroom Building	DATE: 9/16/2015
SITE NAME: Marshall Elementary School	DSA # N/A
MASTER AGREEMENT #: 13-132	OPSC # N/A
WAL #: 4	VENDOR ID:

PURSUANT TO MASTER AGREEMENT BETWEEN:

DISTRICT	CONSULTANT
OXNARD SCHOOL DISTRICT 1051 South A Street Oxnard, CA 93030 (805) 385-1501	Firm Name: Tetra Tech, Inc. Street: 5383 Hollister Avenue, Suite 130 City, State, Zip: Santa Barbara, CA 93111 Phone: 805-681-3100

SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL

CEQA Compliance Services for Marshall 12 Classroom Building Project, per Exhibit "F", Sections 1, 4, 5, 6, 11, 12, 13, 14, 15 and 16 included in the Master Agreement, and the special instructions below.

SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL

START DATE:	COMPLETION DATE:
--------------------	-------------------------

TIME AND MATERIALS BASIS: Fifty Two Thousand Four Hundred Twenty Six Dollars [\$52,426.00]

This fee amount is based upon Consultant's proposal dated 12-Aug-15 and subsequent negotiations mutually agreed to by all parties

This WAL is inherently a part of the Master Agreement referenced above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific Scope of Services, agreed upon time and materials, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.

This WAL and associated Master Agreement hereby supercede any and all terms, conditions, and other provisions of the Consultant's Proposal; and such terms, conditions, and other provisions are null and void, and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superceded by this WAL and/or the associated Master Agreement.

IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:

DISTRICT	CONSULTANT
OXNARD SCHOOL DISTRICT	CONSULTANT
(SIGNATURE) (DATE)	(SIGNATURE) (DATE)

FOR DISTRICT USE ONLY

PROJECT MANAGER: CFW (Greg Grant) PREPARED BY: Greg Grant
 P.O. # P.O. AMOUNT:
 SOURCE OF FUNDS: MEASURE "R" DEF. MAINT. DEV. FEES OTHER _____
 COST ID: 6160 Other Costs - Site

(PM APPROVAL SIGNATURE) (DATE)

SPECIAL INSTRUCTIONS:

- Kick-off Meeting to be Scheduled for 9.22.15
- Administrative Drant IS to be completed by 10.22.15
- Final IS-MND to be completed fifteen (15) days after receipt of public and agency comments.

August 12, 2015

Mr. Greg Grant
Caldwell Flores Winters, Inc.
1901 S. Victoria Avenue, #106
Oxnard, California 93035

Subject: Proposal to Prepare a Mitigation Negative Declaration for the Oxnard School District's Proposed Improvements to the Thurgood Marshall Elementary K-5 School

Dear Greg:

Tetra Tech, Inc. (Tetra Tech) is pleased to present this proposal to Caldwell Flores Winters (CFW) to prepare a Mitigated Negative Declaration (MND) under the California Environmental Quality Act (CEQA) for the proposed modifications to the Oxnard School District (OSD) K-5 Thurgood Marshall School (hereafter referred to as "School") in Oxnard, California. The School, with a current student capacity of 555 students, is located at 2900 Thurgood Marshall Drive, in Oxnard, California 93036, at the intersection of Gonzales and Patterson Roads. The School property comprises Assessor Parcel Number (APN) 179-0-070-010. Project title and project applicant are as follows:

Project Title: Marshall New Classroom Building, MA #13-132, WAL #002

Project Applicant (Public Agency Approving Project): Oxnard School District

Project Description:

The proposed project includes construction of a two-story 12-classroom building at the Marshall Elementary School (K-5) site, in compliance with current seismic codes, and the reconfiguration of the site to a K-8 school to accommodate growing enrollment in the 6th through 8th grades (collectively referred to as the "Project"). The 12-classroom building is proposed for addition on the south side of the existing school administration building in the area that is currently being used as blacktop play area, next to the existing solar panel structures. The proposed 12-classroom permanent structure would increase capacity at the Marshall School to up to 900 students, satisfying the District's specification for a K-8 facility.

An additional 12,400 square feet (sf) of teaching facilities is proposed along with an additional 1,000 sf devoted to restroom facilities, increasing building square footage at the Marshall School by a total of 13,400 sf. A total of 20 additional parking spaces are proposed (utilizing the Fire Access Road on the west side of the campus). Improvements are planned to be architecturally integrated to match the appearance and design features of the existing campus. Setbacks from the nearest residential uses are expected to exceed 300 feet.

Table 1 summarizes the changes in permanent classrooms, square footage, student capacity, and parking that would result at the Marshall School from the proposed improvements.

Tetra Tech, Inc.

5383 Hollister Avenue, Suite 130, Santa Barbara, CA 93111
Tel 805.681.3100 Fax 805.681.3108 www.tetrattech.com

Table 1: Permanent Classrooms, Square Footage, Student Capacity, and Parking for the Existing Elementary (K-5) School and Proposed K-8 School

	Permanent Classrooms	Square Footage (sf)	Student Capacity	Parking Spaces
Existing Facilities	28	55,024 sf	555	68
Facilities after Proposed Improvements	40	68,424 sf	900	88
% Increase	42.86%	24.35%	62.16%	29.41%

OSD is seeking the preparation of the necessary CEQA documentation to obtain CEQA clearance for the proposed improvements to the Thurgood Marshall Elementary K-5 School. OSD proposes to implement the proposed improvements in order to accommodate a maximum student population of 900 students in kindergarten through 8th grades.

SCOPE OF WORK

TASK 1 – CEQA DOCUMENT PREPARATION

OSD requires environmental planning documents that are in full compliance with CEQA and the standards established by the CEQA Guidelines (California Code of Regulations, Title 14, Sections 15000-15387 [amended January 4, 2013]). The CEQA recommendation, as noted in Tetra Tech’s CEQA Compliance Review letter dated June 22, 2015, is for preparation of an IS, followed by expected preparation of a MND. The combined IS/MND document would be utilized to secure CEQA compliance for the proposed project. Tetra Tech will complete Task 1 - CEQA Document Preparation in the following subtasks:

- Task 1.1 - Initial Study (IS);
- Task 2.2 - Draft Mitigated Negative Declaration (MND); and
- Task 3.3 - Final MND.

For this project, as possible, Tetra Tech will utilize information presented in the *1998 City of Oxnard Final Environmental Impact Report [FEIR]*, *Northwest Golf Course Community Specific Plan, SCH # 97031009*; FEIR technical appendices; and more recent applicable environmental documentation, if prepared and available.

An initial analysis of the project impacts in the short-term construction and long-term operational phases will be performed in the IS along with a recommendation for additional technical studies, as applicable. The necessity for these technical studies typically varies with the project, the proposed site location, and availability of existing information. Issue areas to be analyzed in the IS, as required by CEQA, are: aesthetics and visual resources, agricultural resources, air quality, biological resources, cultural resources, geology and soils, greenhouse gas emissions, hazards and hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise, population and housing, public services, recreation, transportation and traffic, utilities and service systems, and mandatory findings of significance.

It has been our experience that the potential significant impacts associated with improvements to an existing school facility can generally be mitigated to levels that are less than significant. It is anticipated that preparation of the IS will provide the information necessary for a determination that an MND is appropriate to address impacts from proposed improvements to the Thurgood Marshall School.

Task 1.1 - Initial Study and Scoping

Planning and Coordination/Initial Meetings. Tetra Tech will conduct one site visit and interview project engineers, project proponents, and OSD Staff to gather information related to the proposed project. Tetra Tech will attend a kick-off meeting. Throughout the work effort, Tetra Tech will prepare meeting notes for any face-to-face meetings, which will be submitted electronically, via e-mail, for all attendees. Tetra Tech will also contact relevant governmental agencies to obtain information necessary to prepare the IS.

Tetra Tech will attend and participate in meetings, as requested by the OSD, planned to include the kick-off meeting, one meeting with the OSD Staff and/or Board, and the OSD public hearing to approve the IS/MND.

Aesthetics and Visual Resources. A visual impact evaluation of the proposed School improvements will be performed including potential impacts on any scenic resources and impacts from new sources of light and glare.

Agricultural Resources. Impacts on nearby agricultural lands will be evaluated.

Air Quality. Project impacts on air quality will be assessed in the IS and recommendations will be made for the appropriate level of quantitative analysis for inclusion in the MND. It is anticipated that a construction-phase technical analysis for air quality will need to be prepared. Tetra Tech will consult with the Ventura County Air Pollution Control District to identify both permitted and non-permitted facilities and other significant pollution sources within 0.25 mile of the proposed school site.

Biological Resources. Tetra Tech will assess the potential presence or absence of and impacts on sensitive biological resources including sensitive species or jurisdictional waters of the United States. Based on the developed nature of the School site, the likelihood of identifying rare or endangered animal species or habitat is considered extremely low.

Cultural Resources. The Thurgood Marshall School Site is contained within the Northwest Golf Course Community Specific Plan Area that was analyzed in the *1998 City of Oxnard FEIR for the Northwest Golf Course Community Specific Plan*. The FEIR included a Phase 1 Cultural Resources Study that included a pedestrian survey all property within the Specific Plan Area, including the School site. A records search for archaeological resources on or near the proposed project site will be conducted along with the initial impacts analysis on cultural resources. The IS will identify any further archaeological investigations required for preparation of the MND.

Geology/Soils/Mineral Resources. Review of the following relevant geologic and geotechnical data (as available) will be included: geologic maps and literature, geotechnical data, hydrogeologic data, and seismotectonic data, historical aerial photographs, and readily available flood zone maps.

Greenhouse Gas Emissions. Project impacts on greenhouse gas emissions will be assessed in the IS and recommendations would be made for the appropriate level of quantitative analysis for inclusion in the MND. It is anticipated that a construction-phase technical analysis for greenhouse gas emissions will need to be prepared.

Hazardous Materials. The following information will be addressed: research and review of pertinent, readily available environmental reports, geologic and hydrogeologic literature, available historic aerial photographs and topographic maps of the site and surrounding area; site reconnaissance data and results of interviews with relevant OSD Staff; evaluations of on-site hazardous substances use, storage, and/or disposal; interaction with applicable municipal, regional, and State agencies to review available records and permits; and acquisition and review of a regulatory agency database report. The *Oxnard School District, Final Preliminary Endangerment Assessment, Proposed Thurgood Marshall Elementary School Site Located at Gonzales and Patterson Roads, Oxnard, California, Voluntary Cleanup Agreement HSA-A-99/00-147* (ENSR International January 2001) will also be reviewed.

As relevant, Tetra Tech will also evaluate the potential hazardous material/hazardous waste-related impacts for the proposed project, summarize investigations of past and present hazardous or solid waste sites on the property and/or any hazardous substance releases, identify any above or underground pipelines that carry hazardous substances as well as any facilities within 0.25 mile of the site to fulfill requirements of Sections 21151.4 and 21151.8 of the CEQA statutes.

Hydrology and Water Quality. Potential project impacts on water quality standards, groundwater supply, and surface runoff will be evaluated along with potential impacts from flooding.

Land Use and Planning. Consistency with land use plans and planned land uses will be discussed along with a description of potential impacts on land use.

Noise. An acoustical evaluation will be conducted to document the location of any sensitive noise receptors and to estimate traffic noise for the existing environment and proposed project. Additionally, typical noise impacts associated with the project will be described and mitigation measures suggested for any significant short-term or long-term impacts. It is anticipated that a construction-phase technical analysis for noise will need to be prepared.

Population and Housing. CEQA thresholds require that the potential of the proposed project be addressed to impact displacement of existing housing or displacement of substantial numbers of people, along with the potential to induce substantial population growth in an area.

Public Services. The availability and non-cost related impacts of the proposed project on public services will be presented. These services include fire, police, and medical services.

Recreation. Impacts on local recreational resources such as playgrounds, playfields, and developed parks will be assessed.

Transportation/Traffic. A traffic impact study will be performed for the proposed improvements to the Thurgood Marshall School by Stantec Consulting Services, Inc. (Stantec) under subcontract to Tetra Tech. The traffic study will include an estimate of the traffic generated by the proposed project. The traffic estimate will be based on the number of students, teachers and administrative staff added in



association with the proposed improvements, as well as type and frequency of special events to be held at a K-8 school. Traffic impacts will be assessed using appropriate standards.

Utilities/Service Systems. Potential impacts on potable water treatment and distribution, wastewater collection and treatment, stormwater collection and discharge, electricity, natural gas, and solid waste from the proposed project will be evaluated.

Draft/Final IS. Tetra Tech will prepare a Draft IS for review and approval by OSD. The Final IS will incorporate all of OSD's comments. A discussion of mitigation measures will be included in the IS; however, specific mitigation measures for resource areas requiring mitigation will be included in the MND after further study.

Task 1.2 – Draft Mitigated Negative Declaration

Administrative Draft and Draft MND. Tetra Tech will prepare one Administrative Draft MND for review by OSD before releasing the Draft MND for public review. The Draft MND would include an introduction and project description, a description of the existing conditions for each issue area, an analysis of project impacts, environmental determination, references, persons/agencies contacted, and a list of preparers. The document will include the Final IS. Mitigation measures will be included as part of the MND.

Task 1.3 – Final Mitigated Negative Declaration

Final MND and Mitigation, Monitoring, and Reporting Program (MMRP). The Final MND will include recommendations received from the OSD, public, and agencies during public review of the Draft document and a MMRP.

Public Meetings and Public Notices. Tetra Tech will assist in the preparation of the Notice of Intent to Adopt a Mitigated Negative Declaration for the proposed School project MND and attend one public meeting/hearing. The Notice of Intent will be published in two local newspapers (English and Spanish) for one day.

KEY PROJECT PERSONNEL

Mr. Randy Westhaus (Project Manager) will provide technical oversight and project management for this project. Mr. Westhaus is a Registered Mechanical Engineer in California (California Certificate No. 25171) with over 35 years' experience in the environmental field. He has extensive managerial and technical experience performing Phase I ESAs, PEAs, geotechnical/geologic hazards investigations, and CEQA document preparation for school projects in California including several in Ventura County.

Ms. Emilie Johnson, AICP (CEQA Specialist) has worked at Tetra Tech for over 5 years and has over 24 years' experience in CEQA and National Environmental Policy Act (NEPA) document preparation, providing representation at public hearings and presentations, and governmental coordination. Ms. Johnson's experience in CEQA/NEPA document preparation includes large, complicated, controversial environmental compliance documents and general plan/long-range planning documents. She has managed and participated in projects that have included the development of public school facilities; residential communities; roadway, water, wastewater, and fiber optic infrastructure facilities; utility-scale solar and wind facilities; residential and patient health care facilities; and off-road vehicular recreation



areas. Ms. Johnson has managed and participated in large, multidisciplinary project staffs of scientific, engineering, and technical personnel on projects involving knowledge of and experience dealing with CEQA/NEPA, Clean Water Act, Clean Air Act, National Historical Preservation Act, Endangered Species Act, and multiple State and local regulations and related issues.

Mr. James R. Steele (Geology Soils/Hazardous Materials) is a California Professional Geologist, (No. 5963), Certified Engineering Geologist (No. EG 1906), and California Certified Hydrogeologist (No. HG 247) with over 27 years' experience performing engineering geology studies and environmental assessments. Mr. Steele has extensive experience managing and performing PEAs, Phase I GEHAs, and Geohazard Assessment/Geotechnical Soil Investigations for proposed school sites throughout California including Ventura County. He is thoroughly familiar with regulatory agency guidelines and requirements for school construction projects, and has extensive experience working with CDE, DTSC, CGS, and DSA.

Ms. Nancy Wellhausen (Air Quality) has worked at Tetra Tech for 15 years and provides 22 years experience in air quality and analytical chemistry. Currently, Ms. Wellhausen supports the Vandenberg AFB Air Quality Program by providing support in negotiating with Santa Barbara County APCD representatives. Ms. Wellhausen also provides permit processing support including calculating and estimating emissions based on chemical processes. Ms. Wellhausen has been responsible for evaluating processes for control technology applicability, permit development, emission source testing, emission estimation and inventory, and pollutant modeling. She has provided oversight for preparation of air quality sections for several CEQA and NEPA documents. Ms. Wellhausen will provide oversight for any air quality agency consultations and the air quality/greenhouse gas technical studies for this project.

Mr. Steve Dodson, P.G. (Geology/Soils/Mineral Resources/Risks/Hazardous Materials) is a geologist with 21 years experience with Tetra Tech performing Phase I ESAs, PEAs, contaminated groundwater site investigations, groundwater monitoring program implementation, large scale fuel impacted site remediation, and oil field assessments. Mr. Dodson's expertise extends to site investigations including site work plan preparation, field program implementation, geologic and chemical data acquisition and interpretation, analytical data interpretation and reduction, and report preparation. Mr. Dodson has experience assessing sites with soil, groundwater, and surface water contamination including metals, chlorinated solvents, pesticides, PCBs, dioxins, furans, and fuel components. Mr. Dodson has experience supervising field operations for large scale soil remediation projects. Mr. Dodson is also a member of Tetra Tech's Schools Program and has participated in numerous projects for school districts throughout California including Phase I ESAs, PEAs, Supplemental Site Investigations, Removal Action Work Plans and CEQA documents.

Mr. Tim Tringali (Hydrology/Water Quality) is an environmental scientist and Project Manager with nearly 15 years' experience in a variety of water quality-related issues for federal, State, and local entities. Mr. Tringali is currently managing sampling, deliverables, and compliance for the Phase II Storm Water Management Program, the Phase I Storm Water Industrial program, Ambient Water Quality Program, and the Non-Point Source Program at Vandenberg AFB, California. Mr. Tringali is a U.S. Environmental Protection Agency (EPA) inspector for California-Wide Phase I Municipal Storm Water Audits, which includes coordination with State and local regulatory agencies, and production of final audit report. Mr. Tringali has also assisted the CCRWQCB with the review of storm water management plans associated with Region 3 school districts.



Ms. Amy Locke (Biologist) is an environmental scientist and biologist with a background in conservation planning, habitat restoration, and biological surveys. At Tetra Tech, Ms. Locke has led and conducted general biological and botanical field surveys and contributed to the development of a variety of documents including Rare Plant Reports, General Biological Survey Reports, Wetland Delineation Reports, ISSs, MNDs, and EIRs. Ms. Locke has implemented minimization measures at Vandenberg Air Force Base during construction monitoring for Gaviota tarplant (*Deinandra increscens* ssp. *villosa*), California red-legged frogs (*Rana aurora draytonii*), and the host plant for the El Segundo blue butterfly (*Euphilotes battoides allyni*). Ms. Locke has also performed extensive rare plant surveys, including full coverage surveys for thread-leaved brodiaea (*Brodiaea filifolia*), at Camp Pendleton Marine Corps Base.

Ms. Tricia Pellerin (Noise) has been involved in many small and large-scale environmental impact reports and statements, noise impact assessments, and air quality impact assessments. Ms. Pellerin has extensive experience in assessing potential noise impacts, conducting acoustic modeling analyses, and performing regulatory compliance determinations for a range of projects, including both conventional and renewable energy projects throughout the United States, Canada and internationally. Ms. Pellerin has also participated in air quality impact analyses where air dispersion modeling, mitigation strategies, and emissions inventory development were required.

SUBCONTRACTORS

Tetra Tech has established long-term working relationships with a variety of subcontractors who provide services for our school site projects. For this project, we plan on using Stantec to prepare a traffic impact study for the CEQA document. Stantec (formerly Penfield and Smith) has been providing quality services in California since 1946, and is a full-service engineering consulting firm specializing in traffic engineering, transportation planning, traffic signal design, parking and Caltrans processing as well as civil engineering, surveying and mapping, civil structures engineering and other services.

PROJECT SCHEDULE

The project will require 6 months or less to complete depending on the availability of information. The schedule includes a 30-day public comment period. Public meetings/hearings will be held at times coordinated with OSD. A schedule for the proposed OSD K-8 Thurgood Marshall School Improvements IS/MND is presented in Table 1.

Table 1
Proposed Schedule for the K-8 Thurgood Marshall School Improvements IS/MND

Deliverable	Schedule
Kickoff Meeting	10 days after Notice to Proceed
Draft IS	30 days after kickoff meeting
Comments from OSD requested	15 days after receipt of Draft IS
Draft MND	45 days after receipt of comments from OSD
Notice of Intent to Adopt a Mitigated Negative Declaration	Publish concurrent with release of Draft MND
Public Comment Period	30 calendar days
Final MND	15 days after receipt of public and agency comments
Notice of Determination	Within 5 days of Final MND approval by School Board

Note: The schedule days are working days unless specified otherwise.

ASSUMPTIONS

Several assumptions have been made in developing this proposal and cost estimate that if not valid, will constitute a change in the scope of work, requiring an adjustment in project cost. We will notify you of any such changes in writing. Assumptions and limitations to our scope of work are:

- The available site data are accurate and do not require excessive verification.
- The site is readily accessible.
- There will be no requirement to assess groundwater conditions beneath the site.
- There are no wetlands or other sensitive habitats or special-status species located within the proposed site. Costs to provide detailed biological surveys, special-status species surveys, or agency consultations are not included in this cost estimate.
- The appropriate environmental document required under CEQA will be an IS/MND. Each version of the document is assumed to be 100 black and white pages and 10 color pages. Ten hard copies of the Draft IS, Final IS, Administrative Draft MND, and Final MND will be prepared for OSD. Twenty hard copies of the Public Draft MND will be prepared and distributed to the mailing list. A PDF copy of each version of the CEQA documents will also be provided to OSD.
- The Tetra Tech Project Manager and Principal Environmental Planner will attend one project kick-off meeting, one project meeting, and one public hearing in Oxnard related to the CEQA document. A public notice will be published in two local newspapers (English and Spanish) for one day and will be paid by OSD directly. We have assumed that OSD will be responsible for translating the public notice into Spanish. Costs to publish the notice and translate any documents or meetings are not included in this cost proposal. It is assumed that only minimal public comments will be received on the



Public Draft MND. It is also assumed that no substantive comments will be received. OSD will pay any CEQA filing fees with the State Clearinghouse, CDFW, Ventura County Clerk, and other agencies; these costs have not been included in the proposal.

- No air modeling/risk assessment is required for the site.
- This cost estimate is based on our understanding of the current regulatory framework for the site. Should regulations change or if additional regulatory requirements are imposed, the project work scope and costs may need to be modified.
- If significant changes to the proposed project description occur, additional costs may be incurred.

ESTIMATED PRICE

Tetra Tech proposes to perform Tasks 1.1 through 1.3 as described above, on a time and materials basis for a Not-to Exceed price of \$52,426. Our price estimate is included in Table 2. Our price is based on an assumed level of effort that may vary depending on the ease of site access. Table 3 contains a summary of our time and materials labor rates. Additional out of scope services, meetings, or reports that are requested by the OSD will be billed on a time and materials basis.

LIMITATIONS

Services performed by Tetra Tech under our contract will be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing in the same general area under the same general conditions. No other representation and no warranty or guarantee, expressed or implied, is included or intended in this proposal or in any subsequent report, opinion, or document.

The OSD should recognize that special risks occur whenever engineering or related disciplines are applied to identify subsurface conditions. Even a comprehensive sampling and testing program, carefully implemented with the appropriate equipment and experienced personnel under the direction of a trained and registered professional who functions in accordance with a professional standard of care, may fail to detect certain conditions because they are hidden, and therefore cannot be considered in the development of a subsurface exploration program. The passage of time must also be considered, and the OSD should recognize that due to natural occurrences or direct or indirect human intervention at the site or at areas distant from it, actual conditions might change quickly. It should further be recognized that nothing can be done to eliminate risks altogether, but certain techniques can be applied by Tetra Tech to help reduce them to that level deemed tolerable by the OSD. In any event, the scope of services provided by Tetra Tech must be that which the OSD agrees to or selects in light of personal risk preferences and other considerations.



CONTRACTUAL TERMS AND CONDITIONS

We propose to perform these services in accordance with Master Services Agreement (MSA) #13-132 between the OSD and Tetra Tech and the agreed scope of services in this proposal. Tetra Tech will begin implementation of the proposed scope of work immediately following receipt of written authorization from you acknowledging your acceptance of this proposal.

If you have any questions regarding our proposal, please contact Randy Westhaus at (805) 681-3101 or by email at randy.westhaus@tetrattech.com. We appreciate this opportunity to present our proposal for your very important K-8 Thurgood Marshall School Improvements Project.

Sincerely,

TETRA TECH, INC.

A handwritten signature in black ink, appearing to read 'Emilie L. Johnson'.

Emilie L. Johnson, AICP
Principal Environmental Planner

A handwritten signature in black ink, appearing to read 'Randy T. Westhaus'.

Randy T. Westhaus, P.E.
Project Manager/California Schools Director

Attachments: Table 2 – CEQA Price Estimate
Table 3 – Time and Material Rates

cc: Campbell, J. (Tt SMX)

Table 2
Price Estimate
CEQA Services for the Proposed Thurgood Marshall School Improvements Project, Oxnard, California
Oxnard School District
August 12, 2015

LABOR Category	Rate	Task 1.1 - Initial Study (IS) and Scoping		Task 1.2 - Draft Mitigated Negative Declaration (MND)		Task 1.3 - Final Mitigated Negative Declaration (MND)		TOTAL	
		Hours	Amount	Hours	Amount	Hours	Amount	Hours	Amount
Director	\$211	6	\$1,267	4	\$844	6	\$1,267	16	\$3,378
Professional Geologist/Associate Director	\$173	2	\$346	4	\$692	1	\$173	7	\$1,210
Principal-Level CEQA Specialist	\$170	16	\$2,716	28	\$4,753	16	\$2,716	60	\$10,185
Mid-Level CEQA Specialist	\$94	36	\$3,399	24	\$2,266	20	\$1,888	80	\$7,554
Senior-Level Geologist/Project Manager	\$112	10	\$1,125	6	\$675	3	\$337	19	\$2,137
Mid-Level Engineer/Scientist	\$98	12	\$1,171	30	\$2,928	10	\$976	52	\$5,075
Contract Management	\$141	4	\$564	24	\$3,386	3	\$423	31	\$4,374
Administration	\$77	8	\$620	6	\$465	2	\$155	16	\$1,239
Senior GIS Graphics/CADD	\$102	8	\$815	6	\$611	2	\$204	16	\$1,630
Junior-Level Word Processing/Publications	\$54	12	\$649	12	\$649	6	\$325	30	\$1,623
TOTAL LABOR		114	\$12,671	144	\$17,269	69	\$8,464	327	\$38,405
OTHER DIRECT COSTS		Units	Amount	Units	Amount	Units	Amount	Units	Amount
Reproduction	\$0.09	1,200	\$108	2,400	\$216	2,400	\$216	6,000	\$540
Computer Usage per Hour	\$1.75	114	\$200	144	\$252	69	\$121	327	\$572
Cultural Record Search	\$600.00		\$-	1	\$600		\$-	1	\$600
Fex Ex	\$15.00	2	\$30	2	\$30	20	\$300	24	\$360
Mileage	\$0.58	300	\$173	400	\$230	300	\$173	1,000	\$575
Subtotal ODCs			\$510		\$1,328		\$809		\$2,647
G&A Cost on ODCs at 14.13%			\$72		\$188		\$114		\$374
Markup on ODCs at 0%			\$0		\$0		\$0		\$-
TOTAL ODCs			\$582		\$1,516		\$924		\$3,021
SUBCONTRACTORS			Amount		Amount		Amount		Amount
Traffic			\$-		\$10,000		\$-		\$10,000
Subtotal on Subcontractors			\$-		\$10,000		\$-		\$10,000
Mark up on Subcontractors at 10%			\$-		\$1,000		\$-		\$1,000
TOTAL SUBCONTRACTORS			\$-		\$11,000		\$-		\$11,000
TOTAL ESTIMATED AMOUNT			\$13,253		\$29,785		\$9,387		\$52,426

Table 3
Tetra Tech Time and Materials Rates
CEQA Services for the Proposed Thurgood Marshall School
Improvements Project, Oxnard, California
August 12, 2015

Labor Category	Hourly Billing Rate
Vice President	\$234.46
Director	\$211.12
Professional Geologist/Associate Director	\$172.93
Principal-Level Engineer/Scientist	\$147.47
Principal-Level CEQA Specialist	\$169.74
Senior-Level CEQA Specialist	\$126.25
Mid-Level CEQA Specialist	\$94.42
Junior-Level CEQA Specialist	\$79.57
Senior-Level Geologist/Project Manager	\$112.46
Mid-Level Geologist/Project Manager	\$94.42
Junior-Level Geologist/Project Manager	\$79.57
Senior-Level Environmental Technician	\$101.85
Senior-Level Engineer/Scientist	\$108.21
Mid-Level Engineer/Scientist	\$97.60
Junior-Level Engineer/Scientist	\$79.57
Associate-Level Engineer/Scientist	\$71.08
Mid-Level Environmental Technician	\$93.36
Junior-Level Environmental Technician	\$71.08
Associate-Level Environmental Technician	\$61.53
Contract Management	\$141.10
Administration	\$77.45
Senior GIS Graphics/CADD	\$101.85
Graphics/CADD	\$97.60
Senior-Level Word Processing/Publications	\$90.18
Mid-Level Word Processing/Publications	\$80.63
Junior-Level Word Processing/Publications	\$54.11

Notes:

Rates Effective through September 30, 2016

Rates apply to normal working hours.

Subcontractors will be billed at cost plus 10% profit

Rates for field equipment are quoted upon request.

Out-year rates escalated at 3.0% per fiscal year (Oct through Sep)

**OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
(MASTER AGREEMENT – CEQA/DTSC COMPLIANCE)**

This Agreement for Consultant Services (“Agreement”) is entered into as of this 13th day of November, 2013 by and between the **Oxnard School District** (“District”), with offices located at 1051 South A Street, Oxnard, CA 93030, and **Tetra Tech, Inc.** (“Consultant”) with a business address at 5383 Hollister Avenue, Suite 130, Santa Barbara, CA 93111. District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Qualifications, the performance of certain services, with the precise scope of work to be specified at the time of assignment of work.

B. Following submission of a Statement of Qualifications for the performance of services, Consultant was prequalified by District to perform services on behalf of District that may be assigned, or not assigned, at the District’s sole discretion.

C. The Parties desire to formalize the prequalification of Consultant for performance of services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained herein and other consideration, the value and adequacy of which are hereby acknowledged, the Parties agree as follows:

1. **Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
2. **Master Agreement.** This Agreement sets forth the basic terms and conditions between District and Consultant. It may be supplemented from time to time with an individual Work Authorization Letter (“WAL”) which shall be considered an amendment to this Agreement, and which shall be subject to all the terms and conditions of this Agreement, and any further terms and conditions as set forth in the WAL.
3. **Scope of Services.** The scope of Services to be assigned to Consultant pursuant to a WAL is further defined in **Exhibit F – Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed prequalified by District as described in this Agreement.
4. **Agreement, Scope of Work, and Assignment of Projects.** District may, from time to time, and at the sole discretion of District, assign to Consultant specific services to be performed by Consultant (the “Services”) pursuant to a WAL. The WAL assignment procedure and associated forms are set forth in **Exhibit A**, which is attached hereto. This Agreement, together with the WAL, sets forth the terms and conditions pursuant to which Consultant will perform such Services on behalf of District. The WAL

shall particularize and describe, among other things, such project(s) for which Consultant is to perform Services, such Services to be performed by Consultant at such project(s), the timeline for the performance of such Services, and the compensation to be paid to Consultant for the performance of such Services.

5. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from November 13, 2013 through November 12, 2018 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term. Such agreement for extension shall be based upon the showing of good and sufficient cause by Consultant that such extension(s) shall be granted. District shall not be obligated to compensate Consultant for any additional costs if such an extension has been granted to this Agreement. Any provision for additional compensation shall be accommodated via the WAL process as indicated in **Exhibit A**.
6. **Time for Performance.** The scope of the Services set forth in the WAL shall be completed during the Term pursuant to the schedule specified in the WAL. If Services indicated in the WAL cannot be completed within the schedule set forth in the WAL, or if the schedule exceeds the Term of this Agreement, it is the responsibility of Consultant to notify District at least ninety (90) days prior to the expiration of either, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in Default as provided below. District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
7. **Additional Services.** Additional Services are services in addition to the Services set forth in the WAL that are provided by Consultant pursuant to a written request by District. Additional Services will require a written request or pre-authorization in writing by District following specific approval of such services by the District Board of Trustees. It is understood and agreed that Consultant shall not perform any Additional Services unless and until Consultant receives specific written approval for such Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant's discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.
8. **Compensation and Method of Payment.** This Agreement does not guarantee that District will issue a WAL to Consultant nor does this Agreement guarantee any compensation to Consultant. This Agreement does not create any obligation on the part of District to compensate Consultant absent a WAL indicating compensation due to Consultant once Services are performed. Specific compensation and payment amounts, including approved reimbursable expenses, shall be set forth in the WAL. However, it is understood and agreed that the compensation to be paid to Consultant shall not be in excess of or exceed the rates set forth in **Exhibit B** "Compensation".

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month for Services performed pursuant to a WAL. The invoice shall clearly indicate the assigned project, the approved WAL, and shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement and the WAL. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.

b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.

c. Payment to Consultant for work performed pursuant to this Agreement and a WAL shall not be deemed to waive any defects in work performed by Consultant.

9. Responsibilities of Consultant:

a. Consultant shall perform all Services as indicated in this Agreement and the WAL to the satisfaction of District.

b. The specific Services of Consultant to be performed shall be indicated in the WAL.

c. Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit F**, having the skill and the legal and professional ability and the flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the scope of Services under this Agreement, including but not limited to all local ordinances, building codes, and requirements of all Authorities Having Jurisdiction (AHJ) including but not limited to the Division of State Architect (DSA), the Office of Public School Construction (OPSC), the State Facilities Planning Division (SFPD), California Department of Education (CDE), the California Department of General Services (DGS), the Department of Toxic Substances Control (DTSC), the California Environmental Quality Act (CEQA), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) that it will assume full responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) that it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule set forth in the WAL; and (f) that it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and or agencies.

d. Consultant shall follow accepted industry standards and practices and comply with all federal, state, and local laws and ordinances applicable to the Services required by this Agreement and the WAL.

10. Responsibilities of District.

- a. District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement and the WAL. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the Program Manager. Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.
 - b. If needed by Consultant, District shall provide information as to the requirements and educational program for each project assigned by a WAL, including approved budget and schedule limitations.
 - c. District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.
 - d. District shall facilitate and coordinate cooperation amongst and between District staff and Consultant, as required to complete the Services.
 - e. District shall provide for the timely approval and execution of the WALs, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.
11. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, the WAL, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.
12. **Termination.** This Agreement, the WAL, or the Services may be terminated at any time by mutual agreement of the Parties or by either Party as follows:
- a. District may terminate all or a portion of this Agreement, the WAL, or the Services without cause at any time by giving ten (10) calendar days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
 - b. District may terminate all or a portion of this Agreement, the WAL, or the Services for cause in the event of a Default by giving written notice pursuant to Section 15, below; or
 - c. Consultant may terminate this Agreement or the WAL at any time upon thirty (30) calendar days written notice if District fails to make any undisputed payment to Consultant when due and such failure remains uncured for forty-five (45) calendar days after written notice to District.
13. **Similar or Identical Services.** In the event that this Agreement, the WAL, or any of the Services are terminated in whole or in part as provided herein, District may procure, upon such terms and in such

manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District.

14. **Inspection and Final Acceptance.** District acceptance of any of work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions of this Agreement or the WAL including, but not limited to, indemnification and insurance provisions.
15. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement or the WAL constitutes a Default. District may terminate all or any portion of this Agreement, the WAL, or the Services for cause in the event of a Default. The termination shall be effective if Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecutes such cure to the satisfaction of District. If Consultant has not cured the Default, District may hold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's legal rights or any rights arising out of any provision of this Agreement or the WAL.
 - a. In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of WAL.
16. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any Services pursuant to this Agreement or the WAL (collectively and individually, the "Documents") shall become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of Consultant. Upon completion, expiration or termination of this Agreement or the WAL, Consultant shall turn over to District all such Documents.
17. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement or the WAL any Documents, Consultant's guarantees and warranties related to Standard of Performance under this Agreement or the WAL shall not extend to such use of the Documents.
18. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of Services pursuant to this Agreement or the WAL for a minimum of four years after termination or expiration of this Agreement and the WAL, or longer if required by law. Such records shall include at minimum a detailed record of daily performance, staff time records, subconsultants time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement or the WAL for a minimum of four years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the Services provided by Consultant pursuant to this Agreement or the WAL.

b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.

c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

19. Independent Contractor. Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and the WAL and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement and the WAL. Consultant shall complete this Agreement and the WAL according to its own methods of work which shall be in the exclusive charge and control of Consultant and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all of Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payments under this Agreement or the WAL.

a. The personnel performing the Services under this Agreement and the WAL on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District.

b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

20. Standard of Performance. Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement and the WAL in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement and the WAL. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all Services

described herein and the WAL. In meeting its obligations under this Agreement and the WAL, Consultant shall employ, at a minimum, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement and the WAL for California school districts in or around the same geographic area of District (the "Standard of Performance").

21. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement and the WAL shall be considered confidential ("confidential information"). Consultant shall not release or disclose any such confidential information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with confidential information:
- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the WAL or the Services performed hereunder or the WAL.
 - b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.
22. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant's performance of the Services under this Agreement or the WAL. Consultant further covenants that in the performance of this Agreement and the WAL, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of District. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement and the WAL.
- a. Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) E, as hereinafter amended or renumbered, require that a consultant that qualifies as a "designated employee" must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant (i) represents that it has received and reviewed a copy of the Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) E and that it [] does [X] does not qualify as a "designated employee"; and (ii) agrees to notify District, in writing, if Consultant believes that it is a "designate employee" and should be filing financial interest disclosures, but has not been previously required to do so by District.

RTW (Initials)

23. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any

elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

a. Without limiting the generality of the foregoing, Consultant, unless exempted, shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as Exhibit E, prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

RTW (Initials)

24. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ "unauthorized aliens" as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or Services covered by this Agreement or the WAL, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.
25. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement or the WAL.
26. **Disabled Veteran Business Enterprise Participation.** Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises (DVBEs) of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement
27. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement and the WAL. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement and the WAL. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or any portion of the WAL or the performance of any of Consultant's duties, Services or obligations under this Agreement or the WAL without the prior written consent of District and approved by District's Board of Trustees. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement and the WAL entitling District to any and all remedies at law or in equity, including summary termination of this Agreement and the WAL.
28. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement and the WAL, but only with the prior written consent of District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly.

29. **District Administrator.** Lisa Franz shall be in charge of administering this Agreement on behalf of District, (the “Administrator”) provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** “Conflict of Interest Check” attached hereto.

30. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement and the WAL.

a. Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the Services; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement and the WAL.

31. **Indemnification.** To the fullest extent permitted by law, Consultant shall defend and indemnify District and its officials, elected board members, employees and agents (“Indemnified Parties”) from and against all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, its officers, employees, consultants, subcontractors, or agents, pursuant to this Agreement and/or the WAL, but not for any loss, injury, death or damage caused by the active negligence or willful misconduct of any of the Indemnified Parties.

a. Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor retained or employed by Consultant in the performance of this Agreement and the WAL. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. Consultant’s obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement and the WAL.

RTW (Initials)

32. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** “Insurance” and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent.

33. **Notices.** All notices required or permitted to be given under this Agreement or the WAL shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
1051 South A Street
Oxnard, California, 93030
Attention: Lisa Cline
Assistant Superintendent, Business & Fiscal Services
Re: [Insert Project Name]

With electronic copy to: Caldwell Flores Winters, Inc.
Oxnard School District Program Manager
6425 Christie Ave., Suite 270
Emeryville, California 94608
Attention: Yuri Calderon
T: 510-596-8170
Email: ycalderon@cfwinc.com

To Consultant: Tetra Tech, Inc.
5383 Hollister Avenue, Suite 130
Santa Barbara, CA 93111
Attention: Randy Westhaus
T: (805) 681-3100
Email: randy.westhaus@tetrattech.com

All notices, demands, or requests to be given under this Agreement or the WAL shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered if delivered personally; (ii) on the date sent if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected if sent by certified mail; and (iv) the date it is received if sent by regular United States mail.

34. **Excusable Delays.** Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses its reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.
35. **Entire Agreement; Binding Effect.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. No changes, amendments or alternations shall be effective unless in writing and signed by both Parties and approved by District's Board of Trustees. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.
36. **Amendment.** No changes, amendments to or modifications of this Agreement or the WAL shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
37. **Waiver.** Waiver by any Party of any term, condition, or covenant of this Agreement or the WAL shall not constitute a waiver of any other term, condition, or covenant. Waiver by any Party of any breach of the provisions of this Agreement or the WAL shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement or the WAL. None of the provisions of this Agreement or the WAL shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement or the WAL shall be construed to operate as a waiver of

any rights under this Agreement or the WAL, and Consultant shall remain liable to District in accordance with this Agreement and the WAL for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement and the WAL.

- 38. **Governing Law.** This Agreement and the WAL shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, the WAL or the Services, venue in state trial courts shall lie exclusively in the County of Ventura, California.
- 39. **Severability.** If any term, condition or covenant of this Agreement or the WAL is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement and the WAL shall not be affected thereby and the Agreement and WAL shall be read and construed without the invalid, void or unenforceable provision(s).
- 40. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

IN WITNESS WHEREOF, District and Consultant have executed and delivered this Agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

TETRA TECH INC.:

Lisa A. Franz
Signature

Randy Westhaus
Signature

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Randy Westhaus / Director
Typed Name/Title

11-20-13
Date

10/31/13
Date

Tax Identification Number: 95-6002318

Tax Identification Number: 95-4148514

Not Project Related

Project #13-132

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #13-132


WORK AUTHORIZATION PROCEDURES

1. Assignment of Work Authorization

- 1.1. **Request For Proposal (RFP):** At the sole discretion of District, one or more prequalified professional services consultants shall be solicited with a Request For Proposal (“RFP”) for a specific lump sum fixed fee proposal for defined Services to be complete within a defined timeline. For a proposal to be valid it must clearly acknowledge the complete Services requested by District and must include a lump sum fixed fee amount to complete all defined Services, a clearly defined schedule for completion of Services which meets the required timeline defined by District and shows final completion to occur within the Term of this Agreement.
- 1.2. **Evaluation of Proposal:** District’s Program Manager, in consultation with District, shall review each proposal for validity, accuracy, competitiveness, and overall quality of the Services proposed to be performed. In the case where more than one firm is solicited for a scope of defined Services, the Program Manager shall evaluate each proposal thoroughly based on predetermined, objective criteria to ensure a just and fair review of all proposals.
- 1.3. **Selection of Consultant:** Following evaluation of proposals, the consultant whose proposal exhibits the best value for the benefit of District shall be recommended to the Superintendent for approval.
- 1.4. **Work Authorization Letter (WAL):** With the approval of the District Superintendent, the Program Manager shall issue a Work Authorization Letter (“WAL”) to the selected consultant to perform the defined Services as indicated in the RFP, for the lump sum fixed fee amount reflected in the proposal, with all Services to complete within the timeline indicated in the RFP, and the Term set forth in this Agreement. District retains the right to negotiate all terms of the WAL subsequent to the receipt of proposal(s) in order to clarify the scope of Services, and/or make any adjustments to the fee amount and required schedule prior to issuance of the WAL. The WAL shall be considered a binding agreement, and amendment to this Agreement, once executed by Consultant, approved by the District Board of Trustees, and executed by the Superintendent.
- 1.5. **Performance of Services Set Forth in the WAL:** Performance of Services set forth in the WAL shall not commence until final approval by the District Superintendent and Board of Trustees, unless expressly authorized by the District Superintendent and Program Manager. During the course of completing the Services, Consultant shall comply will all provisions of this Agreement and the WAL. All Services set forth in the WAL shall be completed within the schedule set forth in the WAL.
- 1.6. **Close Out of WAL Services:** Upon completion of all Services required by the WAL, Consultant shall submit all required close-out documentation, certifications, records, reports, warranties, and any other information required or requested by District prior to submitting Consultant’s invoice for final payment.
- 1.7. **WAL Form:** See next page for sample Work Authorization Letter.

Not Project Related

Project #13-132

	WORK AUTHORIZATION LETTER (WAL)	
	GENERAL INFORMATION	
	PROJECT #:	DATE:
	SITE NAME:	DSA #:
	MASTER AGREEMENT #:	OPSC #:
WAL #:	VENDOR ID:	
PURSUANT TO MASTER AGREEMENT BETWEEN:		
DISTRICT	CONSULTANT	
OXNARD SCHOOL DISTRICT 1051 South A. St. Oxnard , CA 93030 (805) 385-1501	Firm Name: Street: City, State, Zip: Phone:	
SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL		
(ATTACH ADD'L PAGES AS NECESSARY)		
SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL		
START DATE:	COMPLETION DATE:	
FIXED FEE AMOUNT: _____		
<p><i>This fee amount is based upon Consultant's proposal dated _____, and subsequent negotiations mutually agreed to by all parties.</i></p> <p><i>This WAL is inherently a part of the Master Agreement indicated above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific scope of Services, agreed upon lump sum fixed fee, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.</i></p> <p><i>This WAL and associated Master Agreement hereby supersede any and all terms, conditions, and other provisions of the Consultant's proposal, and such terms, conditions, and other provisions are null and void and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superseded by this WAL and/or the associated Master Agreement.</i></p>		
IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:		
DISTRICT	CONSULTANT	
OXNARD SCHOOL DISTRICT	CONSULTANT:	
(SIGNATURE) (DATE)	(SIGNATURE) (DATE)	
FOR DISTRICT USE ONLY		
PROJECT MANAGER:	PREPARED BY:	
PO #:	PO AMOUNT:	
SOURCE OF FUNDS: <input type="checkbox"/> MEASURE "R" <input type="checkbox"/> DEF. MAINT. <input type="checkbox"/> DEV. FEES <input type="checkbox"/> OTHER: _____		
COST ID:		
(PM APPROVAL SIGNATURE)	(DATE)	
SPECIAL INSTRUCTIONS:		

Not Project Related

Project #13-132

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #13-132

COMPENSATION & RATE/FEE SCHEDULE

I. The following rates of pay shall apply in the performance of the Services under this Agreement and the WAL:

Table 3
Estimated Costs to Provide Specific Services

Type of Service	Price Range
CEQA - Initial Studies	\$5,000 to \$15,000
CEQA - NDs/MNDs	\$15,000 to \$50,000
CEQA - Environmental Impact Reports	\$50,000 to \$250,000
Phase I ESA	\$1,800 to \$6,000
Preliminary Environmental Assessments	\$10,000 to \$200,000
Human/Ecological Health Risk Assessments	\$2,500 to \$11,000

- Not Project Related
 Project #13-132

**Table 4
Tetra Tech Time and Materials Rates
Oxnard School District
September 16, 2013**

Labor Category	Hourly Billing Rate
Vice President	\$221.00
Director	\$199.00
Professional Geologist/Associate Director	\$163.00
Principal-Level Engineer/Scientist	\$139.00
Principal-Level CEQA Specialist	\$160.00
Senior-Level CEQA Specialist	\$119.00
Mid-Level CEQA Specialist	\$89.00
Junior-Level CEQA Specialist	\$75.00
Senior-Level Geologist	\$106.00
Mid-Level Geologist	\$89.00
Junior-Level Geologist	\$75.00
Senior-Level Engineer/Scientist	\$102.00
Mid-Level Engineer/Scientist	\$92.00
Junior-Level Engineer/Scientist	\$75.00
Associate-Level Engineer/Scientist	\$67.00
Senior-Level Environmental Technician	\$96.00
Mid-Level Environmental Technician	\$88.00
Junior-Level Environmental Technician	\$67.00
Associate-Level Environmental Technician	\$58.00
Contract Management	\$133.00
Administration	\$73.00
Senior GIS Graphics/CADD	\$96.00
Graphics/CADD	\$92.00
Senior-Level Word Processing/Publications	\$85.00
Mid-Level Word Processing/Publications	\$76.00
Junior-Level Word Processing/Publications	\$51.00

Not Project Related

Project #13-132

II. Consultant may utilize subcontractors as permitted in the Agreement and the WAL. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.

III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement and the WAL, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement and the WAL. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:

A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the subject project site will not be approved for reimbursement.

B. Reimbursable Reprographic Services. Print sets or copies requested in writing by District beyond the quantities required under the WAL.

C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement and the WAL.

D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.

IV. Consultant shall provide to District a complete Schedule of Values (SOV), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District. See Exhibit G for required Invoice Approval Form and Billing Cover Sheet. The Billing Cover Sheet shall reflect the approved SOV. In connection with Services that are only partially completed at the time an invoice is paid, notwithstanding any provision of the Agreement, the WAL, or any other document, payment of the invoice does not constitute acceptance of the partially completed work or Service. Each invoice is to include:

A. Billing Cover Sheet/SOV with all appropriate progress percentages identified toward completion of the Services.

B. Acceptable back-up for billings shall include, but not be limited to:

- a. Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.**
- b. Records for all supplies, materials and equipment properly charged to the Services.**
- c. Records for all travel pre-approved by District and properly charged to the Services.**
- d. Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.**

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Assistant Superintendent, Business and Fiscal Services. To be considered complete, the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

Not Project Related

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V. The total compensation for the Services shall be provided for in the WAL(s) issued subsequent to this Agreement.

VI. Compensation Upon Termination. In the event that District suspends or terminates this Agreement, the WAL or any of the Services pursuant to Section 11 or Section 12a of the Agreement, District will pay Consultant as provided herein and the WAL for all Services and authorized Additional Work actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with this Agreement and the WAL, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement and the WAL as compensation for the Services completed, plus any authorized Additional Work and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

Not Project Related

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EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #13-132

INSURANCE

I. **Insurance Requirements.** Consultant shall provide and maintain insurance, acceptable to District Superintendent or District Counsel, in full force and effect throughout the Term of this Agreement and the WAL, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, subcontractors, representatives and/or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. **Minimum Scope of Insurance.** Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

(5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) aggregate.

(6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:

Accountants, Attorneys, Education Consultants, Nurses, Therapists	\$1,000,000
Architects	\$1,000,000 or \$2,000,000
Physicians and Medical Corporations	\$5,000,000

Failure to maintain professional liability insurance is a material breach of this Agreement and the WAL and grounds for immediate termination

II. **Other Provisions.** Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

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A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either Party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities and/or Services Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant; automobiles owned, leased, hired or borrowed by Consultant, and Abuse/Molestation. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this Agreement and the WAL, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by a subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

Not Project Related

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EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #13-132

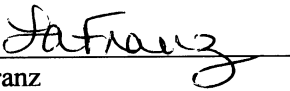
CONFLICT OF INTEREST CHECK

Bylaws of the Board 2030(C)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with District's Conflict of Interest Code (commencing with Bylaws of the Board 2030 BB).

Consultants are required to file disclosures when, pursuant to a contract with District, Consultant will make certain specified government decisions or will perform the same or substantially the same duties for District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, Consultant, is is not subject to disclosure obligations.

Date: 11-20-13

By: 
Lisa A. Franz
Director, Purchasing

Not Project Related

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EXHIBIT "E"
TO AGREEMENT FOR CONSULTANT SERVICES #13-132

**BACKGROUND CHECK AND FINGERPRINTING PROCEDURES
FOR CONTRACTORS**

The successful Bidder will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Contract in compliance with Education Code §§ 45125.1 and 45125.2. To assure these provisions, the successful Bidder's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the successful Bidder shall barricade the Work area to separate its workers from the students. Costs associated with this process are the responsibility of the successful Bidder.

The Contractors' construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice (DOJ) and have a proof of clearance in the form of an affidavit filed in the Oxnard School District's Purchasing Office **prior to** the start of the Work.

California Education Code §§45125.1 and 45125.2 require that criminal checks be completed for contractors (Contracting Firm) who provide architectural, construction, janitorial, administrative, landscape, transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the Oxnard School District as follows:

That I am a representative of the Contractor currently under contract ("Contract") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken the following actions with respect to the construction Project that is the subject of the Contract:

1. Pursuant to Education Code §45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, which will limit contact between Contractor's employees and District pupils at all times (mandatory for all Projects); AND
2. The Contractor has complied with the fingerprinting requirements of Education Code §45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code §45122.1. A complete and accurate list of Contractor's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

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3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: 10/31/13

Proper Name of Contractor: Tetra Tech, Inc.

Signature: Randy Westhaus

By: Randy Westhaus

Its: Director

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EXHIBIT "F"
TO AGREEMENT FOR CONSULTANT SERVICES #13-132

SCOPE OF SERVICES– CEQA/DTSC COMPLIANCE

The CEQA/DTSC Compliance Consultant's Scope of Work includes, but is not limited to, the following:

Consultant shall ensure that the project sites are thoroughly studied and analyzed regarding environment impact and presence of toxins, and that all required mitigation and abatement requirements are fully identified and filed with the State of California. All work by this consultant must be performed in accordance with Division of State Architect (DSA), California Department of Education (CDE), California Department of Toxic Substances Control (DTSC), California Environmental Quality Act (CEQA), California Occupational Safety and Health Administration (Cal-OSHA), and all other agencies having jurisdiction.

- a. Confirmation of categorical exemption status and/or required environmental reporting of assigned projects.
- b. Preparation and public review of an Initial Study and Mitigated Negative Declaration to fulfill the environmental review requirements under CEQA, including adoption of final IS/MND, Mitigation Monitoring & Reporting Program, and Findings as required under CEQA and CA Ed. Code 17213;
- c. Preparation of a Phase I Environmental Site Assessment as the initial task to comply with California Department of Toxic Substances Control (DTSC) and California Department of Education (CDE) requirements; and
- d. Completion of a school siting safety screening evaluation as required by CDE for new school site acquisition.

1. Project Initiation:

- a. Following the assignment of the project and approval of work authorization, the consultant shall meet with District representatives to discuss project compliance with the California Environmental Quality Act (CEQA) and DTSC requirements. The meeting agenda shall include the following items:
 - i. Introduction of District staff and consultant's representatives who will perform the work
 - ii. Discussion of potentially significant environmental issues, emphasis on controversial issues
 - iii. Discussion of preliminary calendar of events
 - iv. Discussion of preliminary distribution list for notices and CEQA documents
 - v. Discussion of preliminary budget

2. Calendar of Events:

- a. The consultant shall provide the District with a proposed calendar of events that show the following:
 - i. Date due
 - ii. Date complete
 - iii. Description of event
 - iv. Responsible party
 - v. Related documents and activities

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3. DTSC Compliance:

- a. Coordination & correspondence with DTSC.
- b. Completion of Phase I Environmental Site Assessment (ESA) in accordance with ASTM standard 1527-05, including records review, site reconnaissance, interviews, and report preparation. ESA shall also include all requirements per DTSC Draft School Environmental Assessment Manual (SEAM) published August 2008 – or per updated documents published more recently.
- c. Coordination with DTSC for review of ESA
- d. Completion of a draft PEA work plan to expedite DTSC review process.
- e. Completion of Phase II Sampling Program, as required by DTSC, and completion of the Preliminary Environmental Assessment (PEA)
- f. Coordination & Correspondence with the California Dept. of Education (CDE) to ensure compliance with CDE site safety checklist, completion of all required CDE forms and all other CDE site approval requirements, including but not limited to:
 - i. High Voltage Power Transmission Lines
 - ii. Airports
 - iii. Hazardous Air Emissions and Facilities Within a Quarter Mile
 - iv. Railroads
 - v. Pressurized Gas, Gasoline, or Sewer Pipelines
 - vi. High-Pressure Water Pipelines, Reservoirs, Water Storage Tanks
 - vii. Major Roadways
 - viii. Tsunami, Flood, and Dam Inundation
 - ix. EMF Frequencies

4. Initial Study/Notice of Preparation/Scoping Meeting:

- a. The consultant shall prepare a comprehensive project description which will form the basis for environmental evaluation under CEQA.
- b. The consultant shall analyze the project and prepare a Draft Initial Study (IS) to identify potentially significant environmental issues.
 - i. The Initial Study shall include:
 - Introduction & Environmental Setting – Purpose of study & general description of existing geographic character and immediate site vicinity.
 - Environmental Impact Analysis – Prepared per CEQA environmental checklist form. Where possible, impacts to be quantified or reasonable assumptions will be declared to forecast potential impacts. Standard mitigation measures will be incorporated.
- c. The consultant shall incorporate the IS into a notice of preparation (NOP) of CEQA documents for circulation among the public.
- d. The consultant shall prepare a proposed distribution list for CEQA documents.
- e. The consultant shall facilitate one or more scoping meetings.
- f. The consultant, subsequent to closure of the 30 day NOP review period, shall prepare a memorandum to the District summarizing the issues raised during the review period, including scoping meetings. The memorandum shall identify those issues that should be incorporated into the CEQA documents. The consultant shall recommend to the District whether additional analysis, outside of this scope of work, is necessary to address any issue.

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5. Negative Declaration:

- a. Should the District and the consultant conclude that the preparing of a negative declaration meets the requirements of CEQA, the consultant shall prepare and circulate the negative declaration to responsible government agencies, interested parties and the public for comment.
- b. The consultant shall prepare proposed written responses to comments by responsible government agencies, interested parties and the public for the District's review. The consultant shall distribute the District approved written responses to the persons and entities on the distribution list.

6. Mitigated Negatives

- a. Should the District and the consultant conclude that the preparing of a mitigated negative declaration (MND) is necessary to meet the requirements of CEQA, the consultant shall prepare the MND and recommended mitigation measures and a mitigation monitoring and reporting plan to reduce project impacts to below a level of significance and distribute same to responsible government agencies, interested parties and the public for comment.
- b. The Consultant shall facilitate publication/posting, circulation, and distribution to commenting agencies and interested groups/individuals, including preparation & distribution of Notice of Availability, and preparation of newspaper publication notices. All publication to be in accordance to CEQA guidelines section 15072.
- c. The consultant shall prepare and circulate written responses to comments by responsible government agencies, interested parties and the public.

7. Environmental Impact Report:

- a. Should the District and the consultant conclude that an environmental impact report (EIR) is necessary to meet the requirements of CEQA, the consultant shall prepare a Draft EIR. The Draft EIR shall incorporate relevant parts of technical studies such as the Preliminary Endangerment Assessment (PEA), geological reports, historical resources evaluations and investigative reports about developed and undeveloped real property contiguous to the project in addition to the following topics:
 - i. Aesthetics. Light and glare generated by the project from athletic fields, parking lots and security lights that may have significant impacts on surrounding real property and, if the real property has been developed as residential, the residential character of the area. The consultant shall use the conceptual site plan to determine the location of school facilities and potential light and glare impacts to the surrounding areas.
 - ii. Agriculture Resources. The EIR shall account for the existing use or past use of the project site for agricultural purposes.
 - iii. Air Quality. The consultant shall prepare a technical air quality analysis consistent with the requirements of the South Coast Air Quality Management District (SCAQMD). All technical calculations shall be provided as an appendix to the EIR. Background traffic volumes and level of service calculations developed as part of the traffic/circulation analysis shall be used in preparing this technical analysis. The analysis shall describe ambient air quality and evaluate construction emissions, regional emissions, and local carbon monoxide emissions, consistent with CEQA air quality analysis standards.
 - iv. Biological Resources. The EIR shall account for sensitive biological resources on the project site and if there are whether the project has the potential to cause impacts to biological resources.

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- v. **Cultural/Paleontological Resources.** The EIR shall contain a summary of historic resources evaluation findings. A report of historic resources evaluation shall be included in the EIR as an appendix. This EIR section shall include discussion of possible archaeological and paleontological resources, if any.
- vi. **Geology and Soils.** The EIR shall contain a summary of the geology and soils investigation report. A copy of the geology and soils investigation report shall be included in the EIR as an appendix.
- vii. **Hazards and Hazardous Materials.** The EIR shall contain a summary of the hazards investigations report. A copy of the hazards investigations report shall be included in the EIR as an appendix.
- viii. **Hydrology and Water Quality.** The EIR shall contain a summary of the hydrology or water quality report. A copy of the hydrology or water quality report shall be included in the EIR as an appendix.
- ix. **Land Use and Planning.** The EIR shall contain findings by the consultant of whether the project is consistent with the general plan of each jurisdiction within which the project site is located.
- x. **Noise**
 - The EIR shall contain a technical noise analysis prepared by the consultant that shall identify the impacts, if any, on sensitive land uses adjacent to the proposed project site. This report shall be summarized in the EIR and attached to the EIR as an appendix. This report shall take into consideration background daily traffic volumes, including existing and future baseline condition vehicular trips and project daily trip generation from the traffic/circulation analysis, shall be used in preparing this technical analysis.
 - The noise analysis shall address the baseline noise conditions and shall provide a quantitative analysis of construction noise, as well as operational noise generated by vehicle traffic and athletic field events. Mitigation measures shall be recommended to reduce impacts to below a level of significance.
- xi. **Population and Housing**
 - The EIR shall contain a description of the current population, housing, and employment characteristics for the jurisdiction in which the project site is located based on data from the jurisdiction's general plan or more recent Southern California Association of Governments (SCAG) projections, or most recent census data.
 - The consultant shall characterize the District's student enrollment characteristics and projections based on the District's Facilities Master Plan. The consultant shall evaluate these characteristics, how they are affected by the proposed project, how they relate to the controlling jurisdiction's general plan land use designations for the project site, and the levels of development allowed under the current designation.
- xii. **Public Services and Utilities**
 - The EIR shall contain an evaluation of the project's requirement for the extension of infrastructure to the project site for all required utilities such as water, electricity, telecommunications and sewerage.
 - The EIR shall contain an evaluation of the age and condition of existing infrastructure in the vicinity of the project site for all required utilities such as water, electricity, telecommunications and sewerage and a determination of whether substantial improvements to that infrastructure may be necessary and should be evaluated.

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- In addition to responses provided during the NOP review period, existing purveyors of public services and utilities shall be contacted by the consultant to ascertain the location and capacity of their facilities, to identify expansion plans, and to identify potential demand by the proposed project. Based on discussions with service providers, the consultant shall determine potential project impacts and identify mitigation.
- The EIR shall include an analysis of the existing recreational facilities in the area of the project site.

- xiii. Vehicular Traffic Volume and Circulation. The Draft EIR shall contain a Traffic Impact Analysis (TIA) for the project prepared by the consultant that shall be summarized in the body of the Draft EIR. The report shall be included as an appendix to the EIR. The TIA report shall analyze on-site vehicular and pedestrians circulation as well as impacts to the surrounding street system. The TIA report shall take into consideration any vacation of streets. Mitigation Monitoring and Reporting Plan. The Draft EIR shall include a mitigation monitoring and reporting plan as an appendix to the EIR.
- xiv. Documents Mandated by CEQA. The EIR shall contain the following CEQA mandated findings in addition to the requirements outlined above:
- Cumulative impacts
 - Growth inducing impacts
 - Any significant irreversible environmental changes that, would be involved in the proposed action should it be implemented
 - Unavoidable adverse impacts
 - Alternatives Analysis - the consultant, based on information provided by the District shall provide an alternative analysis of possible project alternatives that were considered in addition to the required No Project Alternative.
- xv. Executive Summary. The Draft EIR shall include a reader friendly, non-technical executive summary.
- xvi. Mitigation Monitoring and Reporting Plan. The Draft EIR shall include a mitigation monitoring and reporting plan as an appendix to the EIR.

8. Review of Draft EIR by District Prior to Circulation:

- a. The consultant shall meet in a workshop format with the District's staff to discuss comments on the Draft EIR received during the public review period. This meeting will provide a forum to resolve all issues in an expedited manner the objective being to avoid multiple rounds of review, correction, and re-review by the District and the consultant.
- b. Following the meeting referred to above, the consultant shall make revisions to the document and it's supporting technical studies. After revising the Draft EIR, the consultant shall prepare an executive summary, which shall consist of a tabular summary of project impacts and mitigation measures and a determination of each impact's significance following mitigation. The executive summary shall contain a brief project description, controversial issues to be resolved, and a brief description of project alternatives.

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9. Response to Comments on EIR During Public Review Period:

- a. During the public review period, the consultant shall log in the comments and shall review the comments on the Draft EIR as they are received by the consultant.
- b. The consultant shall prepare proposed responses to comments on the Draft EIR in a style that is reader friendly, non-technical and communicates effectively to the public. All comments on the Draft EIR shall be considered for responses whether or not the subject of the comment is required in the Draft EIR. The consultant may recommend to the District the appropriate person/entity to prepare draft responses to comments on the Draft EIR.

10. Resolution; Findings of Fact; Statement of Overriding Considerations:

- a. The consultant shall prepare Findings of Fact that support the conclusions of the proposed Final EIR.
- b. The consultant shall prepare the related resolution for adoption by the Board of Education that certifies that the Final EIR as adequate and complete.
- c. If the proposed Final EIR identifies significant unavoidable impacts, the consultant shall prepare a Statement of Overriding Considerations.
- d. The Finding of Fact and the Statement of Overriding Considerations shall be such that they meet the requirements of Sections 15091 through 15093 of the State CEQA Guidelines, and fully address all facts and findings, project benefits, and project impact and benefit balancing considerations required of a statement of overriding considerations

11. Advertisement of Documents and Entering CEQA Documents into Public Records:

- a. Consultant shall be responsible for the timely advertising and distribution of all public notices and other documents related to project compliance with CEQA.
- b. Consultant shall be responsible for the timely filing of CEQA documents with government agencies such as the State Clearinghouse, County Recorder and Clerk of the Board of Supervisors to enter the documents into the public record. If time is of the essence in the filing of CEQA documents, consultant shall, as a reimbursable expense, advance filing fees and reasonable costs.

12. Project Management and Attendance at Progress Meetings:

- a. The consultant shall assume an active project management role. The consultant shall attend various project meetings and communicate and coordinate with government agencies, interested parties and the public as is typically required by the CEQA compliance process for similar projects and as requested by the District.
- b. The consultant shall be responsible for developing the work schedule, keeping the process on schedule and keeping the process within budget.
- c. The consultant's project manager shall establish and maintain ongoing verbal communication with the District. Additionally, the project manager shall prepare any writings requested by the District.
- d. In addition to those meetings shown in the work schedule, the consultant shall attend other meetings as may be requested by the District. Consultant's representatives at meetings shall be competent to address issues reasonably contemplated to be discussed among attendees.

13. Progress Reports:

- a. A progress report shall accompany the monthly invoice that shows the following:
 - i. Summary of work completed during the previous month as it relates to the work schedule

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- ii. Summary of work to be completed during the current month as it relates to the work schedule
- iii. Discussion of problem areas or project issues.

14. Reports:

As part of the Services, Consultant will prepare and deliver the following tangible work products to District:

- a. All progress reports, studies, final reports, and other documentation as indicated above, or as required by CEQA, DSA, DTSC, or any other agency having jurisdiction.
- b. Proof of all required submittal/filing of environmental studies and reports to the State of California.
- c. Completion of all required resolutions, adoptions, approval forms, etc. to ensure that environmental studies are duly accepted by the Board of Trustees and filed with appropriate local & state agencies.
- d. Completion of a school siting safety screening evaluation as required by CDE for new school site acquisition, and preparation of CDE required documentation for site approval application submittal.

15. Time

NTP + 7 days: Consultant shall submit to the District a comprehensive calendar of services, studies, and analyses required to complete the CEQA/DTSC environmental reporting requirements, as indicated in the “Calendar” scope section above.

NTP + 30 days: Consultant shall submit to the District draft Phase I ESA document.

NTP + 45 days: Consultant shall submit draft IS/MND report for District review.

NTP + 60 days: Consultant shall submit confirmation of completion of 30-day DTSC review cycle.

NTP + 90 days: Consultant shall submit final Phase I ESA incorporating all DTSC comments & revisions.

NTP + 120 days: Consultant shall complete the entire IS/MND process, including publication of final IS/MND report, 30-day public comment period, and preparation of draft Phase I ESA.

Final Phase I ESA + 90 days: Consultant shall submit, and confirm final DTSC approval of PEA report.

All required public posting guidelines and other timelines are to be considered and incorporated within the above milestones to the extent possible. In no way are the required dates above intended to supersede legal posting requirement for public review, public comment, or other required review periods.

16. Accuracy Standards

Precision of the all required reports and recommendations shall be in accordance with the professional standard of care to be expected of professional CEQA/DTSC consultants licensed to practice in the State of California.

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Consultant/Vendor Billing Instructions

Invoice Cover Sheet Set-Up.

- 1 See "billing tab" below for spreadsheet, these are the instructions
- 2 Enter Project Site name, DSA project number, Project Type, Invoice #, Date, Your Company Name, fax, phone, etc...
- 3 Enter PO # (Purchase Order #) provided to you when contract issued.
- 4 Feel free to include your company logo if you wish
- 5 Enter approved contract agreements, amendments, re-imbursables, allowances, etc. for which you are billing. Include summary scope of work. Enter "Cost Code" provided to you by Program Manager.
- 6 If you wish to break the contract work items down into portions that you would typically separate for progressive payments, please do that now. If your contract allows re-imbursables in addition to contract fee, please separate these values. If you require more line items to complete this step, please highlight the entire last row by clicking on the grey row # at left, press CTRL+C to copy row, right click grey row # immediately below, select "Insert Copied Cells". This can be repeated as many times as necessary. Multiple rows can be copied: inserted in a single step by highlighting multiple rows prior to copying.

First Billing.

- 5 IMPORTANT!** When you are entering costs for your first billing, enter values (dollar amounts) ONLY into the green column. The percentages will change automatically. **NOTE: Select the (% Complete) billing tab if you prefer to track your billings based on total project % complete. Once % complete is entered, billable amount will populate automatically. Select the (lump sum) billing tab if you prefer to track your billings as a lump sum billable amount to date. Once lump sum amount is entered, % complete will populate automatically.**
- 6 Send invoice based on the Dollar value at the PRE-RETENTION value, if applicable.

Subsequent Billings

- 7 Manually input the dollar values from the "cost completed to date" column into the blue "total previous billings" column
- 8 Enter the corresponding dollar values, % complete values into the green column for total work complete to date.
- 9 Submit a conditional release waiver with the billing. Submit signed pay request certification form.
- 10 Email (tmiddlestadt@cfvinc.com), or mail to the CFW Oxnard office at 1901 Victoria Ave, Suite 106 Oxnard, CA 93035. Please allow 4-6 weeks for invoice processing prior to payment.
- 11 Please note that invoice amounts which exceed remaining contract balance will not be processed, and will be returned to Vendor pending additional contract agreement(s). Incorrect contract amounts, cost codes, or other errors & miscalculations can delay/prevent processing of payment.

NOTE: All Consultant/Vendor invoices must be accompanied by this worksheet to ensure proper payment. Invoices without this worksheet may be rejected and may delay payment until the next billing cycle or until the spreadsheet becomes accurate. Invoices not received by the 25th may be delayed until the next billing cycle. Contact the Program Manager with any questions regarding billing values, or any other information required, prior to submitting a billing.



CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY)
10/30/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Insurance Services West, Inc. Los Angeles CA Office 707 Wilshire Boulevard Suite 2600 Los Angeles CA 90017-0460 USA	CONTACT NAME: PHONE (A/C. No. Ext): (866) 283-7122 FAX (A/C. No.): (800) 363-0105		
	E-MAIL ADDRESS:		
INSURED Tetra Tech, Inc. 1576 Sherman St., Suite 100 Denver CO 80203 USA	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: National Union Fire Ins Co of Pittsburgh		19445
	INSURER B: Insurance Co of the State of PA		19429
	INSURER C: Lexington Insurance Company		19437
	INSURER D: AIG Europe Limited		AA1120841
	INSURER E:		

COVERAGES **CERTIFICATE NUMBER: 570051834152** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. **Limits shown are as requested**

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC			GL5142623	10/01/2013	10/01/2014	EACH OCCURRENCE	\$2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$1,000,000
							MED EXP (Any one person)	\$10,000
							PERSONAL & ADV INJURY	\$2,000,000
							GENERAL AGGREGATE	\$4,000,000
							PRODUCTS - COMP/OP AGG	\$4,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			CA 327 52 65	10/01/2013	10/01/2014	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
							BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
D	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$100,000			TH1300027	10/01/2013	10/01/2014	EACH OCCURRENCE	\$1,000,000
							AGGREGATE	\$1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			WC15656017 WC15656011 WC15656012	10/01/2013 10/01/2013 10/01/2013	10/01/2014 10/01/2014 10/01/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT	\$1,000,000
							E.L. DISEASE-EA EMPLOYEE	\$1,000,000
							E.L. DISEASE-POLICY LIMIT	\$1,000,000
C	Contractor Prof			028182375	10/01/2013	10/01/2014	Each Claim	\$5,000,000
							Aggregate	\$5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
RE: Project Number: 13-132. Oxnard School District is included as Additional Insured in accordance with the policy provisions of the General Liability and Automobile Liability policies. Stop Gap Coverage for the following states: OH, ND, WA, WY.

CERTIFICATE HOLDER

Oxnard School District
Attn: Lisa Cline
1051 South A Street
Oxnard CA 93030 USA

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Aon Risk Insurance Services West, Inc.

Holder Identifier : FGH

Certificate No : 570051834152



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ENDORSEMENT

This endorsement, effective 12:01 A.M. 10/01/2013 forms a part of
Policy No. GL 514 26 23

LIMITED ADVICE OF CANCELLATION PROVIDED VIA E-MAIL
TO ENTITIES OTHER THAN THE FIRST NAMED INSURED

This policy is amended as follows:

In the event that the **Insurer** cancels this policy for any reason other than non-payment of premium, and

1. the cancellation effective date is prior to this policy's expiration date;
2. the **First Named Insured** is under an existing contractual obligation to notify a certificate holder when this policy is canceled (hereinafter, the "Certificate Holder(s)") and has provided to the **Insurer**, either directly or through its broker of record, the email address of a contact at each such entity; and
3. the **Insurer** received this information after the **First Named Insured** receives notice of cancellation of this policy and prior to this policy's cancellation effective date, via an electronic spreadsheet that is acceptable to the **Insurer**,

the **Insurer** will provide advice of cancellation (the "Advice") via e-mail to each such Certificate Holders within [30] days after the **First Named Insured** provides such information to the **Insurer**; provided, however, that if a specific number of days is not stated above, then the Advice will be provided to such Certificate Holder(s) as soon as reasonably practicable after the **First Named Insured** provides such information to the **Insurer**.

Proof of the **Insurer** emailing the Advice, using the information provided by the **First Named Insured**, will serve as proof that the **Insurer** has fully satisfied its obligations under this endorsement.

This endorsement does not affect, in any way, coverage provided under this policy or the cancellation of this policy or the effective date thereof, nor shall this endorsement invest any rights in any entity not insured under this policy.

The following Definitions apply to this endorsement:

1. **First Named Insured** means the Named Insured shown on the Declarations Page of this policy.
2. **Insurer** means the insurance company shown in the header on the Declarations page of this policy.

All other terms, conditions and exclusions shall remain the same.

Form 107414

107414 (03/11)

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ENDORSEMENT

This endorsement, effective 12:01 A.M. 10/01/2013

forms a part of

Policy No. CA 327 52 65

LIMITED ADVICE OF CANCELLATION PROVIDED VIA E-MAIL
TO ENTITIES OTHER THAN THE FIRST NAMED INSURED

This policy is amended as follows:

In the event that the **Insurer** cancels this policy for any reason other than non-payment of premium, and

1. the cancellation effective date is prior to this policy's expiration date;
2. the **First Named Insured** is under an existing contractual obligation to notify a certificate holder when this policy is canceled (hereinafter, the "Certificate Holder(s)") and has provided to the **Insurer**, either directly or through its broker of record, the email address of a contact at each such entity; and
3. the **Insurer** received this information after the **First Named Insured** receives notice of cancellation of this policy and prior to this policy's cancellation effective date, via an electronic spreadsheet that is acceptable to the **Insurer**,

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All other terms, conditions and exclusions shall remain the same.

Form 107414

107414 (03/11)

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ENDORSEMENT

This endorsement, effective 12:01 A.M. 10/01/2013 forms a part of

Policy No. WC 1565 60 17

**LIMITED ADVICE OF CANCELLATION PROVIDED VIA E-MAIL
TO ENTITIES OTHER THAN THE FIRST NAMED INSURED**

This policy is amended as follows:

In the event that the **Insurer** cancels this policy for any reason other than non-payment of premium, and

1. the cancellation effective date is prior to this policy's expiration date;
2. the **First Named Insured** is under an existing contractual obligation to notify a certificate holder when this policy is canceled (hereinafter, the "Certificate Holder(s)") and has provided to the **Insurer**, either directly or through its broker of record, the email address of a contact at each such entity; and
3. the **Insurer** received this information after the **First Named Insured** receives notice of cancellation of this policy and prior to this policy's cancellation effective date, via an electronic spreadsheet that is acceptable to the **Insurer**,

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Proof of the **Insurer** emailing the Advice, using the information provided by the **First Named Insured**, will serve as proof that the **Insurer** has fully satisfied its obligations under this endorsement.

This endorsement does not affect, in any way, coverage provided under this policy or the cancellation of this policy or the effective date thereof, nor shall this endorsement invest any rights in any entity not insured under this policy.

The following Definitions apply to this endorsement:

1. **First Named Insured** means the Named Insured shown on the Declarations Page of this policy.
2. **Insurer** means the insurance company shown in the header on the Declarations page of this policy.

All other terms, conditions and exclusions shall remain the same.

Form 107414

107414 (03/11)

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA**

Date of Meeting: **September 16, 2015**

Closed Session:

- A. Preliminary _____
- B. Hearing: _____
- C. Consent Agenda **X**
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Revised Job Description: COORDINATOR, BEHAVIOR SPECIALIST (Vaca)

EXECUTIVE SUMMARY:

Presented, for your consideration and approval, is the revision of the *Coordinator, Behavior Specialist* job description.

A revision to the *Coordinator, Behavior Specialist* job description is needed to allow the District to recruit a bigger pool of candidates.

FISCAL IMPACT:

None.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees approve the revised job description, as presented.

ADDITIONAL MATERIAL(S):

Revised Job Description: Coordinator, Behavior Specialist (2 Pages)

HUMAN RESOURCES & SUPPORT SERVICES

Title: COORDINATOR, BEHAVIOR SPECIALIST

Bargaining Unit: Oxnard Supportive Services Association

Qualifications:

- Valid California Driver's License.
- **Must have a Bachelor's Degree and one of the credentials below:**
- ~~Valid California Credential in General Education~~
Valid **California Credential in General Education**, Special Education or Pupil Personnel Services.
- Masters Degree in Psychology, Education, Educational Psychology, Social Work, Behavioral Health or related field **preferred**.
- Board Certified Behavioral Analysis (BCBA) or currently enrolled in BCBA program **preferred**.
- Must be certified or become certified by the Crisis Prevention Institute (CPI) in Non-Violent Crisis Intervention (NCPI).

Personal Qualities:

- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Effective collaboration skills and oral and written communication skills.
- Knowledge of IEP (Individual Educational Program) process and law.
- Ability to develop specific behavioral programs/plans for students.
- Knowledge of Applied Behavioral Analysis/ABA, Autism, Emotional Disturbance, Disruptive Behavior Disorders and other related disabilities, theories, and programs needed to fulfill the duties of the position.
- Ability to meet district standards for physical and mental health.
- Evidence of good moral character.
- Satisfactory recommendation from training supervisors or other professionals who have observed the candidate's personal characteristics, scholastic achievement, and job-related performance.
- Such alternatives to the above qualifications as the District may find appropriate and acceptable.

Reports to: Manager, Special Education

Supervises: Classified staff, as assigned.

Job Goals:

This individual shall provide direct services, training, and consultation services to students, school staff and parents/guardians related to positive behavior support, which may include observing, collecting and analyzing data for Functional Behavioral Assessments (FBA) and Special Circumstance Paraeducator (SCP) Assessments, assisting with development of Comprehensive Behavior Intervention Plans (CBIP), and providing supportive interventions to teachers and/or students; and complying with Federal, State, County, and District policies, regulations and/or procedures.

Performance Responsibilities:

The duties listed are typical, but not exclusive:

- Observes students and collaborates with teachers, site administrators, related service providers, instructional assistants, and related agencies as appropriate, to support the implementation of effective classroom management strategies and positive behavioral support that facilitate student independence.

Performance Responsibilities Continued: COORDINATOR, BEHAVIOR SPECIALIST

- Conducts follow-up observations, consults and collaborates with staff to evaluate plan implementation/effectiveness.
- Demonstrates application of instructional strategies for classroom management and positive behavior support (ex. PECS, Social Stories, visual supports, reinforcement.)
- Works with special education staff in developing data collection systems and assists in and monitors data collection to ensure successful implementation of behavioral plans.
- Assists in the development of behavior plans and appropriate goals and benchmarks.
- Provides written reports and/or summaries of observations, data, and recommendations, as needed, to the school psychologist to support development of Psycho-educational reports, Special Circumstance Paraprofessional (SCP) assessment reports, and FBA's.
- Provides technical support in other areas, as requested and appropriate (IEP development, instructional material development, scheduling, overall classrooms management, and training of instructional assistants).
- Assists in developing procedures/training materials and providing training/in-services for district staff for the purpose of enhancing programs and services for students with challenging behaviors.
- Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Read, interpret, apply and explain district policies and special education rules, regulations and procedures.
- Assists Manager of Special Education in monitoring use of paraprofessionals.
- Performs such other duties as assigned.

Term of Employment:

At this time, there are 190 designated work days, with salary and benefits established annually by the Board of Trustees. The currently adopted work year, salary and benefits schedule will be found in District Policy.

Evaluation:

The evaluation and assessment of performance of the Coordinator Behavior Specialist will be conducted by the Manager, Special Education, or his/her designee in accordance with the provision of *Education Code*, Sections 44660-44665 and Oxnard School District Policy, and submitted to the Superintendent/designee for review.

Equal Opportunity:

The Oxnard School District's Governing Board is committed to equal opportunity for all individuals in education and encourages applications for employment for all persons regardless of race, religious creed, age, medical condition, marital status, color, ancestry/citizenship, sexual orientation, national origin, political affiliation, physical or mental disability, pregnancy, child birth or related medical condition, or sex (gender identity). The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities. The Oxnard School District encourages applications for employment from all persons regardless of race, religion, national origin, political affiliation, disability or sex.

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA**

Date of Meeting: **September 16, 2015**

Closed Session: _____

- A. Preliminary _____
- B. Hearing: _____
- C. Consent Agenda X
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Regulations 1st Reading _____ 2nd Reading _____

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL (CASC) PROGRAM MENTOR STIPEND (Vaca)

EXECUTIVE SUMMARY (description of item):

The Administrative Services Standards-based Credential Program is offered by the Ventura County Office of Education (VCOE) for novice administrators who possess a Preliminary Administrative Services Credential. Over the two year program, candidates are assessed on their growth toward becoming proficient in the California Professional Standards for Educational Leaders (CPSELs). Upon satisfactory completion of all program requirements, candidates are recommended for the Clear Administrative Services Credential. As part of the program, candidates must receive mentoring and job-specific coaching from an experienced school administrator. It is recommended that the District establish a fixed stipend for mentor principals at the rate of \$2000 per year for principals who participate in the CASC program as mentors.

FISCAL IMPACT: \$18,000 (For up to nine mentor principals) from the General Fund.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources and Support Services that a \$2,000 annual stipend be approved for mentor principals participating in the CASC program.

ADDITIONAL MATERIAL(S):

None.

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA**

Date of Meeting: **September 16, 2015**

Closed Session:

- A. Preliminary _____
- B. Hearing _____
- C. Consent Agenda X
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approval to Set Date for Notice of Public Hearing re: Sunshine of the California School Employees Association (CSEA), Chapter 272 and the Oxnard School District's (District) Initial Proposals for 2015-2016 Negotiations, Pursuant to Government Code Section 3547 (Vaca)

EXECUTIVE SUMMARY (description of item):

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association, Chapter 272 (CSEA) and the Oxnard School District (District), the District and CSEA would like to enter into contract negotiations for the 2015-2016 school year and any additional years as may be mutually agreed upon by the parties. The proposals must have a public hearing before the parties meet to negotiate. It is recommended that the Public Hearing be scheduled for the October 7, 2015 Board meeting.

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment Rights Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Human Resources that the Board schedule October 7, 2015 for the Public Hearing for CSEA and the District's initial proposals.

ADDITIONAL MATERIAL(S):

Letter to Board of Trustees President dated 9/8/15 (2 pages)

Letter to CSEA President dated 9/8/15 (2 pages)

District's Initial Bargaining Proposals to CSEA for 2015-16 (1 page)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

September 8, 2015

Mrs. Veronica Robles-Solis
President, Board of Trustees
c/o Oxnard School District
1051 South A Street
Oxnard, California 93030

Re: Sunshine of District Initial Proposals, Pursuant to Govt. Code Section 3547

Dear President Robles-Solis,

In accordance with Article 29, Term of the Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA) and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2015-16 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to working collaboratively with CSEA again, continuing the use of the Interest Based Problem Solving method, during negotiations, to address issues that arise by either party. The District negotiating team will include:

Dr. Jesus Vaca, Assistant Superintendent and Chief Negotiator
Lisa Cline, Chief Business Officer
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager, Special Education
Jonathan Koch, Personnel Commission Director (neutral resource to both Parties)

Pursuant to Article 29, Term of Agreement, in the current CSEA bargaining agreement, the current agreement expires on October 31, 2017. The District plans to negotiate Article 7 (Evaluations), Article 8 (Hours and Overtime), Article 11 (Professional Growth Awards Program), and any other articles mutually agreeable to both parties (See attachment).

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment Relations Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA and continuing the use of the Interest Based Problem Solving approach to discuss these articles.

The public hearing and consideration of CSEA's and the District's initial proposals is scheduled for the October 7, 2015 Board Meeting.

Sincerely,

DR. JESUS VACA

Assistant Superintendent
Human Resources and Support Services

JV/pp

Attachment

cc: Dr. Cesar Morales, Superintendent
Lisa Cline, Chief Business Officer
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager Special Education
Jonathan Koch, Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

September 8, 2015

Mr. Jabbar Wofford
California School Employees Association, President
c/o Oxnard School District
1051 South A Street
Oxnard, California 93030

Re: Sunshine of District Initial Proposals, Pursuant to Govt. Code Section 3547

Dear Mr. Wofford,

In accordance with Article 29, Term of the Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA) and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2015-16 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to working collaboratively with CSEA again, continuing the use of the Interest Based Problem Solving method, during negotiations, to address issues that arise by either party. The District negotiating team will include:

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Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager, Special Education
Jonathan Koch, Personnel Commission Director (neutral resource to both Parties)

Pursuant to Article 29, Term of Agreement, in the current CSEA bargaining agreement, the current agreement expires on October 31, 2017. The District plans to negotiate Article 7 (Evaluations), Article 8 (Hours and Overtime), Article 11 (Professional Growth Awards Program), and any other articles mutually agreeable to both parties (See attachment).

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment Relations Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA and continuing the use of the Interest Based Problem Solving approach to discuss these articles.

The public hearing and consideration of CSEA's and the District's initial proposals is scheduled for the October 7, 2015 Board Meeting.

Sincerely,

DR. JESUS VACA

Assistant Superintendent
Human Resources and Support Services

JV/pp

Attachment

cc: Dr. Cesar Morales, Superintendent
Lisa Cline, Chief Business Officer
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager Special Education
Jonathan Koch, Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

Dr. Jesus Vaca
Assistant Superintendent
Human Resources and Support Services

Jonathan Koch
Director
Classified Human Resources

**Oxnard School District
Initial Sunshine Proposal to the
California School Employees Association, Chapter 272**

2015-2016 Interest Based Problem Solving Proposals

Article 7 Evaluations

- The District seeks to discuss Evaluations.

Article 8 Hours and Overtime

- The District seeks to discuss salary for CSEA members.

Article 11 Professional Growth Awards Program

- The District seeks to discuss Professional Development for CSEA members.

Board Agenda Item

NAME OF CONTRIBUTOR: Jonathan Koch **DATE OF MEETING:** September 16, 2015

STUDY SESSION _____

CLOSED SESSION _____

SECTION A: PRELIMINARY _____

SECTION B: HEARINGS _____

SECTION C: CONSENT _____ **X** _____

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

TITLE: Establish/Abolish/Increase/Reduce Hours of Position

DESCRIPTION OF AGENDA ITEM:

Establish

a five hour and forty five minute, 183 day Paraeducator II, position number 7236, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7237, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7238, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7239, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7240, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator II, position number 7243, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator III, position number 7241, to be established in the Pupil Services department. This position will be established to provide additional support.

a five hour and forty five minute, 183 day Paraeducator III Bilingual, position number 7242, to be established in the Pupil Services department. This position will be established to provide additional support.

Abolish

a two hour, 183 Paraeducator I, position number 7196, to be abolished at Soria school. This position will be abolished due to student enrollment.

Increase

a six hour, 203 day Office Assistant II, position number 1818, to be increased to six hours at Ramona school. This position will be increased to provide additional support due to student enrollment.

a five hour, 185 day Child Nutrition Worker, position number 6550, to be increased to five and a half hours at Fremont school. This position will be increased to provide additional support due to a change in the lunch schedule.

a one hour, 183 day Paraeducator I, position number 7168, to be increased to two hours at Brekke school. This position will be increased due to student enrollment.

Reduce

a four hour, 183 day Paraeducator I, position number 7172, to be reduced to two hours at Driffill school. This position will be reduced due to student enrollment.

a two hour, 183 day Paraeducator I, position number 7177, to be reduced to one hour at Kamala school. This position will be reduced due to student enrollment.

a two hour, 183 day Paraeducator I, position number 7182, to be reduced to one hour at Marshall school. This position will be reduced due to student enrollment.

a four hour, 183 day Paraeducator I, position number 7186, to be reduced to two hour at McKinna school. This position will be reduced due to student enrollment.

a two hour, 183 day Paraeducator I, position number 7188, to be reduced to one hour at Ramona school. This position will be reduced due to student enrollment.

a two hour, 183 day Paraeducator I, position number 7190, to be reduced to one hour at Ritchen school. This position will be reduced due to student enrollment.

a two hour, 183 day Paraeducator I, position number 7192, to be reduced to one hour at Rose Ave. school. This position will be reduced due to student enrollment.

FISCAL IMPACT:

Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator II - \$26,118.00 Special Ed
Cost for Paraeducator III - \$26,798.00 Special Ed
Cost for Paraeducator III - \$27,607.00 Special Ed
Savings for Paraeducator I - \$8,650.00 General
Cost for Office Assistant II - \$19,680.00 General
Cost for Child Nutrition Worker - \$2,031.00 Child Nutrition
Cost for Paraeducator I - \$4,325.00 General
Savings for Paraeducator I - \$8,650.00 General
Savings for Paraeducator I - \$4,325.00 General

Savings for Paraeducator I - \$4,325.00 General
Savings for Paraeducator I - \$8,685.00 General
Savings for Paraeducator I - \$4,325.00 General
Savings for Paraeducator I - \$4,325.00 General
Savings for Paraeducator I - \$4,325.00 General

RECOMMENDATION:

Approve the establishment of positions, as presented

ADDITIONAL MATERIAL(S): None

Board Agenda Item

NAME OF CONTRIBUTOR: Jesus Vaca/Jonathan Koch **DATE OF MEETING:** September 16, 2015

- STUDY SESSION _____
- CLOSED SESSION _____
- SECTION A: PRELIMINARY _____
- SECTION B: HEARINGS _____
- SECTION C: CONSENT _____ **X** _____
- SECTION D: ACTION _____
- SECTION E: REPORTS/DISCUSSION _____
- SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

TITLE: Personnel Actions (Vaca/Koch)

DESCRIPTION OF AGENDA ITEM:

The attached are recommended personnel actions presented to the Board of Trustees for consideration. The salary placement for the individuals employed will be in accordance with salary regulations of the district. Personnel actions include: New Hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, and leave of absence.

RECOMMENDATION:

Approve the Personnel Actions, as presented.

ADDITIONAL MATERIAL(S):

- Classified Personnel Actions
- Certificated Personnel Actions

CERTIFICATED PERSONNEL

Listed below are recommended certificated personnel actions presented for consideration by the Board of Trustees. The salaries for the individuals employed will be determined in accordance with salary regulations of the District.

NEW HIRES

Donna Bragg	Teacher, 1 SEI, Rose Avenue	August 26, 2015
Kathryn Brennan	Teacher, 4 SEI, Kamala	September 3, 2015
Teresa Byrne	Teacher, Special Education M/S, Frank	August 26, 2015
Davina Cardone	Elementary Support Teacher, Sierra Linda	September 8, 2015
Vivian Donner	Teacher, Kindergarten SEI, Kamala	September 2, 2015
Joel Doswell	Teacher, 5 SEI, Chavez	August 17, 2015
Teresa Gern	Director, Certificated Human Resources	October 1, 2015
Lauren Gutierrez	Teacher, 1 SEI, Drifill	September 3, 2015
Tricia Henry	Teacher, 1 SEI, Rose Avenue	August 26, 2015
Shiri Hermesh	Speech/Language Specialist, Soria	September 16, 2015
Angelina Lara	Teacher, TK/K TBE, McKinna	September 3, 2015
Joseph Litchfield	Teacher, 2 SEI, Rose Avenue	September 1, 2015
Bethany Moore	Assistant Principal, Lemonwood	September 14, 2015
Dawn Moreau	Teacher, Kindergarten SEI, Drifill	August 25, 2015
Sarah K. Tupou	Teacher, Special Education M/S, Drifill	August 27, 2015
Saul Anchondo	Substitute Teacher	2015/2016 School Year
Jacqueline Berry	Substitute Teacher	2015/2016 School Year
Jessica Caballero	Substitute Teacher	2015/2016 School Year
Tamara Cundiff	Substitute Teacher	2015/2016 School Year
Elizabeth Delgadillo	Substitute Teacher	2015/2016 School Year
Rudolph Herrera	Substitute Teacher	2015/2016 School Year
Jairo Perez	Substitute Teacher	2015/2016 School Year
Stephanie Sendejaz	Substitute Teacher	2015/2016 School Year
Ashley Smith	Substitute Teacher	2015/2016 School Year
Charity Whitney	Substitute Teacher	2015/2016 School Year

Intervention Services Provider (less than 20 hours per week not to exceed 75% or 135 days a year)

Diane Maag	Rose Avenue	September 1 – October 1, 2015
Irma Sixbey	Ritchen	September 8, 2015
Jane Van Daalwyk	Marina West	September 8, 2015

PROMOTION

Gabriel Covarrubias	Assistant Principal K-8, Lemonwood	September 1, 2015
Amelia Sugden	Director, Special Education	September 1, 2015

RESIGNATION

Tiffany Cannon	Teacher, 4/5 SEI, McKinna (on Leave of Absence)	August 1, 2015
Carolyn Carlson	Teacher, English Language Arts, Lemonwood	August 28, 2015

CLASSIFIED PERSONNEL ACTIONS

September 16, 2015

New Hire

Fox, Timothy	Custodian, Position #2543 McAuliffe 4.0 hrs./246 days	08/31/2015
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Exempt

Alfaro Alejandres, Jamilet	Campus Assistant	08/19/2015
Ramirez, Annette	Campus Assistant	08/19/2015
Sebastian, Ricardo	Campus Assistant	08/19/2015

Limited Term

Cabrera, Karina	Clerical	08/10/2015
Chavez, Efrain	Paraeducator	08/25/2015
Leon, Gabriela	Paraeducator	08/24/2015
Quintana, Yida	Child Nutrition Worker	08/10/2015
Quiroz, Maria	Child Nutrition Worker	07/18/2015
Ramirez, Lupe	Clerical	08/10/2015
Valles, Alyssa	Paraducator	08/24/2015

Unpaid Leave of Absence

Kim, Joan	Site Technology Technician, Position #2503 Chavez 8.0 hrs./192 days	08/31/2015-08/28/2016
Reyes, Desiree	Paraeducator III, Position #6732 Pupil Services 5.75 hrs./183 days	07/17/2015-12/16/2015

Resignation

Duenes, Rolando	Custodian, Position #499 Driffill 8.0 hrs./246 days	08/31/2015
Hurtado, Patricia	Credential Technician, Position #6777 Human Resources 8.0 hrs./246 days	09/09/2015

Retirement

Tirado, Carol	Office Assistant II, Position #1983 Marshall 7.0 hrs./203 days	01/28/1987-09/01/2015
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BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 9/16/15

CLOSED SESSION	_____
SECTION B: HEARINGS	_____
SECTION C: CONSENT	_____
SECTION D: ACTION	<u> X </u>
SECTION E: REPORTS/DISCUSSION	_____
SECTION F: BOARD POLICIES	_____
ACTION ITEMS:	

Oxnard School District 2014-15 Unaudited Actual Financial Information (Cline/Penanhoat)

In keeping with Educational Code Section 42100 which states that “*On or before September 15, the governing board of each school district shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement with the County Superintendent of Schools*”, the Oxnard School District 2014-15 Unaudited Actual Financial Information is presented to the Board.

This year VCOE has approved extending the above filing deadline to September 17 since they are aware that the closest Board meeting date is the 16th.

FISCAL IMPACT

None.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Finance that the Board of Trustees accept the Oxnard School District 2014-15 Unaudited Actual Financial Information and authorize its filing with the Ventura County Office of Education.

ADDITIONAL MATERIAL

Attached: Oxnard School District Unaudited Actual Financial Information (145 pages)

2014-2015 UNAUDITED ACTUAL FINANCIAL INFORMATION



Board Meeting of
September 16, 2015

Lisa Cline, Assistant Superintendent, Business & Fiscal
Services

Janet Penanhoat, Director of Finance

Vision:
Empowering All Children
to
Achieve Excellence

Mission:
Ensure a culturally diverse education for each
student in a safe, healthy and supportive
environment that prepares students for college
and career opportunities.



OXNARD SCHOOL DISTRICT

1051 South A Street • Oxnard, CA 93030 • (805) 385-1501

OXNARD SCHOOL DISTRICT Unaudited Actual Financial Information 2014-2015

September 16, 2015

Members of the Board of Trustees
Citizens and Administration of the District

Ladies and Gentlemen:

Educational Code Section 42100 states that “*on or before September 15, the governing board of each school district shall approve, on a form prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and shall file the statement with the County Superintendent of Schools.*” Since the closest Board meeting date is the 16th, for Fiscal Year 2014-2015 the Unaudited Actuals will be submitted to the VCOE for review on September 17, 2015 .

In keeping with Educational Code Section 42100 the Oxnard School District is providing for your review the final Unaudited Actuals for the financial year ending June 30, 2015 for all District funds.

With the exception of the District’s beginning balance and reserve adjustments the 2015-16 budget remains unchanged from the August 5, 2015 Revised Budget. Changes in the estimated fund balances due to the 2014-15 ‘Unaudited Actuals’ are incorporated into the beginning balances for 2015-16 for all funds.

Respectfully Submitted,

Lisa Cline
Assistant Superintendent, Business & Fiscal Services

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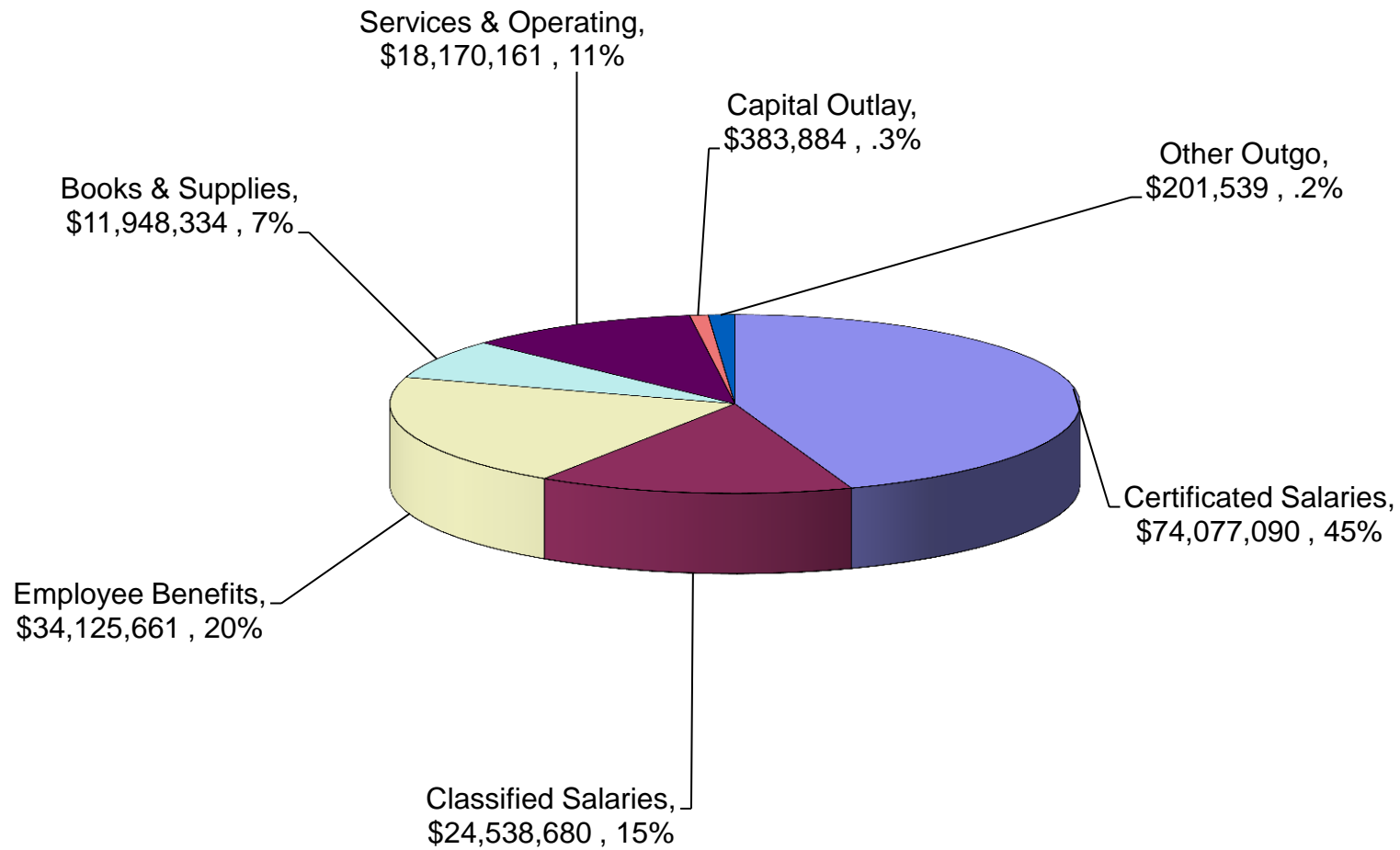
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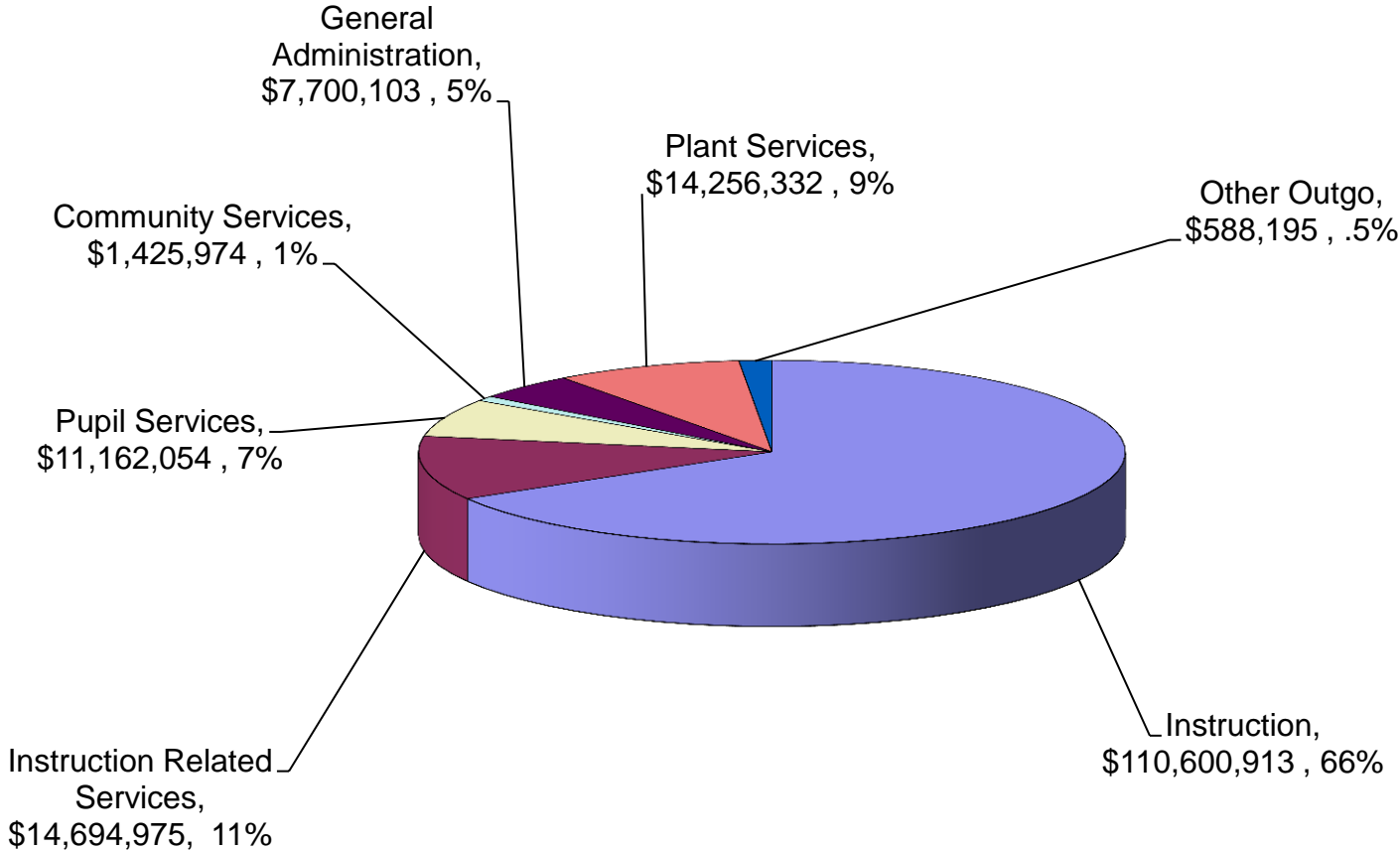
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**2014-15
Unaudited Actuals-General Fund Expenditures by Function**



Unaudited Actuals
FINANCIAL REPORTS
2014-15 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	60.23%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your appropriations limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit	\$85,372,762.36
	Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	\$85,372,762.36
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2016-17, subject to CDE approval.	3.95%
NCMOE	No Child Left Behind (NCLB) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2016-17 apportionment may be reduced by the lesser of the following two percentages:	MOE Met
	MOE Deficiency Percentage - Based on Total Expenditures	
	MOE Deficiency Percentage - Based on Expenditures Per ADA	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2014-15 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Sep 16, 2015

To the Superintendent of Public Instruction:

2014-15 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Paula Driscoll
Name
Executive Director, Schl Bus & Advisory Serv
Title
805-383-1981
Telephone
pdriscoll@vcoe.org
E-mail Address

For School District:

Janet Penanhoat
Name
Director of Finance
Title
805-385-1501 x2455
Telephone
jpenanhoat@oxnardsd.org
E-mail Address

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2014-15 Unaudited Actuals	2015-16 Budget
01	General Fund/County School Service Fund	GS	GS
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund	G	G
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
76A	Changes in Assets and Liabilities (Warrant/Pass-Through)		
95A	Changes in Assets and Liabilities (Student Body)		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
NCMOE	No Child Left Behind Maintenance of Effort	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2014-15 Unaudited Actuals	2015-16 Budget
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	

Description	2014-15 Unaudited Actuals			2015-16 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	16,400.44	16,393.67	16,400.44	16,400.44	16,400.44	16,400.44
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	16,400.44	16,393.67	16,400.44	16,400.44	16,400.44	16,400.44
5. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)						
b. Special Education-Special Day Class	58.58	59.54	58.58	63.79	63.79	63.79
c. Special Education-NPS/LCI						
d. Special Education Extended Year	5.21	5.21	5.21			
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	63.79	64.75	63.79	63.79	63.79	63.79
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	16,464.23	16,458.42	16,464.23	16,464.23	16,464.23	16,464.23
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2014-15 Unaudited Actuals			2015-16 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2014-15 Unaudited Actuals			2015-16 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	27,138,791.00		27,138,791.00			27,138,791.00
Work in Progress	17,148,470.00	8,888,618.00	26,037,088.00	19,401,173.00	25,543,588.00	19,894,673.00
Total capital assets not being depreciated	44,287,261.00	8,888,618.00	53,175,879.00	19,401,173.00	25,543,588.00	47,033,464.00
Capital assets being depreciated:						
Land Improvements	21,346,601.00	1,804,676.00	23,151,277.00	567,046.00		23,718,323.00
Buildings	200,928,700.00	(156,795.00)	200,771,905.00	25,975,662.00		226,747,567.00
Equipment	7,724,180.00	190,733.00	7,914,913.00	712,513.00	5,775.00	8,621,651.00
Total capital assets being depreciated	229,999,481.00	1,838,614.00	231,838,095.00	27,255,221.00	5,775.00	259,087,541.00
Accumulated Depreciation for:						
Land Improvements	(9,596,757.00)	1,038,962.00	(8,557,795.00)	(866,419.00)		(9,424,214.00)
Buildings	(39,473,999.00)	9,965,997.00	(29,508,002.00)	(3,418,910.00)		(32,926,912.00)
Equipment	(3,989,328.00)	51,898.00	(3,937,430.00)	(552,426.00)	(5,775.00)	(4,464,081.00)
Total accumulated depreciation	(53,040,084.00)	11,056,857.00	(41,983,227.00)	(4,837,755.00)	(5,775.00)	(46,815,207.00)
Total capital assets being depreciated, net	176,959,397.00	12,895,471.00	189,854,868.00	22,417,466.00	0.00	212,272,334.00
Governmental activity capital assets, net	221,246,658.00	21,784,089.00	243,030,747.00	41,818,639.00	25,543,588.00	259,305,798.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated			0.00			0.00
Capital assets being depreciated:						
Land Improvements	0.00	0.00	0.00	0.00	0.00	0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Unaudited Actuals
2014-15 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		109,211.41	109,211.41
2. State Lottery Revenue	8560	2,251,126.47		648,510.15	2,899,636.62
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		2,251,126.47	0.00	757,721.56	3,008,848.03
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	2,165,049.33			2,165,049.33
2. Classified Salaries	2000-2999	57,653.23			57,653.23
3. Employee Benefits	3000-3999	25,662.45			25,662.45
4. Books and Supplies	4000-4999	1,741.46		643,926.03	645,667.49
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	990.47			990.47
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			1,061.00	1,061.00
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		2,251,096.94	0.00	644,987.03	2,896,083.97
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	29.53	0.00	112,734.53	112,764.06
D. COMMENTS:					
Instructional Materials - Renewal of application software licenses					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	74,077,090.34	301	138,961.83	303	73,938,128.51	305	2,384,987.52		307	71,553,140.99	309
2000 - Classified Salaries	24,538,680.05	311	452,106.88	313	24,086,573.17	315	642,640.06		317	23,443,933.11	319
3000 - Employee Benefits (Excluding 3800)	34,125,661.18	321	3,505,056.70	323	30,620,604.48	325	270,959.06		327	30,349,645.42	329
4000 - Books, Supplies Equip Replace. (6500)	11,948,333.66	331	9,803.95	333	11,938,529.71	335	887,980.41		337	11,050,549.30	339
5000 - Services... & 7300 - Indirect Costs	17,737,682.86	341	800,476.78	343	16,937,206.08	345	5,255,102.80		347	11,682,103.28	349
TOTAL					157,521,041.95	365			TOTAL	148,079,372.10	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.....	1100	375
2. Salaries of Instructional Aides Per EC 41011.....	2100	380
3. STRS.....	3101 & 3102	382
4. PERS.....	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.....	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).....	3401 & 3402	385
7. Unemployment Insurance.....	3501 & 3502	390
8. Workers' Compensation Insurance.....	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).....	3751 & 3752	397
10. Other Benefits (EC 22310).....	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).....		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.....		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).....		80,501.47
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.....		396
14. TOTAL SALARIES AND BENEFITS.....		89,194,779.33
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.....		60.23%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').....		

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high).....		60.00%
2. Percentage spent by this district (Part II, Line 15).....		60.23%
3. Percentage below the minimum (Part III, Line 1 minus Line 2).....		0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).....		148,079,372.10
5. Deficiency Amount (Part III, Line 3 times Line 4).....		0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

Unaudited Actuals
2014-15 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(6,687.96)	0.00	(432,477.83)				
Other Sources/Uses Detail					101.92	574,168.20		
Fund Reconciliation							1,606,336.94	3,959,703.44
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	5,599.48	0.00	43,987.76	0.00				
Other Sources/Uses Detail					102,514.34	0.00		
Fund Reconciliation							102,514.34	93,987.76
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(16,239.82)	388,490.07	0.00				
Other Sources/Uses Detail					348,652.96	0.00		
Fund Reconciliation							74,651.12	1,440,898.64
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	101.92		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					122,487.61	0.00		
Fund Reconciliation							122,487.61	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	17,328.30	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	71,450.54
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Unaudited Actuals
2014-15 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					513.29			
Fund Reconciliation							3,660,050.37	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	22,927.78	(22,927.78)	432,477.83	(432,477.83)	574,270.12	574,270.12	5,566,040.38	5,566,040.38

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	127,311,381.10	0.00	127,311,381.10	148,879,400.00	0.00	148,879,400.00	16.9%
2) Federal Revenue		8100-8299	417,700.47	12,647,915.50	13,065,615.97	0.00	13,685,506.00	13,685,506.00	4.7%
3) Other State Revenue		8300-8599	3,836,491.57	11,332,918.88	15,169,410.45	5,712,272.00	4,866,331.00	10,578,603.00	-30.3%
4) Other Local Revenue		8600-8799	1,004,662.03	8,615,395.02	9,620,057.05	804,400.00	7,619,660.00	8,424,060.00	-12.4%
5) TOTAL REVENUES			132,570,235.17	32,596,229.40	165,166,464.57	155,396,072.00	26,171,497.00	181,567,569.00	9.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	62,018,899.11	12,058,191.23	74,077,090.34	65,788,425.00	13,517,734.00	79,306,159.00	7.1%
2) Classified Salaries		2000-2999	16,544,116.47	7,994,563.58	24,538,680.05	19,276,594.00	8,847,450.00	28,124,044.00	14.6%
3) Employee Benefits		3000-3999	24,721,193.12	9,404,468.06	34,125,661.18	28,672,882.00	7,033,628.00	35,706,510.00	4.6%
4) Books and Supplies		4000-4999	5,062,351.99	6,885,981.67	11,948,333.66	9,300,898.00	4,571,279.00	13,872,177.00	16.1%
5) Services and Other Operating Expenditures		5000-5999	9,978,274.04	8,191,886.65	18,170,160.69	11,086,116.00	8,467,092.00	19,553,208.00	7.6%
6) Capital Outlay		6000-6999	1,218,298.00	220,321.21	1,438,619.21	0.00	85,000.00	85,000.00	-94.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,494,326.54	0.00	2,494,326.54	2,850,350.00	0.00	2,850,350.00	14.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,368,216.54)	935,738.71	(432,477.83)	(1,433,902.00)	882,979.00	(550,923.00)	27.4%
9) TOTAL EXPENDITURES			120,669,242.73	45,691,151.11	166,360,393.84	135,541,363.00	43,405,162.00	178,946,525.00	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			11,900,992.44	(13,094,921.71)	(1,193,929.27)	19,854,709.00	(17,233,665.00)	2,621,044.00	-319.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	101.92	0.00	101.92	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	539,794.20	34,374.00	574,168.20	1,625,993.00	0.00	1,625,993.00	183.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(11,178,345.57)	11,178,345.57	0.00	(16,736,289.00)	16,736,289.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(11,718,037.85)	11,143,971.57	(574,066.28)	(18,362,282.00)	16,736,289.00	(1,625,993.00)	183.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,954.59	(1,950,950.14)	(1,767,995.55)	1,492,427.00	(497,376.00)	995,051.00	-156.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance		9791	16,909,120.40	4,771,306.76	21,680,427.16	16,183,532.16	2,820,356.62	19,003,888.78	-12.3%
a) As of July 1 - Unaudited		9793	(908,542.83)	0.00	(908,542.83)	0.00	0.00	0.00	-100.0%
b) Audit Adjustments			16,000,577.57	4,771,306.76	20,771,884.33	16,183,532.16	2,820,356.62	19,003,888.78	-8.5%
c) As of July 1 - Audited (F1a + F1b)		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Other Restatements			16,000,577.57	4,771,306.76	20,771,884.33	16,183,532.16	2,820,356.62	19,003,888.78	-8.5%
e) Adjusted Beginning Balance (F1c + F1d)			16,183,532.16	2,820,356.62	19,003,888.78	17,675,959.16	2,322,980.62	19,998,939.78	5.2%
2) Ending Balance, June 30 (E + F1e)									
Components of Ending Fund Balance									
a) Nonspendable		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Revolving Cash		9712	24,416.82	0.00	24,416.82	100,000.00	0.00	100,000.00	309.6%
Stores		9713	13,820.64	425.00	14,245.64	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9740	0.00	2,819,931.62	2,819,931.62	0.00	2,322,980.62	2,322,980.62	-17.6%
b) Restricted			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stabilization Arrangements		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments									
d) Assigned		9780	7,104,962.00	0.00	7,104,962.00	8,517,176.00	0.00	8,517,176.00	19.9%
Other Assignments		9780	2,000,000.00		2,000,000.00				
Instr Materials Adoption	0000	9780	100,000.00		100,000.00				
Bus Replacement Reserve	0000	9780	5,004,962.00		5,004,962.00				
Addv27l Reserve for Economic Uncert	0000	9780				2,000,000.00		2,000,000.00	
Instr Materials-Math Adoption	0000	9780				100,000.00		100,000.00	
Annual Bus Replacement Reserve	0000	9780				1,000,000.00		1,000,000.00	
LCAP EL Concentration Funds	0000	9780				5,417,176.00		5,417,176.00	
Addv27l Reserve Economic Uncertainty	0000	9780							
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	5,004,961.43	0.00	5,004,961.43	5,417,176.00	0.00	5,417,176.00	8.2%
Unassigned/Unappropriated Amount		9790	4,015,371.27	0.00	4,015,371.27	3,621,607.16	0.00	3,621,607.16	-9.8%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget		% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	
G. ASSETS								
1) Cash								
a) in County Treasury		9110	20,130,791.27	2,095,401.62	22,226,192.89			
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00			
b) in Banks		9120	0.00	0.00	0.00			
c) in Revolving Fund		9130	20,000.00	0.00	20,000.00			
d) with Fiscal Agent		9135	0.00	0.00	0.00			
e) collections awaiting deposit		9140	0.00	0.00	0.00			
2) Investments		9150	0.00	0.00	0.00			
3) Accounts Receivable		9200	1,094,309.62	4,757,481.76	5,851,791.38			
4) Due from Grantor Government		9290	0.00	0.00	0.00			
5) Due from Other Funds		9310	1,606,336.94	0.00	1,606,336.94			
6) Stores		9320	24,416.82	0.00	24,416.82			
7) Prepaid Expenditures		9330	13,820.64	425.00	14,245.64			
8) Other Current Assets		9340	0.00	0.00	0.00			
9) TOTAL ASSETS			22,889,675.29	6,853,308.38	29,742,983.67			
H. DEFERRED OUTFLOWS OF RESOURCES								
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00			
2) TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00			
I. LIABILITIES								
1) Accounts Payable		9500	2,144,903.69	3,417,924.82	5,562,828.51			
2) Due to Grantor Governments		9590	635,910.00	0.00	635,910.00			
3) Due to Other Funds		9610	3,925,329.44	34,374.00	3,959,703.44			
4) Current Loans		9640	0.00	0.00	0.00			
5) Unearned Revenue		9650	0.00	580,652.94	580,652.94			
6) TOTAL LIABILITIES			6,706,143.13	4,032,951.76	10,739,094.89			
J. DEFERRED INFLOWS OF RESOURCES								
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00			
2) TOTAL DEFERRED INFLOWS			0.00	0.00	0.00			
K. FUND EQUITY								
Ending Fund Balance, June 30								

Description (must agree with line F2) (G9 + H2) - ((6 + J2)	2014-15 Unaudited Actuals		2015-16 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	
	16,183,532.16	2,820,356.62	19,003,888.78			

Description	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES							
Principal Apportionment							
State Aid - Current Year	84,608,734.00	0.00	84,608,734.00	110,805,453.00	0.00	110,805,453.00	31.0%
Education Protection Account State Aid - Current Year	22,308,823.00	0.00	22,308,823.00	19,243,509.00	0.00	19,243,509.00	-13.7%
State Aid - Prior Years	927,476.00	0.00	927,476.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions	170,482.15	0.00	170,482.15	161,778.00	0.00	161,778.00	-5.1%
Homeowners' Exemptions	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax	6,966.92	0.00	6,966.92	6,967.00	0.00	6,967.00	0.0%
Other Subventions/In-Lieu Taxes							
County & District Taxes	19,106,381.33	0.00	19,106,381.33	18,586,185.00	0.00	18,586,185.00	-2.7%
Secured Roll Taxes	459,083.31	0.00	459,083.31	459,083.00	0.00	459,083.00	0.0%
Unsecured Roll Taxes	59,301.68	0.00	59,301.68	59,302.00	0.00	59,302.00	0.0%
Prior Years' Taxes	849,108.52	0.00	849,108.52	412,283.00	0.00	412,283.00	-51.4%
Supplemental Taxes							
Education Revenue Augmentation Fund (ERAF)	(2,451,177.10)	0.00	(2,451,177.10)	(2,067,239.00)	0.00	(2,067,239.00)	-15.7%
Community Redevelopment Funds (SB 617/699/1992)	1,266,201.29	0.00	1,266,201.29	1,212,079.00	0.00	1,212,079.00	-4.3%
Penalties and Interest from Delinquent Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)							
Royalties and Bonuses	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources	127,311,381.10	0.00	127,311,381.10	148,879,400.00	0.00	148,879,400.00	16.9%
LCFF Transfers							
Unrestricted LCFF Transfers - Current Year	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			127,311,381.10	0.00	127,311,381.10	148,879,400.00	0.00	148,879,400.00	16.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,769,810.00	2,769,810.00	0.00	2,784,109.00	2,784,109.00	0.5%
Special Education Discretionary Grants		8182	0.00	398,161.90	398,161.90	0.00	398,162.00	398,162.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		3,160,259.52	3,160,259.52		4,109,547.00	4,109,547.00	30.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		796,973.95	796,973.95		794,622.00	794,622.00	-0.3%
NCLB: Title III, Immigrant Education Program	4201	8290		37,938.23	37,938.23		24,116.00	24,116.00	-36.4%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		825,105.72	825,105.72		849,401.00	849,401.00	2.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3199, 4036-4126, 5510	8290		37,450.55	37,450.55		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	417,700.47	4,622,215.63	5,039,916.10	0.00	4,725,549.00	4,725,549.00	-6.2%
TOTAL, FEDERAL REVENUE			417,700.47	12,647,915.50	13,065,615.97	0.00	13,685,506.00	13,685,506.00	4.7%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	175,609.00	175,609.00	0.00	331,026.00	331,026.00	88.5%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520		0.00	0.00		0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,536,410.00	0.00	1,536,410.00	3,427,216.00	0.00	3,427,216.00	123.1%
Lottery - Unrestricted and Instructional Materials		8560	2,251,126.47	648,510.15	2,899,636.62	2,203,121.00	585,125.00	2,788,246.00	-3.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		2,482,324.98	2,482,324.98		2,482,325.00	2,482,325.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		59,716.23	59,716.23		0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F	
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		
California Clean Energy Jobs Act	6230	8590		0.00	0.00			0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00			0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00			0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00			0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590		0.00	0.00			0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		3,030,082.00	3,030,082.00			0.00	0.00	-100.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00			0.00	0.00	0.0%
All Other State Revenue	All Other	8590	48,955.10	4,936,676.52	4,985,631.62	81,935.00	1,467,855.00	1,549,790.00	1,549,790.00	-68.9%
TOTAL OTHER STATE REVENUE			3,836,491.57	11,332,918.88	15,169,410.45	5,712,272.00	4,866,331.00	10,578,603.00	10,578,603.00	-30.3%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Sales									
Sale of Equipment/Supplies		8631	19,850.31	0.00	19,850.31	0.00	0.00	0.00	-100.00%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Leases and Rentals		8650	81,935.00	0.00	81,935.00	80,000.00	0.00	80,000.00	-2.4%
Interest		8660	79,830.10	0.00	79,830.10	45,000.00	0.00	45,000.00	-43.6%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Interagency Services		8677	0.00	292,694.36	292,694.36	0.00	64,809.00	64,809.00	-77.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									
California Dept of Education									
SACS Financial Reporting Software - 2015.2.0									
File: fund-a (Rev 07/21/2015)									

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	823,046.62	998,312.49	1,821,359.11	679,400.00	144,100.00	823,500.00	-54.8%
Tuition		8710	0.00	123,962.00	123,962.00	0.00	174,762.00	174,762.00	41.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		7,200,426.17	7,200,426.17		7,235,989.00	7,235,989.00	0.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL_OTHER LOCAL REVENUE			1,004,662.03	8,615,395.02	9,620,057.05	804,400.00	7,619,660.00	8,424,060.00	-12.4%
TOTAL REVENUES			132,570,235.17	32,596,229.40	165,166,464.57	155,396,072.00	26,171,497.00	181,567,569.00	9.9%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	53,157,120.14	10,246,112.38	63,403,232.52	54,933,337.00	9,285,771.00	64,219,108.00	1.3%
Certificated Pupil Support Salaries		1200	3,430,604.67	762,054.14	4,192,658.81	4,592,737.00	2,906,886.00	7,499,623.00	78.9%
Certificated Supervisors' and Administrators' Salaries		1300	5,419,140.78	799,963.36	6,219,104.14	6,250,677.00	705,653.00	6,956,330.00	11.9%
Other Certificated Salaries		1900	12,033.52	250,061.35	262,094.87	11,674.00	619,424.00	631,098.00	140.8%
TOTAL, CERTIFICATED SALARIES			62,018,899.11	12,058,191.23	74,077,090.34	65,788,425.00	13,517,734.00	79,306,159.00	7.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	584,589.53	4,213,783.84	4,798,373.37	620,973.00	4,269,496.00	4,890,469.00	1.9%
Classified Support Salaries		2200	4,746,767.02	1,979,316.15	6,726,083.17	5,585,727.00	2,173,422.00	7,759,149.00	15.4%
Classified Supervisors' and Administrators' Salaries		2300	1,271,266.60	521,208.77	1,792,475.37	1,448,968.00	522,094.00	1,971,062.00	10.0%
Clerical, Technical and Office Salaries		2400	7,391,547.31	854,108.89	8,245,656.20	7,962,449.00	952,657.00	8,915,106.00	8.1%
Other Classified Salaries		2900	2,549,946.01	426,145.93	2,976,091.94	3,658,477.00	929,781.00	4,588,258.00	54.2%
TOTAL, CLASSIFIED SALARIES			16,544,116.47	7,994,563.58	24,538,680.05	19,276,594.00	8,847,450.00	28,124,044.00	14.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	5,238,774.42	4,296,562.39	9,535,336.81	6,703,947.00	1,402,107.00	8,106,054.00	-15.0%
PERS		3201-3202	1,878,500.10	913,529.13	2,792,029.23	2,399,962.00	1,083,376.00	3,483,338.00	24.8%
OASDI/Medicare/Alternative		3301-3302	2,179,293.91	783,054.15	2,962,348.06	2,422,443.00	847,180.00	3,269,623.00	10.4%
Health and Welfare Benefits		3401-3402	9,736,995.49	2,058,202.18	11,795,197.67	11,066,600.00	2,192,008.00	13,258,608.00	12.4%
Unemployment Insurance		3501-3502	38,710.80	8,088.08	46,798.88	40,685.00	10,708.00	51,393.00	9.8%
Workers' Compensation		3601-3602	2,582,725.62	664,147.32	3,246,872.94	2,782,188.00	737,162.00	3,519,350.00	8.4%
OPEB, Allocated		3701-3702	2,727,201.56	593,151.75	3,320,353.31	2,806,743.00	652,819.00	3,459,562.00	4.2%
OPEB, Active Employees		3751-3752	329,444.26	87,733.06	417,177.32	440,767.00	108,268.00	549,035.00	31.6%
Other Employee Benefits		3901-3902	9,546.96	0.00	9,546.96	9,547.00	0.00	9,547.00	0.0%
TOTAL, EMPLOYEE BENEFITS			24,721,193.12	9,404,468.06	34,125,661.18	28,672,882.00	7,033,628.00	35,706,510.00	4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	256,855.36	2,367,597.91	2,624,453.27	2,000,000.00	585,125.00	2,585,125.00	-1.5%
Books and Other Reference Materials		4200	79,665.62	68,859.64	148,525.26	13,819.00	4,500.00	18,319.00	-87.7%
Materials and Supplies		4300	3,847,704.54	4,001,206.58	7,848,911.12	6,578,029.00	3,860,146.00	10,438,175.00	33.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	878,126.47	448,317.54	1,326,444.01	709,050.00	121,508.00	830,558.00	-37.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL BOOKS AND SUPPLIES			5,062,351.99	6,885,981.67	11,948,333.66	9,300,898.00	4,571,279.00	13,872,177.00	16.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	2,379,490.35	2,836,056.39	5,215,546.74	2,417,215.00	3,801,108.00	6,218,323.00	19.2%
Travel and Conferences		5200	366,321.90	803,551.86	1,169,873.76	306,851.00	911,096.00	1,217,947.00	4.1%
Dues and Memberships		5300	84,310.86	1,609.17	85,920.03	108,461.00	1,000.00	109,461.00	27.4%
Insurance		5400 - 5450	601,956.37	54,510.14	656,466.51	641,164.00	0.00	641,164.00	-2.3%
Operations and Housekeeping Services		5500	2,391,587.10	0.00	2,391,587.10	2,540,000.00	0.00	2,540,000.00	6.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	797,902.98	92,975.45	890,878.43	971,769.00	104,750.00	1,076,519.00	20.8%
Transfers of Direct Costs		5710	(177,063.90)	177,063.90	0.00	(63,260.00)	63,260.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(14,280.12)	7,592.16	(6,687.96)	(10,443.00)	0.00	(10,443.00)	56.1%
Professional/Consulting Services and Operating Expenditures		5800	3,074,156.97	4,199,212.27	7,273,369.24	3,463,359.00	3,568,878.00	7,032,237.00	-3.3%
Communications		5900	473,891.53	19,315.31	493,206.84	711,000.00	17,000.00	728,000.00	47.6%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			9,978,274.04	8,191,886.65	18,170,160.69	11,086,116.00	8,467,092.00	19,553,208.00	7.6%

Description	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY							
Land	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings	771,876.87	9,650.00	781,526.87	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment	446,421.13	210,671.21	657,092.34	0.00	85,000.00	85,000.00	-87.1%
Equipment Replacement	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CAPITAL OUTLAY	1,218,298.00	220,321.21	1,438,619.21	0.00	85,000.00	85,000.00	-94.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)							
Tuition							
Tuition for Instruction Under Interdistrict Attendance Agreements	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools	132,771.00	0.00	132,771.00	284,000.00	0.00	284,000.00	113.9%
Payments to County Offices	2,022,375.76	0.00	2,022,375.76	2,210,000.00	0.00	2,210,000.00	9.3%
Payments to JPAs	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools		0.00	0.00		0.00	0.00	0.0%
To County Offices		0.00	0.00		0.00	0.00	0.0%
To JPAs		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools		0.00	0.00		0.00	0.00	0.0%
To County Offices		0.00	0.00		0.00	0.00	0.0%
To JPAs		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	137,341.71	0.00	137,341.71	131,155.00	0.00	131,155.00	-4.5%
Other Debt Service - Principal		7439	201,838.07	0.00	201,838.07	225,195.00	0.00	225,195.00	11.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,494,326.54	0.00	2,494,326.54	2,850,350.00	0.00	2,850,350.00	14.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(935,738.71)	935,738.71	0.00	(882,979.00)	882,979.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(432,477.83)	0.00	(432,477.83)	(550,923.00)	0.00	(550,923.00)	27.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,368,216.54)	935,738.71	(432,477.83)	(1,433,902.00)	882,979.00	(550,923.00)	27.4%
TOTAL, EXPENDITURES			120,669,242.73	45,691,151.11	166,360,393.84	135,541,363.00	43,405,162.00	178,946,525.00	7.6%

Description	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS							
INTERFUND TRANSFERS IN							
From: Special Reserve Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In	101.92	0.00	101.92	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN	101.92	0.00	101.92	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT							
To: Child Development Fund	68,140.34	34,374.00	102,514.34	0.00	0.00	0.00	-100.0%
To: Special Reserve Fund	122,487.61	0.00	122,487.61	105,000.00	0.00	105,000.00	-14.3%
To: State School Building Fund/ County School Facilities Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund	348,652.96	0.00	348,652.96	1,520,993.00	0.00	1,520,993.00	336.2%
Other Authorized Interfund Transfers Out	513.29	0.00	513.29	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT	539,794.20	34,374.00	574,168.20	1,625,993.00	0.00	1,625,993.00	183.2%
OTHER SOURCES/USES							
SOURCES							
State Apportionments Emergency Apportionments	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds							
Proceeds from Sale/Lease- Purchase of Land/Buildings	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources							
Transfers from Funds of Lapsed/Reorganized LEAs	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(11,178,345.57)	11,178,345.57	0.00	(16,736,289.00)	16,736,289.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(11,178,345.57)	11,178,345.57	0.00	(16,736,289.00)	16,736,289.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(11,718,037.85)	11,143,971.57	(574,066.28)	(18,362,282.00)	16,736,289.00	(1,625,993.00)	183.2%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	127,311,381.10	0.00	127,311,381.10	148,879,400.00	0.00	148,879,400.00	16.9%
2) Federal Revenue		8100-8299	417,700.47	12,647,915.50	13,065,615.97	0.00	13,685,506.00	13,685,506.00	4.7%
3) Other State Revenue		8300-8599	3,836,491.57	11,332,918.88	15,169,410.45	5,712,272.00	4,866,331.00	10,578,603.00	-30.3%
4) Other Local Revenue		8600-8799	1,004,662.03	8,615,395.02	9,620,057.05	804,400.00	7,619,660.00	8,424,060.00	-12.4%
5) TOTAL REVENUES			132,570,235.17	32,596,229.40	165,166,464.57	155,396,072.00	26,171,497.00	181,567,569.00	9.9%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		77,783,693.11	32,817,220.37	110,600,913.48	84,144,143.00	26,750,302.00	110,894,445.00	0.3%
2) Instruction - Related Services	2000-2999		15,069,150.89	3,651,540.71	18,720,691.60	17,283,483.00	5,424,677.00	22,708,160.00	21.3%
3) Pupil Services	3000-3999		9,191,497.51	1,970,556.21	11,162,053.72	11,189,143.00	4,915,804.00	16,104,947.00	44.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		9,384.95	1,416,589.01	1,425,973.96	7,996.00	805,036.00	813,032.00	-43.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		6,164,473.03	1,535,629.80	7,700,102.83	8,306,574.00	882,979.00	9,189,553.00	19.3%
8) Plant Services	8000-8999		9,956,716.70	4,299,615.01	14,256,331.71	11,759,674.00	4,626,364.00	16,386,038.00	14.9%
9) Other Outgo	9000-9999	Except 7600-7699	2,494,326.54	0.00	2,494,326.54	2,850,350.00	0.00	2,850,350.00	14.3%
10) TOTAL EXPENDITURES			120,669,242.73	45,691,151.11	166,360,393.84	135,541,363.00	43,405,162.00	178,946,525.00	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			11,900,992.44	(13,094,921.71)	(1,193,929.27)	19,854,709.00	(17,233,665.00)	2,621,044.00	-319.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	101.92	0.00	101.92	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	539,794.20	34,374.00	574,168.20	1,625,993.00	0.00	1,625,993.00	183.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(11,178,345.57)	11,178,345.57	0.00	(16,736,289.00)	16,736,289.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(11,718,037.85)	11,143,971.57	(574,066.28)	(18,362,282.00)	16,736,289.00	(1,625,993.00)	183.2%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,954.59	(1,950,950.14)	(1,767,995.55)	1,492,427.00	(497,376.00)	995,051.00	-156.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance		9791							
a) As of July 1 - Unaudited		9793	16,909,120.40	4,771,306.76	21,680,427.16	16,183,532.16	2,820,356.62	19,003,888.78	-12.3%
b) Audit Adjustments			(908,542.83)	0.00	(908,542.83)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			16,000,577.57	4,771,306.76	20,771,884.33	16,183,532.16	2,820,356.62	19,003,888.78	-8.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,000,577.57	4,771,306.76	20,771,884.33	16,183,532.16	2,820,356.62	19,003,888.78	-8.5%
2) Ending Balance, June 30 (E + F1e)			16,183,532.16	2,820,356.62	19,003,888.78	17,675,959.16	2,322,980.62	19,998,939.78	5.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	24,416.82	0.00	24,416.82	100,000.00	0.00	100,000.00	309.6%
Prepaid Expenditures		9713	13,820.64	425.00	14,245.64	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,819,931.62	2,819,931.62	0.00	2,322,980.62	2,322,980.62	-17.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	7,104,962.00	0.00	7,104,962.00	8,517,176.00	0.00	8,517,176.00	19.9%
Instr Materials Adoption	0000	9780	2,000,000.00		2,000,000.00				
Bus Replacement Reserve	0000	9780	100,000.00		100,000.00				
Advx271 Reserve for Economic Uncert	0000	9780	5,004,962.00		5,004,962.00				
Instr Materials-Math Adoption	0000	9780				2,000,000.00		2,000,000.00	
Annual Bus Replacement Reserve	0000	9780				100,000.00		100,000.00	
LCAP EL Concentration Funds	0000	9780				1,000,000.00		1,000,000.00	
Advx271 Reserve Economic Uncertain	0000	9780				5,417,176.00		5,417,176.00	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	5,004,961.43	0.00	5,004,961.43	5,417,176.00	0.00	5,417,176.00	8.2%
Unassigned/Unappropriated Amount		9790	4,015,371.27	0.00	4,015,371.27	3,621,607.16	0.00	3,621,607.16	-9.8%

Resource	Description	2014-15	2015-16
		Unaudited Actuals	Budget
5640	Medi-Cal Billing Option	329,588.34	279,933.34
6230	California Clean Energy Jobs Act	167,942.45	167,942.45
6300	Lottery: Instructional Materials	112,734.53	112,734.53
6500	Special Education	93,627.52	94,052.52
7400	Quality Education Investment Act	1,246,824.66	172,404.66
7405	Common Core State Standards Implementation	309,610.76	309,610.76
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectir	253,263.20	879,962.20
9010	Other Restricted Local	306,340.16	306,340.16
Total, Restricted Balance		<u>2,819,931.62</u>	<u>2,322,980.62</u>

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	933,360.35	1,185,667.00	27.0%
4) Other Local Revenue		8600-8799	328.28	400.00	21.8%
5) TOTAL, REVENUES			933,688.63	1,186,067.00	27.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	12,450.37	12,506.00	0.4%
2) Classified Salaries		2000-2999	832,650.85	895,200.00	7.5%
3) Employee Benefits		3000-3999	169,987.50	214,351.00	26.1%
4) Books and Supplies		4000-4999	14,188.76	7,731.00	-45.5%
5) Services and Other Operating Expenditures		5000-5999	10,299.82	172.00	-98.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	43,987.76	55,707.00	26.6%
9) TOTAL, EXPENDITURES			1,083,565.06	1,185,667.00	9.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(149,876.43)	400.00	-100.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	102,514.34	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			102,514.34	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47,362.09)	400.00	-100.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	35,049.87	0.00	-100.0%
b) Audit Adjustments					
		9793	12,312.22	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)					
			47,362.09	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			47,362.09	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	400.00	New
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	8,782.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	84.23		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	102,514.34		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			111,381.38		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	17,393.62		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	93,987.76		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			111,381.38		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	921,534.35	1,185,667.00	28.7%
All Other State Revenue	All Other	8590	11,826.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			933,360.35	1,185,667.00	27.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	328.53	400.00	21.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	(0.25)	0.00	-100.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			328.28	400.00	21.8%
TOTAL, REVENUES			933,688.63	1,186,067.00	27.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	12,450.37	12,506.00	0.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			12,450.37	12,506.00	0.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	739,906.22	803,436.00	8.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	11,678.88	12,227.00	4.7%
Clerical, Technical and Office Salaries		2400	68,444.51	64,392.00	-5.9%
Other Classified Salaries		2900	12,621.24	15,145.00	20.0%
TOTAL, CLASSIFIED SALARIES			832,650.85	895,200.00	7.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	34,154.72	27,029.00	-20.9%
PERS		3201-3202	39,558.77	56,589.00	43.1%
OASDI/Medicare/Alternative		3301-3302	47,841.61	53,539.00	11.9%
Health and Welfare Benefits		3401-3402	12,498.96	34,276.00	174.2%
Unemployment Insurance		3501-3502	419.12	448.00	6.9%
Workers' Compensation		3601-3602	27,711.40	29,795.00	7.5%
OPEB, Allocated		3701-3702	5,278.47	9,121.00	72.8%
OPEB, Active Employees		3751-3752	2,524.45	3,554.00	40.8%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			169,987.50	214,351.00	26.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,188.76	7,731.00	-45.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			14,188.76	7,731.00	-45.5%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	598.34	172.00	-71.3%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,599.48	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	4,102.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,299.82	172.00	-98.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	43,987.76	55,707.00	26.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			43,987.76	55,707.00	26.6%
TOTAL, EXPENDITURES			1,083,565.06	1,185,667.00	9.4%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	102,514.34	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			102,514.34	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			102,514.34	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	933,360.35	1,185,667.00	27.0%
4) Other Local Revenue		8600-8799	328.28	400.00	21.8%
5) TOTAL REVENUES			933,688.63	1,186,067.00	27.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		911,813.27	1,005,514.00	10.3%
2) Instruction - Related Services	2000-2999		127,764.03	124,446.00	-2.6%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		43,987.76	55,707.00	26.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			1,083,565.06	1,185,667.00	9.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(149,876.43)	400.00	-100.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	102,514.34	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			102,514.34	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47,362.09)	400.00	-100.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	35,049.87	0.00	-100.0%
b) Audit Adjustments		9793	12,312.22	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			47,362.09	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			47,362.09	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	400.00	New
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
6130	Child Development: Center-Based Reserve Account	0.00	400.00
Total, Restricted Balance		0.00	400.00

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,896,831.95	7,789,764.00	-1.4%
3) Other State Revenue		8300-8599	594,553.62	553,591.00	-6.9%
4) Other Local Revenue		8600-8799	731,334.90	510,400.00	-30.2%
5) TOTAL, REVENUES			9,222,720.47	8,853,755.00	-4.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,419,072.04	3,671,402.00	7.4%
3) Employee Benefits		3000-3999	1,091,503.49	1,178,740.00	8.0%
4) Books and Supplies		4000-4999	4,465,847.65	4,854,497.00	8.7%
5) Services and Other Operating Expenditures		5000-5999	125,673.99	174,893.00	39.2%
6) Capital Outlay		6000-6999	92,071.95	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	388,490.07	495,216.00	27.5%
9) TOTAL, EXPENDITURES			9,582,659.19	10,374,748.00	8.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(359,938.72)	(1,520,993.00)	322.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	348,652.96	1,520,993.00	336.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			348,652.96	1,520,993.00	336.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,285.76)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	49,502.24	New
b) Audit Adjustments		9793	60,788.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			60,788.00	49,502.24	-18.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,788.00	49,502.24	-18.6%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	206.00	0.00	-100.0%
Stores		9712	49,296.24	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	49,502.24	New
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	647.02		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	206.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,716,665.28		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	74,651.12		
6) Stores		9320	49,296.24		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,841,465.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	351,064.78		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,440,898.64		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,791,963.42		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			49,502.24		

Unaudited Actuals
Cafeteria Special Revenue Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	7,819,183.95	7,789,764.00	-0.4%
All Other Federal Revenue		8290	77,648.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			7,896,831.95	7,789,764.00	-1.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	594,553.62	553,591.00	-6.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			594,553.62	553,591.00	-6.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	723,668.72	504,400.00	-30.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,741.86	2,000.00	-46.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,924.32	4,000.00	1.9%
TOTAL, OTHER LOCAL REVENUE			731,334.90	510,400.00	-30.2%
TOTAL, REVENUES			9,222,720.47	8,853,755.00	-4.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	3,078,496.21	3,314,838.00	7.7%
Classified Supervisors' and Administrators' Salaries		2300	203,932.07	215,646.00	5.7%
Clerical, Technical and Office Salaries		2400	136,643.76	140,918.00	3.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,419,072.04	3,671,402.00	7.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	369,180.41	427,556.00	15.8%
OASDI/Medicare/Alternative		3301-3302	253,215.89	272,648.00	7.7%
Health and Welfare Benefits		3401-3402	258,741.25	255,240.00	-1.4%
Unemployment Insurance		3501-3502	1,654.98	1,781.00	7.6%
Workers' Compensation		3601-3602	112,361.08	121,272.00	7.9%
OPEB, Allocated		3701-3702	83,344.80	83,341.00	0.0%
OPEB, Active Employees		3751-3752	13,005.08	16,902.00	30.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,091,503.49	1,178,740.00	8.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	53,299.04	79,997.00	50.1%
Noncapitalized Equipment		4400	24,855.24	78,500.00	215.8%
Food		4700	4,387,693.37	4,696,000.00	7.0%
TOTAL, BOOKS AND SUPPLIES			4,465,847.65	4,854,497.00	8.7%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,046.87	3,300.00	-18.5%
Dues and Memberships		5300	0.00	2,000.00	New
Insurance		5400-5450	20,410.41	0.00	-100.0%
Operations and Housekeeping Services		5500	44,431.77	53,000.00	19.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	72,547.53	75,650.00	4.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(16,239.82)	10,443.00	-164.3%
Professional/Consulting Services and Operating Expenditures		5800	477.23	30,000.00	6186.3%
Communications		5900	0.00	500.00	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			125,673.99	174,893.00	39.2%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	92,071.95	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			92,071.95	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	388,490.07	495,216.00	27.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			388,490.07	495,216.00	27.5%
TOTAL, EXPENDITURES			9,582,659.19	10,374,748.00	8.3%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	348,652.96	1,520,993.00	336.2%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			348,652.96	1,520,993.00	336.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			348,652.96	1,520,993.00	336.2%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,896,831.95	7,789,764.00	-1.4%
3) Other State Revenue		8300-8599	594,553.62	553,591.00	-6.9%
4) Other Local Revenue		8600-8799	731,334.90	510,400.00	-30.2%
5) TOTAL, REVENUES			9,222,720.47	8,853,755.00	-4.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		9,149,737.35	9,826,532.00	7.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		388,490.07	495,216.00	27.5%
8) Plant Services	8000-8999		44,431.77	53,000.00	19.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,582,659.19	10,374,748.00	8.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(359,938.72)	(1,520,993.00)	322.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	348,652.96	1,520,993.00	336.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			348,652.96	1,520,993.00	336.2%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,285.76)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	49,502.24	New
b) Audit Adjustments		9793	60,788.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			60,788.00	49,502.24	-18.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,788.00	49,502.24	-18.6%
2) Ending Balance, June 30 (E + F1e)			49,502.24	49,502.24	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	206.00	0.00	-100.0%
Stores		9712	49,296.24	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	49,502.24	New
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	0.00	49,502.24
Total, Restricted Balance		0.00	49,502.24

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	101.92	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(101.92)	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(101.92)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	101.92	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			101.92	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			101.92	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue					
		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	101.92	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			101.92	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
		7651	0.00	0.00	0.0%
All Other Financing Uses					
		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues					
		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues					
		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(101.92)	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	101.92	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(101.92)	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(101.92)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited			101.92	0.00	-100.0%
b) Audit Adjustments			0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			101.92	0.00	-100.0%
d) Other Restatements			0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			101.92	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash			0.00	0.00	0.0%
Stores			0.00	0.00	0.0%
Prepaid Expenditures			0.00	0.00	0.0%
All Others			0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements			0.00	0.00	0.0%
Other Commitments (by Resource/Object)			0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)			0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties			0.00	0.00	0.0%
Unassigned/Unappropriated Amount			0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2014-15 Unaudited Actuals</u>	<u>2015-16 Budget</u>
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	122,487.61	105,000.00	-14.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			122,487.61	105,000.00	-14.3%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			122,487.61	105,000.00	-14.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	122,487.61	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	122,487.61	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	122,487.61	New
2) Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance			122,487.61	227,487.61	85.7%
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	122,487.61	227,487.61	85.7%
Reserve for iPad Replacement Costs	0000	9780	122,487.61		
Reserve for iPad Replacement Costs	0000	9780		227,487.61	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	122,487.61		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			122,487.61		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			122,487.61		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	122,487.61	105,000.00	-14.3%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			122,487.61	105,000.00	-14.3%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			122,487.61	105,000.00	-14.3%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	122,487.61	105,000.00	-14.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			122,487.61	105,000.00	-14.3%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			122,487.61	105,000.00	-14.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	122,487.61	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	122,487.61	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	122,487.61	New
2) Ending Balance, June 30 (E + F1e)			122,487.61	227,487.61	85.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	122,487.61	227,487.61	85.7%
Reserve for iPad Replacement Costs	0000	9780	122,487.61		
Reserve for iPad Replacement Costs	0000	9780		227,487.61	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	109,729.50	60,000.00	-45.3%
5) TOTAL, REVENUES			109,729.50	60,000.00	-45.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	439,836.60	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	1,383,213.74	1,520,836.00	9.9%
6) Capital Outlay		6000-6999	17,676,129.24	29,955,998.00	69.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,499,179.58	31,476,834.00	61.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(19,389,450.08)	(31,416,834.00)	62.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	15,578,000.00	9,416,834.00	-39.6%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			15,578,000.00	9,416,834.00	-39.6%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,811,450.08)	(22,000,000.00)	477.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,338,597.80	28,527,147.72	-11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,338,597.80	28,527,147.72	-11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,338,597.80	28,527,147.72	-11.8%
2) Ending Balance, June 30 (E + F1e)			28,527,147.72	6,527,147.72	-77.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	21,294.36	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			28,505,853.36	6,527,147.72	-77.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	28,550,111.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	29,579.84		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	21,294.36		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			28,600,985.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	73,837.54		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			73,837.54		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			28,527,147.72		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	109,729.50	60,000.00	-45.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			109,729.50	60,000.00	-45.3%
TOTAL, REVENUES			109,729.50	60,000.00	-45.3%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	339,361.04	0.00	-100.0%
Noncapitalized Equipment		4400	100,475.56	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			439,836.60	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	18,000.00	0.00	-100.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	1,365,213.74	1,520,836.00	11.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,383,213.74	1,520,836.00	9.9%
CAPITAL OUTLAY					
Land		6100	11,623.31	1,877,368.00	16051.8%
Land Improvements		6170	40,259.76	49,875.00	23.9%
Buildings and Improvements of Buildings		6200	17,563,702.46	27,342,798.00	55.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	60,543.71	685,957.00	1033.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			17,676,129.24	29,955,998.00	69.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			19,499,179.58	31,476,834.00	61.4%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	15,578,000.00	9,416,834.00	-39.6%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			15,578,000.00	9,416,834.00	-39.6%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			15,578,000.00	9,416,834.00	-39.6%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	109,729.50	60,000.00	-45.3%
5) TOTAL REVENUES			109,729.50	60,000.00	-45.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		19,499,179.58	31,476,834.00	61.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			19,499,179.58	31,476,834.00	61.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(19,389,450.08)	(31,416,834.00)	62.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	15,578,000.00	9,416,834.00	-39.6%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			15,578,000.00	9,416,834.00	-39.6%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,811,450.08)	(22,000,000.00)	477.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,338,597.80	28,527,147.72	-11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,338,597.80	28,527,147.72	-11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,338,597.80	28,527,147.72	-11.8%
2) Ending Balance, June 30 (E + F1e)			28,527,147.72	6,527,147.72	-77.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	21,294.36	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			28,505,853.36	6,527,147.72	-77.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
9010	Other Restricted Local	28,505,853.36	6,527,147.72
Total, Restricted Balance		<u>28,505,853.36</u>	<u>6,527,147.72</u>

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	638,058.10	8,000.00	-98.7%
5) TOTAL, REVENUES			638,058.10	8,000.00	-98.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	2,039,717.94	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	139,800.63	382,000.00	173.2%
6) Capital Outlay		6000-6999	13,437.97	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	471,289.13	468,168.00	-0.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,664,245.67	850,168.00	-68.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,026,187.57)	(842,168.00)	-58.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,026,187.57)	(842,168.00)	-58.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,984,340.60	5,958,153.03	-25.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,984,340.60	5,958,153.03	-25.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,984,340.60	5,958,153.03	-25.4%
2) Ending Balance, June 30 (E + F1e)			5,958,153.03	5,115,985.03	-14.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			5,958,153.03	5,115,985.03	-14.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,993,972.53		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	37,245.44		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,031,217.97		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,614.40		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	71,450.54		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			73,064.94		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			5,958,153.03		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	220,129.86	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	20,859.58	8,000.00	-61.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	388,967.61	0.00	-100.0%
Other Local Revenue All Other Local Revenue		8699	8,101.05	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			638,058.10	8,000.00	-98.7%
TOTAL, REVENUES			638,058.10	8,000.00	-98.7%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,994,457.77	0.00	-100.0%
Noncapitalized Equipment		4400	45,260.17	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			2,039,717.94	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	114,443.50	132,000.00	15.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	17,328.30	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	8,028.83	250,000.00	3013.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			139,800.63	382,000.00	173.2%
CAPITAL OUTLAY					
Land		6100	4,000.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	9,437.97	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			13,437.97	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	212,389.13	199,868.00	-5.9%
Other Debt Service - Principal		7439	258,900.00	268,300.00	3.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			471,289.13	468,168.00	-0.7%
TOTAL EXPENDITURES			2,664,245.67	850,168.00	-68.1%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	638,058.10	8,000.00	-98.7%
5) TOTAL, REVENUES			638,058.10	8,000.00	-98.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		25,144.63	0.00	-100.0%
8) Plant Services	8000-8999		2,167,811.91	382,000.00	-82.4%
9) Other Outgo	9000-9999	Except 7600-7699	471,289.13	468,168.00	-0.7%
10) TOTAL, EXPENDITURES			2,664,245.67	850,168.00	-68.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,026,187.57)	(842,168.00)	-58.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,026,187.57)	(842,168.00)	-58.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,984,340.60	5,958,153.03	-25.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,984,340.60	5,958,153.03	-25.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,984,340.60	5,958,153.03	-25.4%
2) Ending Balance, June 30 (E + F1e)			5,958,153.03	5,115,985.03	-14.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			5,958,153.03	5,115,985.03	-14.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
9010	Other Restricted Local	5,958,153.03	5,115,985.03
Total, Restricted Balance		<u>5,958,153.03</u>	<u>5,115,985.03</u>

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,143.31	24,000.00	-17.6%
5) TOTAL, REVENUES			29,143.31	24,000.00	-17.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			29,143.31	24,000.00	-17.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,143.31	24,000.00	-17.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,117,886.17	9,147,029.48	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,117,886.17	9,147,029.48	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,117,886.17	9,147,029.48	0.3%
2) Ending Balance, June 30 (E + F1e)			9,147,029.48	9,171,029.48	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,147,029.48	9,171,029.48	0.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	9,138,594.45		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	8,435.03		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL ASSETS			9,147,029.48		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			9,147,029.48		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	29,143.31	24,000.00	-17.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			29,143.31	24,000.00	-17.6%
TOTAL, REVENUES			29,143.31	24,000.00	-17.6%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,143.31	24,000.00	-17.6%
5) TOTAL, REVENUES			29,143.31	24,000.00	-17.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			29,143.31	24,000.00	-17.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,143.31	24,000.00	-17.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,117,886.17	9,147,029.48	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,117,886.17	9,147,029.48	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,117,886.17	9,147,029.48	0.3%
2) Ending Balance, June 30 (E + F1e)			9,147,029.48	9,171,029.48	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			9,147,029.48	9,171,029.48	0.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
7710	State School Facilities Projects	9,147,029.48	9,171,029.48
Total, Restricted Balance		<u>9,147,029.48</u>	<u>9,171,029.48</u>

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	103,692.20	103,831.00	0.1%
4) Other Local Revenue		8600-8799	12,280,353.07	11,444,105.00	-6.8%
5) TOTAL, REVENUES			12,384,045.27	11,547,936.00	-6.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	11,805,733.48	12,159,532.00	3.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			11,805,733.48	12,159,532.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			578,311.79	(611,596.00)	-205.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	510,619.34	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			510,619.34	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,088,931.13	(611,596.00)	-156.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	10,542,142.05	11,631,073.18	10.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			10,542,142.05	11,631,073.18	10.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			10,542,142.05	11,631,073.18	10.3%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	11,631,073.18	11,019,477.18	-5.3%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,621,449.70		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	9,623.48		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			11,631,073.18		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			11,631,073.18		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	100,015.22	103,831.00	3.8%
Other Subventions/In-Lieu Taxes		8572	3,676.98	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			103,692.20	103,831.00	0.1%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	11,501,456.19	10,818,215.00	-5.9%
Unsecured Roll		8612	583,701.26	605,890.00	3.8%
Prior Years' Taxes		8613	20,621.32	0.00	-100.0%
Supplemental Taxes		8614	148,694.39	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	25,879.91	20,000.00	-22.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,280,353.07	11,444,105.00	-6.8%
TOTAL, REVENUES			12,384,045.27	11,547,936.00	-6.8%

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	5,739,019.20	4,650,362.00	-19.0%
Bond Interest and Other Service Charges		7434	6,066,714.28	7,509,170.00	23.8%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			11,805,733.48	12,159,532.00	3.0%
TOTAL, EXPENDITURES			11,805,733.48	12,159,532.00	3.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	510,619.34	0.00	-100.0%
(c) TOTAL, SOURCES			510,619.34	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues					
		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues					
		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			510,619.34	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	103,692.20	103,831.00	0.1%
4) Other Local Revenue		8600-8799	12,280,353.07	11,444,105.00	-6.8%
5) TOTAL, REVENUES			12,384,045.27	11,547,936.00	-6.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	11,805,733.48	12,159,532.00	3.0%
10) TOTAL, EXPENDITURES			11,805,733.48	12,159,532.00	3.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			578,311.79	(611,596.00)	-205.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	510,619.34	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			510,619.34	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,088,931.13	(611,596.00)	-156.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,542,142.05	11,631,073.18	10.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,542,142.05	11,631,073.18	10.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,542,142.05	11,631,073.18	10.3%
2) Ending Balance, June 30 (E + F1e)			11,631,073.18	11,019,477.18	-5.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			11,631,073.18	11,019,477.18	-5.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
9010	Other Restricted Local	11,631,073.18	11,019,477.18
Total, Restricted Balance		11,631,073.18	11,019,477.18

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,674,610.71	3,723,457.00	1.3%
5) TOTAL, REVENUES			3,674,610.71	3,723,457.00	1.3%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	3,698,309.17	6,804,074.00	84.0%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,698,309.17	6,804,074.00	84.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(23,698.46)	(3,080,617.00)	12899.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	513.29	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			513.29	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(23,185.17)	(3,080,617.00)	13187.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,335,237.55	7,312,052.38	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,335,237.55	7,312,052.38	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,335,237.55	7,312,052.38	-0.3%
2) Ending Net Position, June 30 (E + F1e)			7,312,052.38	4,231,435.38	-42.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	7,312,052.38	4,231,435.38	-42.1%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,648,118.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	3,883.87		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	3,660,050.37		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			7,312,052.38		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Net OPEB Obligation		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 + H2) - (I7 + J2)			7,312,052.38		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	15,073.63	15,000.00	-0.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	3,226,593.37	3,275,000.00	1.5%
Other Local Revenue					
All Other Local Revenue		8699	432,943.71	433,457.00	0.1%
TOTAL, OTHER LOCAL REVENUE			3,674,610.71	3,723,457.00	1.3%
TOTAL, REVENUES			3,674,610.71	3,723,457.00	1.3%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services					
		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,698,309.17	6,804,074.00	84.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,698,309.17	6,804,074.00	84.0%
TOTAL, EXPENSES			3,698,309.17	6,804,074.00	84.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	513.29	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			513.29	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues					
		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues					
		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			513.29	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,674,610.71	3,723,457.00	1.3%
5) TOTAL, REVENUES			3,674,610.71	3,723,457.00	1.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		3,698,309.17	6,804,074.00	84.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			3,698,309.17	6,804,074.00	84.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(23,698.46)	(3,080,617.00)	12899.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	513.29	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			513.29	0.00	-100.0%

Description	Function Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(23,185.17)	(3,080,617.00)	13187.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,335,237.55	7,312,052.38	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,335,237.55	7,312,052.38	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,335,237.55	7,312,052.38	-0.3%
2) Ending Net Position, June 30 (E + F1e)			7,312,052.38	4,231,435.38	-42.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	7,312,052.38	4,231,435.38	-42.1%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
9010	Other Restricted Local	7,312,052.38	4,231,435.38
Total, Restricted Net Position		<u>7,312,052.38</u>	<u>4,231,435.38</u>

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	156,103,356.00	1,698,246.00	157,801,602.00	0.00	11,638,513.00	146,163,089.00	4,470,362.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	4,600,800.00		4,600,800.00		258,900.00	4,341,900.00	268,300.00
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	4,658,868.00		4,658,868.00		201,838.00	4,457,030.00	225,195.00
Net Pension Liability			0.00			0.00	
Net OPEB Obligation	11,857,947.00	2,694,044.00	14,551,991.00			14,551,991.00	
Compensated Absences Payable	1,151,199.00		1,151,199.00	148,963.00		1,300,162.00	
Governmental activities long-term liabilities	178,372,170.00	4,392,290.00	182,764,460.00	148,963.00	12,099,251.00	170,814,172.00	4,963,857.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Net OPEB Obligation			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	2014-15 Calculations			2015-16 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA (2013-14 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2013-14 Actual			2014-15 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	85,194,715.63		85,194,715.63			85,372,762.36
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	16,391.92		16,391.92			16,464.23
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2013-14			Adjustments to 2014-15		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2014-15 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2014-15 P2 Report			2015-16 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	16,464.23		16,464.23	16,464.23		16,464.23
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			16,464.23			16,464.23
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2014-15 Actual			2015-16 Budget		
1. Homeowners' Exemption (Object 8021)	170,482.15		170,482.15	161,778.00		161,778.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	6,966.92		6,966.92	6,967.00		6,967.00
4. Secured Roll Taxes (Object 8041)	19,106,381.33		19,106,381.33	18,586,185.00		18,586,185.00
5. Unsecured Roll Taxes (Object 8042)	459,083.31		459,083.31	459,083.00		459,083.00
6. Prior Years' Taxes (Object 8043)	59,301.68		59,301.68	59,302.00		59,302.00
7. Supplemental Taxes (Object 8044)	849,108.52		849,108.52	412,283.00		412,283.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(2,451,177.10)		(2,451,177.10)	(2,067,239.00)		(2,067,239.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	1,266,201.29		1,266,201.29	1,212,079.00		1,212,079.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	0.00		0.00	0.00		0.00
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	19,466,348.10	0.00	19,466,348.10	18,830,438.00	0.00	18,830,438.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	19,466,348.10	0.00	19,466,348.10	18,830,438.00	0.00	18,830,438.00

	2014-15 Calculations			2015-16 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			1,491,759.00			1,624,280.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			1,491,759.00			1,624,280.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	106,917,557.00		106,917,557.00	130,048,962.00		130,048,962.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	927,476.00		927,476.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	107,845,033.00	0.00	107,845,033.00	130,048,962.00	0.00	130,048,962.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	165,166,464.57		165,166,464.57	181,567,569.00		181,567,569.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	79,830.10		79,830.10	45,000.00		45,000.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT			2014-15 Actual			2015-16 Budget
1. Revised Prior Year Program Limit (Lines A1 plus A6)			85,194,715.63			85,372,762.36
2. Inflation Adjustment			0.9977			1.0382
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0044			1.0000
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			85,372,762.36			88,634,001.88
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			19,466,348.10			18,830,438.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			1,975,707.60			1,975,707.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			67,398,173.26			71,427,843.88
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			67,398,173.26			71,427,843.88
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			42,004.63			22,375.30
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			19,508,352.73			18,852,813.30
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			67,356,168.63			71,405,468.58
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			19,508,352.73			
b. State Subventions (Line D8)			67,356,168.63			
c. Less: Excluded Appropriations (Line C23)			1,491,759.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			85,372,762.36			

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) 4,945,722.27
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 124,475,355.99

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.97%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	4,826,893.41
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,367,603.12
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	93,475.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	526,482.31
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	6,814,453.84
9. Carry-Forward Adjustment (Part IV, Line F)	(459,491.94)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	6,354,961.90

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	108,150,589.59
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	18,643,704.18
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	8,565,484.05
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	898,833.62
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,191,112.08
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	127,210.59
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	462,373.50
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	12,735,036.87
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,039,577.30
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	9,102,097.17
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	160,916,018.95

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment
(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B18) 4.23%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2016-17 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B18) 3.95%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>6,814,453.84</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>(386,740.17)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.28%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.28%) times Part III, Line B18) or (the highest rate used to recover costs from any program (4.28%) times Part III, Line B18); zero if positive	<u>(459,491.94)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(459,491.94)</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>3.95%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-229,745.97) is applied to the current year calculation and the remainder (\$-229,745.97) is deferred to one or more future years:	<u>4.09%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-153,163.98) is applied to the current year calculation and the remainder (\$-306,327.96) is deferred to one or more future years:	<u>4.14%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(459,491.94)</u>

Approved indirect cost rate: 4.28%
Highest rate used in any program: 4.28%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	3,030,551.90	129,707.62	4.28%
01	3060	17,728.05	(5,859.65)	-33.05%
01	3061	29,627.83	(4,045.68)	-13.65%
01	3310	2,512,433.31	107,532.15	4.28%
01	3311	11,190.69	217.62	1.94%
01	3312	107,249.92	4,590.00	4.28%
01	3315	131,593.16	5,632.19	4.28%
01	3320	250,226.84	10,709.71	4.28%
01	3332	5,665.89	242.00	4.27%
01	4035	764,263.47	32,710.48	4.28%
01	4201	36,381.12	1,557.11	4.28%
01	4203	808,927.18	16,178.54	2.00%
01	5630	21,167.04	905.95	4.28%
01	5640	712,386.51	30,490.14	4.28%
01	5810	4,066,092.09	174,028.74	4.28%
01	6010	450,950.18	19,300.65	4.28%
01	6230	74,965.05	3,208.50	4.28%
01	6510	217,021.89	9,288.54	4.28%
01	6515	7,312.43	312.97	4.28%
01	7400	2,200,479.66	81,666.00	3.71%
01	7405	2,499,221.70	106,966.69	4.28%
01	8150	4,110,743.19	175,939.81	4.28%
01	9010	1,723,041.23	34,458.63	2.00%
12	6105	1,027,751.30	43,987.76	4.28%
13	5310	8,657,488.49	369,464.14	4.27%
13	5370	444,608.68	19,025.93	4.28%

Section I - Expenditures	Funds 01, 09, and 62			2014-15 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	166,934,562.04
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	13,196,054.65
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,425,973.96
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	1,391,082.71
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	339,179.78
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	574,168.20
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	123,841.18
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	123,962.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,978,207.83
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	359,938.72
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				150,120,238.28

		2014-15 Annual ADA/ Exps. Per ADA
Section II - Expenditures Per ADA		
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		16,458.42
B. Expenditures per ADA (Line I.E divided by Line II.A)		9,121.18
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	125,649,110.11	7,666.60
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	125,649,110.11	7,666.60
B. Required effort (Line A.2 times 90%)	113,084,199.10	6,899.94
C. Current year expenditures (Line I.E and Line II.B)	150,120,238.28	9,121.18
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2016-17 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Goal	Program/Activity	Direct Costs				Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3				
Instructional Goals								
0001	Pre-Kindergarten	16,314.98	0.00	16,314.98	801.86		17,116.84	
1110	Regular Education, K-12	85,490,822.71	28,752,786.09	114,243,608.80	5,614,900.47		119,858,509.27	
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00	
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00	
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00	
3400	Opportunity Schools	235,396.77	145,899.71	381,296.48	18,740.14		400,036.62	
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00	
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00	
3800	Vocational Education	0.00	0.00	0.00	0.00		0.00	
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00	
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00	
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00	
4630	Adult Vocational Education	0.00	0.00	0.00	0.00		0.00	
4760	Bilingual	13,833,060.11	2,824,130.31	16,657,190.42	818,675.70		17,475,866.12	
4850	Migrant Education	106,023.06	0.00	106,023.06	5,210.87		111,233.93	
5000-5999	Special Education	19,010,605.13	2,546,563.13	21,557,168.26	1,059,502.19		22,616,670.45	
6000	Regional Occupational Ctr/Prg (ROCC/P)	0.00	0.00	0.00	0.00		0.00	
Other Goals								
7110	Nonagency - Educational	123,841.18	0.00	123,841.18	6,086.61		129,927.79	
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00	
8100	Community Services	1,425,973.96	112,622.04	1,538,596.00	75,619.66		1,614,215.66	
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00	
Other Costs								
----	Food Services					926.23	926.23	
----	Enterprise					0.00	0.00	
----	Facilities Acquisition & Construction					837,107.73	837,107.73	
----	Other Outgo					3,068,494.74	3,068,494.74	
Other Funds								
----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		703,891.36	703,891.36	533,043.15		1,236,934.51	
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(432,477.83)		(432,477.83)	
----	Total General Fund and Charter Schools Funds Expenditures	120,242,037.90	35,085,892.64	155,327,930.54	7,700,102.82	3,906,528.70	166,934,562.06	

Unaudited Actuals
2014-15
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction	Instructional Supervision and Administration	Library, Media, Technology and Other Instructional Resources	School Administration	Pupil Support Services	Pupil Transportation	Ancillary Services	Community Services	General Administration	Plant Maintenance and Operations	Facilities Rents and Leases	Total
Instructional Goals		(Functions 1000-1999)	(Functions 2100-2200)	(Functions 2420-2495)	(Function 2700)	(Functions 3110-3160 and 3900)	(Function 3600)	(Functions 4000-4999)	(Functions 5000-5999)	(Functions 7000-7999, except 7210)*	(Functions 8100-8400)	(Function 8700)	
0001	Pre-Kindergarten	88.08	14,131.54	899.28	1,196.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,314.98
1110	Regular Education, K-12	81,958,827.33	152,027.38	1,978,562.33	126,043.57	1,275,362.10	0.00	0.00	0.00	0.00	0.00	0.00	85,490,822.71
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3400	Opportunity Schools	235,396.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	235,396.77
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3800	Vocational Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4630	Adult Vocational Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4760	Bilingual	12,823,761.13	825,216.76	88,159.21	13,285.14	66,213.47	0.00	0.00	0.00	0.00	16,424.40	0.00	13,833,060.11
4850	Migrant Education	30,809.80	11.54	0.00	0.00	75,201.72	0.00	0.00	0.00	0.00	0.00	0.00	106,023.06
5000-5999	Special Education	15,527,858.63	1,158,058.53	1,335.58	6,948.29	1,032,344.62	1,284,059.48	0.00	0.00	0.00	0.00	0.00	19,010,605.13
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	24,171.74	99,669.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	123,841.18
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,425,973.96	0.00	0.00	0.00	1,425,973.96
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		110,600,913.48	2,249,115.19	2,068,956.40	147,473.08	2,449,121.91	1,284,059.48	0.00	1,425,973.96	0.00	16,424.40	0.00	120,242,037.90

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)				Total
		Full-Time Equivalents	Classroom Units	Pupils Transported		
Instructional Goals						
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	16,390,542.96	10,459,285.76	1,902,957.37	28,752,786.09	
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00
3400	Opportunity Schools	87,029.43	58,870.28	0.00	145,899.71	
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00
3800	Vocational Education	0.00	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00
4630	Adult Vocational Education	0.00	0.00	0.00	0.00	0.00
4760	Bilingual	1,450,490.53	1,373,639.78	0.00	2,824,130.31	
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	1,334,451.29	883,054.15	329,057.69	2,546,563.13	
6000	ROC/P	0.00	0.00	0.00	0.00	0.00
Other Goals						
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00
8100	Community Services	14,504.91	98,117.13	0.00	112,622.04	
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00	0.00
Other Funds						
--	Adult Education (Fund 11)		0.00			0.00
--	Child Development (Fund 12)	174,058.87	137,363.98	0.00	311,422.85	
--	Cafeteria (Funds 13 and 61)		392,468.51		392,468.51	
Total Allocated Support Costs		19,451,077.99	13,402,799.59	2,232,015.06	35,085,892.64	

A. Central Administration Costs in General Fund and Charter Schools Funds		
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	1,191,112.08
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	93,475.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	5,018,016.96
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	1,829,976.62
5	Total Central Administration Costs in General Fund and Charter Schools Funds	8,132,580.66
B. Direct Charged and Allocated Costs in General Fund and Charter Schools Funds		
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	120,242,037.90
2	Total Allocated Costs (from Form PCR, Column 2, Total)	35,085,892.64
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	155,327,930.54
C. Direct Charged Costs in Other Funds		
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	1,039,577.30
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	9,102,097.17
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	10,141,674.47
D. Total Direct Charged and Allocated Costs (B3 + C5)		165,469,605.01
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)		4.91%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	926.23				926.23
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			837,107.73		837,107.73
Other Outgo (Objects 1000-7999)				3,068,494.74	3,068,494.74
Total Other Costs	926.23	0.00	837,107.73	3,068,494.74	3,906,528.70

	Teacher Full-Time Equivalents			Classroom Units			Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)							
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals Description							
0001 Pre-Kindergarten							
1110 Regular Education, K-12	2,299,238.17	307,128.79	11,648,779.97	5,195,931.04	13,402,799.58	0.00	2,232,015.06
3100 Alternative Schools	565.00	565.00	565.00	565.00	533.00	533.00	1,706.00
3200 Continuation Schools							
3300 Independent Study Centers							
3400 Opportunity Schools	3.00	3.00	3.00	3.00	3.00	3.00	
3550 Community Day Schools							
3700 Specialized Secondary Programs							
3800 Vocational Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Vocational Education							
4760 Bilingual	50.00	50.00	50.00	50.00	70.00	70.00	
4850 Migrant Education							
5000-5999 Special Education (allocated to 5001)	46.00	46.00	46.00	46.00	45.00	45.00	295.00
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services	0.50	0.50	0.50	0.50	5.00	5.00	
8500 Child Care and Development Services							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)	6.00	6.00	6.00	6.00	7.00	7.00	
-- Cafeteria (Funds 13 & 61)					20.00	20.00	
C. Total Allocation Factors	670.50	670.50	670.50	670.50	683.00	683.00	2,001.00

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Unaudited Actuals
2014-15 Unaudited Actuals
Technical Review Checks

Oxnard Elementary

Ventura County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHK-RESOURCExOBJECTB - (O) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: EXCEPTION

ACCOUNT	RESOURCE	OBJECT	VALUE
FD - RS - PY - GO - FN - OB			
01-3312-0-0000-0000-9791	3312	9791	111,839.92
Explanation: Significant Disproportionate, Resource 3312 & 3332 do not allow for appropriate accounting entries to close the balances out			
01-3332-0-0000-0000-9791	3332	9791	5,907.89

GENERAL LEDGER CHECKS

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
01	3315	5800	-166.81
Explanation: Prior Year Adjustment - Prior Year liability cleared			

EXP-POSITIVE - (W) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) EXCEPTION

FUND	RESOURCE	FUNCTION	VALUE
01	3060	7200-7600	-5,859.65
Explanation: Prior Year Adjustment - Resources closing for District - Refund prior year over charged indirect.			
01	3061	7200-7600	-4,045.68
Explanation: Prior Year Adjustment - Resource closing for District - refund PY overcharged indirect			

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2015ALL Financial Reporting Software - 2015.2.0
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56-72538-0000000

Unaudited Actuals
2015-16 Budget
Technical Review Checks

Oxnard Elementary

Ventura County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

BOARD AGENDA ITEM

Name of Contributor: **Robin I. Freeman**

Date of Meeting: **9/16/15**

STUDY SESSION _____
CLOSED SESSION _____
SECTION A: PRELIMINARY _____
SECTION B: HEARINGS _____
SECTION C: CONSENT _____
SECTION D: ACTION X
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Title: The Local Education Agency Plan (LEA Plan) *(Freeman)*

All California districts are required to develop, approve, and support a Local Education Agency Plan (LEA Plan) describing how California’s five major goals will be supported, implemented and funded from No Child Left Behind (NCLB). All districts are working to: improve student achievement in reading and mathematics; the number of students attaining English proficiency; instructional service delivery by highly qualified teachers; provision of safe, drug free learning environments; and improved graduation rates.

A needs assessment of the District and identified areas for improvement in the LEA Plan was conducted by Educational Services. The Plan was revised to reflect the needed changes to support student achievement.

The LEA Plan has been shared with the Parent Advisory Committee at the District level and with DELAC. The school site’s Single Plans for Student Achievement are linked to the goals and actions stated in the LEA Plan.

The California State Board of Education identified Oxnard School District for program improvement in Title I and Title III. The LEA Plan will be used as a single, coordinated, and comprehensive plan that describes the educational services, guides the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements.

FISCAL IMPACT:

All actions in the plan that require funding are noted with the budget category that will be charged.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees approve the Local Education Agency Plan for 2015-2018.

ADDITIONAL MATERIAL:

Attached: Power Point
LEA Plan 2015-2018



Local Education Agency Plan 2015 - 2018



Oxnard School District



Background

The No Child Left Behind Act of 2001 required each state to adopt five Performance Goals.




- 
- 
- ➔ **The State Board of Education (SBE) adopted these goals in May 2002 and form the basis for the state's improvement efforts.**




The Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement and Categorical Program Monitoring

- **These are the processes required by California for state and federal programs and funding.**




The LEA Plan is a single, coordinated and comprehensive plan that describes the education services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources and reporting requirements.





LEA Plan Development

- **Measure the effectiveness of current improvement strategies**
 - **Seek input from staff, advisory committees and community members**
 - **Develop or revise performance goals**
 - **Determine expenditures**
 - **Local governing board approval**
 - **Monitor implementation**
- 



Federal and State Programs

- Title I, Part A
- Title II, Part A – Improving Teacher Quality
- Title III, Limited English Proficient
- Title III, Immigrants
- McKinney-Vento Homeless Education
- IDEA, Special Education
- Other, ASES
- Child Development Programs



Details of LEAP Needs Assessment

- **2012-13 was the last year that state achievement data was provided.**
- **The District did not make Adequate Yearly Progress (AYP) in English Language Arts (ELA) or Mathematics.**
- **While some subgroups and schools were continuing to make progress, student achievement needs to be accelerated and the gap between groups of learners needs to be closed.**



Details of LEAP Needs Assessment

- In 2015, site based and local benchmark assessments were used to determine the academic needs of students at each site.
- The annual evaluation of the SPSAs provided data for actions and expenditures.
- Parents provided input through surveys conducted by the LCAP Committee and the EL Master Plan Advisory Committee.
- A review was offered to focus groups, the DELAC and the Superintendent's Parent Advisory Committee.



Local Measures of Student Performance

- STAR 360 Early Literacy Grades K-2
- STAR 360 Reading Grades 3-8
- STAR 360 Mathematics Grades K-8
- Common Core ELA Units Assessments
- Interim Formative Assessments (OARS)
- McGraw Hill My Math Benchmark Assessments and Chapter Tests Grades K-5
- Pearson CMP3 Unit Tests



Performance Goal 1

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-18.

Specific Actions are outlined in the LEAP to improve education practices in the following areas:

- Alignment of instruction to content standards
- Use of standards-aligned instructional materials and strategies: implement and monitor daily use of these core materials and interventions for all students
- Extend learning time
- Increased access to technology
- Staff development and professional collaboration aligned with standards-based instructional materials



Performance Goal 1

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-18.

- ▶ Involvement of staff, parents and community (including notification procedures, parent outreach and interpretation of student assessment results to parents)
- ▶ Auxiliary services for students and parents (including transition from preschool, elementary and middle school)
- ▶ Monitoring program effectiveness
- ▶ Targeting services and programs to lowest performing student groups with a focus on the following subgroups: ELs, SWD, Hispanic, migrant, foster youth and low SES
- ▶ Any additional services tied to student academic needs with a focus on the following subgroups: ELs, SWD, Hispanic, migrant, homeless, foster youth and low SES



Performance Goal 1

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-18.

There are 82 ELA actions and 76 Mathematics actions identified in Performance Goal 1. Pgs. 39-70.





Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Align the ELA Standards with ELD Standards—As part of the Title III program to ensure effective instructional strategies are used**
- **Use standards-aligned instructional materials and strategies**
- **Extend learning time**
- **Increase access to technology**
- **Provide Staff development and professional collaboration aligned with standards-based instructional materials**



Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- **Involve staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)**
- **Offer Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)**
- **Monitor program effectiveness**
- **Target services and programs to lowest-performing student groups**
- **Any additional services tied to student academic needs**




Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

There are 58 additional actions identified in Performance Goal 2.

Pgs. 73-82






Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

All teachers in the Oxnard School District were determined to be highly qualified.


Twenty-nine actions were selected to enhance professional development.

Pgs. 84-91



Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Thirteen strengths were identified in this area. Nine areas of need were determined and will be implemented as part of the plan. Pg. 92





Single Plans for Student Achievement Local Control Accountability Plan

**These documents are aligned with
the Local Education Agency Plan.**



(CDE use only)
Application #

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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Oxnard School District

County/District Code: 56-72538

Dates of Plan Duration (should be up to three years): June 2015-June 2018

Date of Local Governing Board Approval: September 16, 2015

District Superintendent: Dr. Cesar Morales

Address: 1051 South A Street

City: Oxnard State: CA Zip: 93030

Phone: 805 487-3918 ext. 2032 Fax: 805 483 7426

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 63 – 71. Signatures are required on page 72.

LEA Plan

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved ***Single Plans for Student Achievement***.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
X	Other (describe): ASES		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers Estimated	Current Year District Entitlements Estimated	Current Year Direct Services to Students at School Sites (\$) Estimated	Current Year Direct Services to Students at School Sites (%) Estimated
Title I, Part A	\$49,888	\$4,109,547	\$3,616,900	87%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education	\$49,789		\$49,789	100%
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$81,214	\$794,622	\$764,181	87%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$155,075	\$849,401	\$980,810	98%
Title III, Immigrants	\$20,008	\$24,116	\$42,313	96%
Title IV, Part A, Safe and Drug-free Schools and Communities				

Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education		\$24,341	\$23,342	96%
IDEA, Special Education		\$2,665,648	\$1,707,688	64%
Magnet School Asst. Program	\$3,560,739	\$4,000,000	\$7,123,444	94%
TOTAL	\$3,866,825.00	\$8,358,128.00	\$10,691,567.00	

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	(\$22,509)	\$1,185,667	\$1,124,037	97%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$104,621		104,621	100%

High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
QEIA - Quality Education Investment Act	\$326,760	\$3,030,082	\$3,219,066	96%
After School Education & Safety		\$2,482,325	\$2,382,566	96%
TOTAL	\$408,872	\$6,698,074	\$6,830,290	

Part II

The Plan

Needs Assessments

Academic Achievement
Professional Development and Hiring
School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Schools in Program Improvement Year 3, Year 4, Year 5

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

District Mission Statement:

“Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that promotes self-discipline, motivation and excellence in learning.”

District Vision:

“Empowering All Children to Achieve Excellence”

Demographics:

The Oxnard School District (OSD) is located in the seaside community of Oxnard in Ventura County. The district is comprised of 20 schools, eleven (11) elementary schools grades K-5, ranging in size from 542 to 877; six (6) K-8 schools, ranging in size from 877 to 1214; and three (3) middle schools serving grades 6-7-8, ranging in size from 865 to 1,348. Oxnard School District serves approximately 16,986 students in transitional kindergarten through eighth grades for the 2014-2015 school year. Enrollment has increased from 13,683 students in 1995 to the current enrollment of over 16,900 students. All schools are on a traditional calendar. Agriculture is still a major contributor to the economic base of Oxnard. Because of this fact, currently the district has more than 450 students who are designated as migrant education students. Four (4) schools (three elementary and one middle school) receive additional funding through the Quality Education Investment Act (QEIA) program. The district also serves approximately 800 preschool children through state preschool programs, Head Start, Migrant Education, Neighborhood for Learning, and special education programs located on eleven (11) different school campuses.

The specific demographics reported by the CDE Data Quest website for 2013-2014 are:

African American	Asian	Filipino	Hispanic or Latino		White	GATE
1.4%	1%	1.7%	91.5%		3.5%	3.8%
English Learners	Reclassified EL	Migrant	Students With Disabilities	Free/Reduced Lunch	District Mobility *	Parent Education**
53.4%	9.2%	2.8%	7.7%	87%	96%	1.95

*District Mobility: The percent of students continuously enrolled from CBEDS to STAR testing.

**Parent Education: The average level of parent education where “2” is high school graduate and “3” is some college

Program Improvement Status

The District is currently in Program Improvement Year Three+ (Cohort 7) and was required in November 2008 to contract with a DAIT provider, New Directions for Academic Advancement, in order to implement Corrective Action 6, fully implement a new SBE-approved curriculum, and offer professional development. The district continued to work with New Directions in 2011-2014 to implement the DAIT provider recommendations and High Leverage Actions designed to increase student learning. The District is currently contracted with West Ed as its DAIT provider. Of the district's 20 schools, 20 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI
0	3	2	1	14	0

Needs Assessment

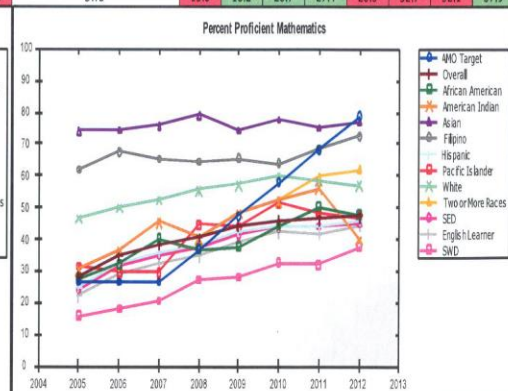
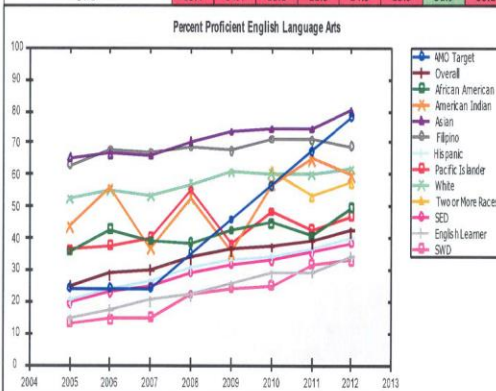
In 2011-2012 an analysis was conducted by the District and the DAIT provider in preparation for writing the previous Local Educational Agency (LEA) Plan. Student achievement data including STAR, CELDT, district benchmark data, and the 2011 AYP and API reports were reviewed. Information on the degree of implementation of the nine Essential Program Components identified in the Academic Program Survey for each school site was gathered, aggregated into summaries for elementary, middle, and high school prior to review. District staff analyzed the level of implementation of Corrective Action 6, the district instructional priorities and student achievement. Site principals were all individually interviewed to provide input into the level of implementation of the instructional programs through the APS. Parents provided input for the LEAP through meetings of District English Learner Advisory Council (DELAC), School Site Councils (SSCs), and site English Learner Advisory Councils (ELACs). This analysis and stakeholder input described above provided the following picture of the district and guided the writing and focus of the revised 2012 LEA Plan.

In 2012, although most subgroups made progress, OSD remained in Program Improvement Year 3 because it did not meet the AYP ELA proficiency target district wide and for the Filipino, Hispanic, White, Socio-Economically Disadvantaged (SED), and English Learners (EL) subgroups. In mathematics, the District did not meet the overall target, as well as for these subgroups: African Americans, Hispanic, White, Socio-Economically Disadvantaged (SED), English Learners and Students with Disabilities (SWD).

2003 - 2012 Accountability Progress Report

2003 - 2012 Academic Performance Index (API)																							
2003 - 2012 API Results		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth		2009 - 2010 API Growth		2010 - 2011 API Growth		2011 - 2012 API Growth			
	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point	2010 Growth API	2010 Growth Point	2011 Growth API	2011 Growth Point	2012 Growth API	2012 Growth Point			
Overall	621	27	634	13	652	16	674	22	684	11	701	13	711	10	715	8	722	7	733	12			
African American	640	45	668	36	686	17	715	29	715	4	708	-13	717	12	720	9	729	9	754	22			
American Indian																	791	12	805	14			
Asian	819	32	842	15	859	23	869	10	872	2	899	25	881	-13	886	5	882	-4	908	26			
Filipino	794	16	802	3	838	41	855	17	852	1	863	10	852	-9	864	12	865	1	874	13			
Hispanic	597	28	610	13	630	17	654	24	667	14	687	16	698	11	702	8	711	9	723	13			
Pacific Islander																	749	-63	788	39			
White	755	34	765	10	771	9	782	11	782	3	799	14	803	8	811	12	802	-9	802	-1			
Two or More Races																	814	-11	811	-7			
SED	591	29	604	13	624	17	647	23	662	16	681	15	691	10	697	10	707	10	717	11			
English Learner							625	22	640	17	652	8	669	16	680	14	682	2	703	22			
SWD							512	19	523	14	562	12	554	-15	564	19	589	25	612	23			

2005 - 2012 Adequate Yearly Progress (AYP)																							
Met All AYP Criteria?		2005	2006	2007	2008	2009	2010	2011	2012	Met Graduation Rate?		2005	2006	2007	2008	2009	2010	2011	2012				
Annual Measurable Objectives (AMOs)	Percent Proficient English Language Arts									Annual Measurable Objectives (AMOs)	Percent Proficient Mathematics												
		2005	2006	2007	2008	2009	2010	2011	2012		2005	2006	2007	2008	2009	2010	2011	2012					
AMO Target		24.4	24.4	24.4	35.2	46	56.8	67.6	78.4	AMO Target		26.5	26.5	26.5	37	47.5	58	68.5	79				
Overall	25.3	29	30.3	33.9	36.5	37.6	39.1	42.3	Overall	28.6	35	38.4	40.9	44.2	46.1	46.4	47.3						
African American	35.8	42.8	39.3	38.8	42.5	44.8	40.9	49.5	African American	27.6	32.1	40.3	37	37.9	44.4	50.4	47.9						
American Indian	44.1	56.1	37.1	53.1	35.5	57.1	65.2	60	American Indian	30.5	36.6	45.7	40.6	48.4	52.4	56.5	40						
Asian	65.7	66.9	66.3	70.7	73.8	74.5	74.6	80.3	Asian	74.4	74.7	75.9	79.3	74.5	78	75.4	77.2						
Filipino	63.1	67.9	67.1	68.8	67.6	71.2	71	69.1	Filipino	62	67.5	65.3	64.4	65.5	63.9	68.7	72.7						
Hispanic	20.4	24.3	26.5	30.6	33.3	34.5	36.5	40	Hispanic	25.3	32.1	35.8	38.7	42.5	44.3	44.6	45.9						
Pacific Islander	36.8	37.8	40.5	55.2	38.2	48.5	42.9	47.1	Pacific Islander	31.6	29.7	29.7	44.8	44.1	51.5	48.6	47.1						
White	52.6	55.4	53.6	57.2	61.1	60.5	60.2	61.9	White	46.8	50.2	52.8	55.8	57.4	60.2	58.5	57.1						
Two or More Races						61.4	53.3	57.4	Two or More Races						52.3	60	62.3						
SED	19.5	22.9	25.2	29.1	31.6	33.2	35.7	38.6	SED	24.4	31.5	35	37.7	41.6	43.9	44.2	45.1						
English Learner	14.6	17.5	20.5	22.1	25.7	29	29.3	34.5	English Learner	22.1	29	32.7	34.8	39.4	42.3	42	44.3						
SWD	13.4	14.4	15.1	22.3	24.3	25.3	31.9	33.2	SWD	15.8	18.2	20.7	27.4	28.3	32.7	32.1	37.9						



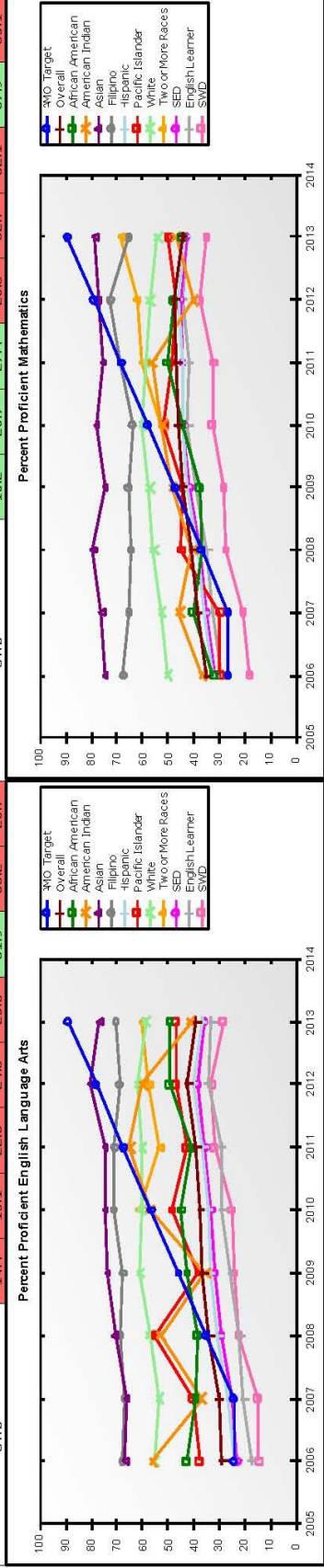
■ = Met target
 ■ = Did not meet target
 ■ = Not Applicable

2004 - 2013 Accountability Progress Report

2004 - 2013 API Results		2004 - 2013 Academic Performance Index (API)																		
Year	API Growth	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013	2013							
Year	API Growth	2004	2005	2006	2007	2008	2009	2010	2011	2012	2012	2013	2013							
Overall	634	13	652	16	674	22	684	11	701	13	711	10	715	8	722	7	733	12	727	-11
African American	668	36	686	17	715	29	715	4	708	-13	717	12	720	9	729	9	754	22	751	-6
American Indian	842	15	859	23	869	10	872	2	899	25	881	-13	886	5	882	-4	908	26	891	-19
Asian	802	3	838	41	855	17	852	1	863	10	852	-9	864	12	865	1	874	13	862	-14
Filipino	610	13	630	17	654	24	667	14	687	16	698	11	702	8	711	9	723	13	718	-11
Hispanic	765	10	771	9	782	11	782	3	799	14	803	8	811	12	802	-9	802	-1	794	-12
Pacific Islander	604	13	624	17	647	23	662	16	681	15	691	10	697	10	707	10	717	11	714	-8
Two or More Races	625	22	640	17	640	17	640	17	652	8	669	16	680	14	682	2	703	22	705	-3
English Learner	512	19	523	14	523	14	523	14	562	12	554	-15	564	19	589	25	612	23	606	-12
SWD																				

2006 - 2013 Adequate Yearly Progress (AYP)

Annual Measurable Objectives (AMOs)	Met Graduation Rate?												Annual Measurable Objectives (AMOs)											
	2006	2007	2008	2009	2010	2011	2012	2013	2006	2007	2008	2009	2010	2011	2012	2013								
Met All AYP Criteria?	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No								
AMOs	Percent Proficient English Language Arts												Percent Proficient Mathematics											
AMO Target	24.4	24.4	35.2	46	56.8	67.6	78.4	89.2	26.5	26.5	37	47.5	58	68.5	79	89.5								
Overall	29	30.3	33.9	36.5	37.6	39.1	42.3	39	35	38.4	40.9	44.2	46.1	46.4	47.3	44.6								
African American	42.8	39.3	38.8	42.5	44.8	40.9	49.5	49.3	32.1	40.3	37	37.9	44.4	50.4	47.9	44.7								
American Indian	56.1	37.1	53.1	35.5	57.1	65.2	60	41.2	36.6	45.7	40.6	48.4	52.4	56.5	40	47.1								
Asian	66.9	66.3	70.7	73.8	74.5	74.6	80.3	76.9	74.7	75.9	79.3	74.5	78	75.4	77.2	78.6								
Filipino	67.9	67.1	68.8	67.6	71.2	71	69.1	70.3	67.5	65.3	64.4	65.5	63.9	68.7	72.7	65.3								
Hispanic	24.3	26.5	30.6	33.3	34.5	36.5	40	36.7	32.1	35.8	38.7	42.5	44.3	44.6	45.9	43.2								
Pacific Islander	37.8	40.5	55.2	38.2	48.5	42.9	47.1	47.1	29.7	29.7	44.8	44.1	51.5	48.6	47.1	50								
White	55.4	53.6	57.2	61.1	60.5	60.2	61.9	58.8	50.2	52.8	55.8	57.4	60.2	58.5	57.1	54								
Two or More Races	61.4	53.3	57.4	60.3	61.4	53.3	57.4	60.3	31.5	35	37.7	41.6	43.9	44.2	45.1	43								
SED	22.9	25.2	29.1	31.6	33.2	35.7	38.6	35.8	29	32.7	34.8	39.4	42.3	42	44.3	42.5								
English Learner	17.5	20.5	22.1	25.7	29	29.3	34.5	33.1	18.2	20.7	27.4	28.3	32.7	32.1	37.9	35.1								
SWD	14.4	15.1	22.3	24.3	25.3	31.9	33.2	28.7																



Legend: = Met target, = Did not meet target, = Not Applicable

The Oxnard School District did not meet AYP rates in Language Arts or Mathematics for 2013. This is the first year in nine (9) years that the significant sub groups did not achieve steady growth and progress towards meeting the AYP criteria in both English Language Arts and Mathematics. Between 2012 and 2013, the English Learners subgroup decreased by 1.4% in Language Arts and 1.8% in mathematics. The Hispanic subgroup, the largest subgroup in Oxnard School District, decreased by 3.3% in Language Arts and decreased by 2.7% in Mathematics. The Filipino subgroup increased by 1.2% in Language Arts and the Asian subgroup increased by 1.4% in Mathematics. All participation rates for all subgroups were met. There was no state testing in 2013-2014. While the district and schools are making gains in ELA and Mathematics, the student achievement needs to be accelerated, and the gap between groups of learners needs to be closed.

For the new Local Education Agency (LEA) Plan, due to lack of State assessment data and the new implementation of the Common Core State Standards, each school implemented both site-based and local benchmark assessments to determine the academic needs of students at each site. In addition, each school completed the Annual Evaluation of its Single Plan for Student Achievement (SPSA) to determine actions and expenditures to support its goals. The Oxnard School District also contracted with the Ventura County Office of Education to provide, not only professional development on curriculum, but coaching support to address the needs of district and site personnel including principals. Parents continue to provide input to be incorporated into the LEAP through surveys conducted by the Local Control Accountability Plan Committee (LCAP) and the district wide English Learner Master Plan Advisory Committee. Input from Focus Groups and the Superintendent's Parent Advisory Council (PAC) is also included. An analysis from these various stakeholder groups guided the revision and writing of the 2015 LEA Plan.

District Progress on DAIT Recommendations

The following statements describe the progress made in implementing three of the priorities from the recommendations developed by the DAIT team for Oxnard School District and adopted by the district as the focus for their improvement reforms.

1. The first priority of the Oxnard School District (OSD) is the improvement of reading language arts and mathematics instruction for English Learners as validated by their increased learning and achievement. OSD has further strengthened its purposeful actions to improve the reading language arts and mathematics instruction for English Learners by:
 - Designating additional staff and fiscal resources to directly support these programs.
 - At the district level the Assistant Superintendent of Educational Services, Executive Director of English Learner Services, Directors of Curriculum, Instruction and Accountability, ELD Implementation Specialist and five EL Teachers on Special Assignment (TOSAs) are all responsible for the instructional program and progress monitoring of English Learners.

- Principals (17 elementary and 3 intermediate) and a full-time site TOSA are also designated to support teachers and monitor EL's progress.
- All teachers at OSD are receiving training by Ventura County Office of Education to assist with the implementation of the new California ELA/ELD Framework and Common Core State Standards.
- To assist teachers in better adapting instruction to give EL students access to the core curriculum, OSD provided professional development in the Sheltered Instruction Observation Protocol (SIOP) model. All teachers are participating in the initial three-day training and are receiving classroom support from site TOSAs, EL TOSAs, and site administrators.
- As a follow up to the initial 3-day SIOP training, all schools in OSD will have participated in a week-long SIOP lesson study by the end of the 2014-2015 school year
- To ensure continued progress for English Learners before and after Reclassification, OSD adopted a language monitoring tool- IDEA Proficiency Test (IPT)
- To better address the unique needs of newcomer students, OSD has restructured the Newcomer Academy which now includes third through fifth grade at McKinna Elementary School and sixth through eighth grade at RJ Frank Intermediate School.
- Key to the success of this year's programs for English Learners is the implementation and monitoring of consistent district EL guidelines for these programs.
- The process for monitoring is clearly established through the English Learner Review Team (ELRT) which is nested within the school site's Multi-Tier System of Supports (MTSS) and EL Catch-Up Plan for interventions.
- Paramount to the success of any school district is the engagement of parents in their child's educational process. OSD conducted a comprehensive parent survey to identify areas of strength and need which yielded over 3,000 responses for use in guiding and revising the EL Master Plan.
- To strengthen the Dual Language Program (DLI) and build teacher capacity, OSD will be conducting a summer DLI Institute
- OSD is in the process of conducting an extensive data review of longitudinal CELDT data
- An English Learner Master Plan Advisory Committee has been established to review and revise the current EL Master Plan. Composition of the committee includes parents, teachers, administrators, and support staff
- During the summer of 2015, targeted summer school programs focusing on English language development will be offered to Migrant, Newcomer, and Long-term English Learner students entering 6th, 7th and 8th grades
- In the absence of the California Standards Test, OSD revisited Reclassification criteria for English Learners to identify a tool that measures an English Learner's basic skills. (See section below regarding Reclassification)

Reclassification Procedures and Criteria

English Learners (ELs) whose English proficiency has been demonstrated through the state standardized test CELDT, basic reading skills test, classroom performance, and teacher recommendation, are eligible for reclassification usually beginning in the 2nd grade.

District Procedures:

A list of reclassification candidates is generated by English Learner Services after official CELDT scores are released. All students identified must have:

- a. Current CELDT overall scores indicating Early Advanced or Advanced.
- b. All subtests scores are Intermediate or higher.
- c. In the absence of CST scores, Basic or higher on site specific reading assessment(s).

Site Procedures:

1. Homeroom/ELA teacher reviews student data.
 - a) Basic or higher on site specific reading assessment(s)
 - b) Student Academic Performance
- 2nd-6th Grades:
 1. Successful classroom performance in academic areas.
 2. Grades reflect that student is approaching grade level standards in all areas on the most recent report card.
 3. Approaching or meeting grade level benchmarks.
- 7th-8th Grades:
 1. At or above grade level.
 2. Minimum of "C" grade in all academic areas on the most recent report card.
 3. Approaching or meeting grade level benchmarks in English literacy.
- c) Homeroom/ELA teacher reviews other considerations and concludes that any deficits in motivation or performance are not due to lack of EL proficiency.
2. Homeroom/ELA teacher marks whether student meets or does not meet criteria and signs the form on the space provided.

3. Principal marks recommendation of student for reclassification on **Student Reclassification Form (EL-17)**.
4. Parents whose child's teacher approve reclassification and meet all criteria are invited to discuss the child's possible reclassification using the **Parent Consultation Form (EL-17a or EL-17a-sp)**. At the meeting, parents are provided with the **Reclassification Notification (EL-17b or EL-17b-sp)**.
5. On **Student Reclassification Form EL-17**, "yes" or "no" is marked noting parents were provided with an opportunity to meet face to face regarding their child's reclassification.
6. If a student is denied reclassification, file a copy of **Form EL-17** in the student's EL Folder within the student cumulative folder.
7. Should the parent(s) NOT attend the meeting,
 - a) Write the date the invitation to the Parent Consultation Meeting was sent, also note dates and times of phone calls.
 - b) Attach a copy of the **Meeting Notification Letter** (this can be in the form of a flyer or letter)
 - c) Send parent notification letter and attach a copy of the **Reclassification Notification (EL-17b or EL-17b-sp)** to the **Student Reclassification Form (EL-17)**
8. Make copies for your records and send completed **Student Reclassification Form (EL-17)** to the school's assigned EL TOSA in the ELS Department.
9. The Executive Director of English Learner Services verifies each student's eligibility and turns in forms to EL Data Technician.
10. The student is coded as reclassified in Q by the EL Data Technician.
11. The EL Data Technician makes copies of **Student Reclassification Form (EL-17)** and returns originals to the school's assigned I.A. CELDT for filing in the student's EL Folder.

2. OSD continues this year to develop its comprehensive assessment and data system using the Online Assessment Reporting System (OARS) data collection system for easy access by teachers and administrators to create reports and analyze disaggregated data to monitor student achievement at state, district, and school levels. This system for summative and formative assessments is essential to the ability of the district and site staff to monitor student learning, determine who is not learning, and provide appropriate interventions. The following are new and continuing actions to build this comprehensive assessment and data system:

- Train staff to administer the STAR 360 assessment three times per year at grades K-8 and disaggregate data for use to inform instructional practices and design intervention opportunities.
 - Continue professional development that supports collaboration across designated school sites and grade levels with an emphasis on student achievement and its relationship to standards, effective assessment practices, research-based instructional strategies, and the effective implementation of standards-aligned materials.
 - Establish a district wide Pilot Committee and Selection Committee to pilot and recommend State adopted math materials for adoption and implementation. A professional development plan and training schedule will be developed for implementation in 2015-2016.
 - Provide all administrators training to implement leadership skills for using and monitoring the data analysis protocol by their grade/course level teams as they meet in Professional Learning Communities (PLCs).
 - Will establish a district PLC of principals and district administrators to analyze district, site, and grade level student data to identify areas of strength and weakness and needs for additional professional development.
3. The district has provided professional development for principals and site leadership teams in the foundational principles of RtI² including the culture of “All students can learn,” the effective use of assessment, data teams, research-based instruction and interventions, and cultural proficiency. Sites used surveys provided by DAIT to determine needed changes in their practices for implementing positive school culture, common formative assessments, efficient data teams, and effective instruction and intervention strategies. Teams were given guided development for their site RtI² with Tier I, Tier II, and Tier III interventions. This year, the district expanded development of these site systems of Response to Instruction and Intervention (RtI²) to better meet the instructional needs of all students in ELA and math, especially English Learners. OSD added these components to deepen their district-wide RtI²:
- Implemented new Single Plans for Student Achievement (SPSAs) aligned with OSD goals and with their RtI² systems to accelerate learning and close the achievement gaps for ELs and SWDs in ELA and math.
 - Provided ongoing monitoring of the revision and implementation of each site’s RtI² Plans.
 - Continued to increase the number of collaborative/team teaching of general and special education teachers with the inclusion of special education students in regular classes.
 - Contracted with a specialist in co-teaching to work with designated intermediate school special education resource specialists and general education teachers to develop and implement team teaching.

- Continued training to use PLCs and data teams consisting of grade or course level teachers at all sites to analyze formative student data from ELA and math standards-based district benchmarks and formative assessments to determine an effective instructional response and appropriate intervention for students not achieving proficiency.

Title II

Oxnard School District currently meets the Title II requirement with 100% of its teachers attaining Highly Qualified (HQT) Teacher status. OSD has strategies in place to annually maintain 100% HQT status every year.

Title III

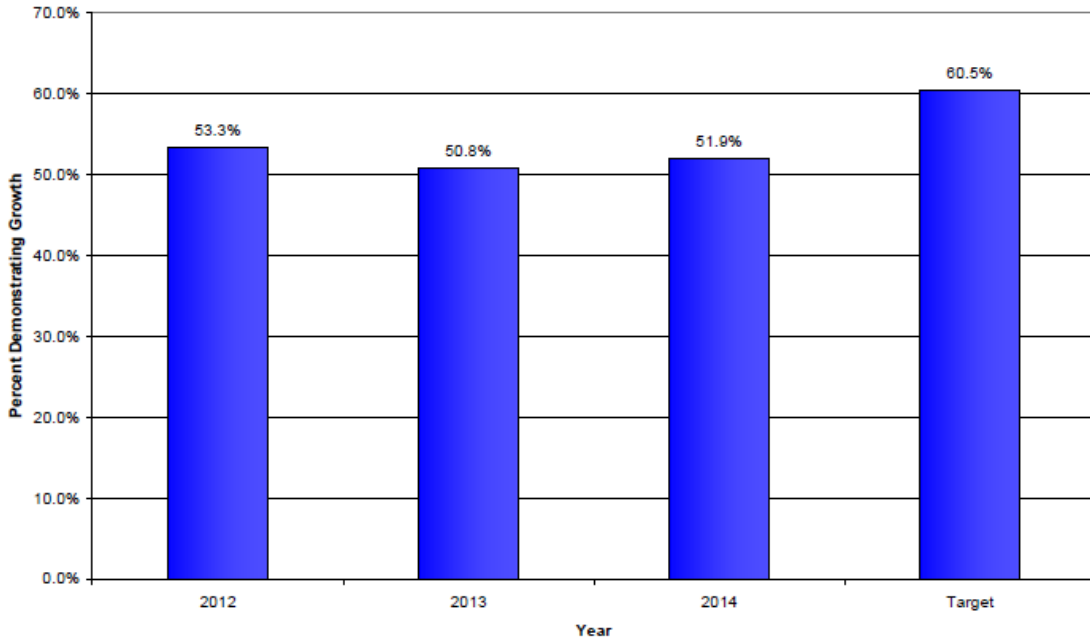
The district is currently in Year 3+ of the Title III requirement for failing to make all three Annual Measurable Achievement Objectives (AMAOs) for twelve years (see chart below). As such the district was required to notify parents of ELs of this status within 30 calendar days of the public release of the Title III Accountability Reports, continue to implement the Program Improvement recommendations, and monitor progress implementing this plan. Several focused initiatives and practices have been put into place to meet the needs of English Learner students and are described throughout this plan.

District AMAO Correlation 2003-2015

	AMAO 1 Met Target?	AMAO 2 Met Target?	AMAO 3 Met Target?
2003-2004	Yes	No	No
2004-2005	Yes	No	No
2005-2006	Yes	No	No
2006-2007	No	No	No
2007-2008	Yes	Yes	No
2008-2009	No	No	No
2009-2010	Yes	No	No
2010-2011	No	No	No
2011-2012	No	No	No
2012-2013	No	No	No
2013-2014	No	No	2013
2014-2015	No	No	2013

The AMAO 1 measures progress towards English Proficiency. The percentages represent the percent of Annual Assessment English learners whose overall CELDT proficiency improved at least one level (for those at the Beginning, Early Intermediate and Intermediate levels), or those scoring Early Advanced or Advanced.

Oxnard Elementary School District
AMAO 1 Actual and Target



The AMAO 2 includes all English Learners, both Initial Assessments and Annual Assessments, and reports the percentage that are at the English Proficient level. There are two cohorts- those who have been receiving English language instruction for less than 5 years and those receiving instruction for 5 or more years. The time of instruction is based on the difference between the most current CELDT test date and the date the student first entered a US school. Initial Assessment students who received an English proficient score would be identified as IFEP and, hence, not part of the AMAO report.

Oxnard Elementary School District

Title III AMAO Goal Report

2012 - 2014

Name	AMAO 1 Actual			Target	AMAO 2 - < 5 years Actual			Target	AMAO 2 - >= 5 years Actual			Target	School Level
	2012	2013	2014	2015	2012	2013	2014	2015 < 5 years	2012	2013	2014	2015 >= 5 years	
	%	%	%	%	%	%	%	%	%	%	%	%	
Oxnard	53.3%	50.8%	51.9%	60.5%	13.4%	13.3%	13.2%	24.2%	36.8%	35.3%	40.5%	50.9%	Elementary
Cesar E. Chavez Elementary	46.6%	54.8%	49.4%	60.5%	7.9%	12.2%	8.7%	24.2%	25.2%	32.1%	34.3%	50.9%	ES
Christa McAuliffe Elementary	58.4%	58.4%	54.2%	60.5%	27.4%	29.2%	21.5%	24.2%	45.2%	48.4%	50.0%	50.9%	ES
Curren Elementary	56.5%	50.2%	50.3%	60.5%	17.4%	14.5%	15.9%	24.2%	28.4%	34.9%	40.0%	50.9%	ES
Driffill Elementary	45.9%	50.3%	49.9%	60.5%	8.6%	12.1%	12.2%	24.2%	28.7%	33.6%	29.2%	50.9%	ES
Elm Street Elementary	45.1%	48.1%	54.7%	60.5%	10.9%	10.6%	13.8%	24.2%	26.0%	23.0%	35.4%	50.9%	ES
Emilie Ritche Elementary	47.7%	49.4%	38.6%	60.5%	14.7%	10.8%	9.3%	24.2%	28.6%	36.9%	19.4%	50.9%	ES
Harrington Elementary	55.6%	46.7%	43.5%	60.5%	5.8%	6.7%	6.9%	24.2%	48.2%	38.9%	36.0%	50.9%	ES
Juan Lagunas Soria Elementary	50.6%	61.3%	44.5%	60.5%	16.1%	19.8%	15.7%	24.2%	43.3%	56.4%	42.7%	50.9%	ES
Kamala Elementary	57.7%	42.2%	56.5%	60.5%	12.6%	9.4%	12.8%	24.2%	36.6%	28.9%	47.5%	50.9%	ES
Lemonwood Elementary	57.6%	54.3%	52.1%	60.5%	14.5%	14.0%	13.1%	24.2%	42.5%	28.8%	42.5%	50.9%	ES
Marina West Elementary	47.1%	56.5%	52.2%	60.5%	12.8%	18.4%	14.0%	24.2%	26.7%	35.1%	39.4%	50.9%	ES
McKinna Elementary	59.2%	53.8%	44.9%	60.5%	15.9%	12.7%	9.2%	24.2%	28.4%	28.9%	19.8%	50.9%	ES
Norman R. Brekke Elementary	63.4%	49.6%	60.0%	60.5%	26.9%	19.8%	28.1%	24.2%	54.9%	50.0%	51.9%	50.9%	ES
Ramona Elementary	60.9%	48.2%	50.0%	60.5%	15.0%	8.0%	15.0%	24.2%	33.0%	25.3%	18.5%	50.9%	ES
Rose Avenue Elementary	43.4%	54.3%	53.2%	60.5%	8.9%	12.7%	11.1%	24.2%	20.5%	28.1%	41.2%	50.9%	ES
Sierra Linda Elementary	54.1%	47.8%	55.0%	60.5%	17.7%	17.0%	16.9%	24.2%	33.9%	30.4%	35.2%	50.9%	ES
Thurgood Marshall Elementary	51.7%	60.2%	54.7%	60.5%	9.6%	14.6%	14.9%	24.2%	46.0%	62.2%	57.1%	50.9%	MS
Fremont Intermediate	45.2%	56.1%	46.9%	60.5%	8.3%	14.5%	3.6%	24.2%	33.1%	39.9%	40.2%	50.9%	MS
Richard B. Haydock Intermediate	64.3%	48.5%	60.0%	60.5%	--	--	--	24.2%	45.7%	39.7%	46.5%	50.9%	MS
Robert J. Frank Intermediate	61.8%	40.6%	63.6%	60.5%	18.0%	25.0%	--	24.2%	45.2%	32.3%	49.2%	50.9%	MS
	AMAO 1 Target				AMAO 2 - Less Than 5 years Target				AMAO 2 - 5 or more years Target				School
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	Level
	56	57.5	59	60.5	20.1	21.4	22.8	24.2	45.1	47	45.9	50.9	ES/MS

Oxnard Elementary School District
Title III AMAO 3 Goal Report
2011-2013

Name	AMAO 3 ELA			Target	AMAO 3 Math			Target	
	2011	2012	2013	2015	2011	2012	2013	2015	School
	%	%	%	%	%	%	%	%	Level
Oxnard	29.3	34.5	33.1	100.0%	42.0	44.3	42.5	100.0%	ES/MS
Cesar E. Chavez Elementary	21.2	25.8	28.2	100.0%	30.6	34.6	39.9	100.0%	ES
Christa McAuliffe Elementary	52.4	60.0	59.8	100.0%	57.8	60.8	60.7	100.0%	ES
Curren Elementary	37.6	38.8	38.5	100.0%	59.9	59.0	56.6	100.0%	ES
Driffill Elementary	22.5	27.2	29.2	100.0%	40.7	41.4	45.2	100.0%	ES
Elm Street Elementary	33.8	35.1	28.4	100.0%	56.8	56.4	47.6	100.0%	ES
Emilie Ritche Elementary	34.0	34.9	25.8	100.0%	40.9	39.8	31.3	100.0%	ES
Harrington Elementary	25.2	36.0	32.8	100.0%	45.2	53.3	52.9	100.0%	ES
Juan Lagunas Soria Elementary	38.9	47.9	37.0	100.0%	58.9	51.6	36.5	100.0%	ES
Kamala Elementary	30.9	30.9	26.6	100.0%	44.4	48.4	40.2	100.0%	ES
Lemonwood Elementary	31.7	39.3	33.7	100.0%	52.3	50.7	44.6	100.0%	ES
Marina West Elementary	22.3	30.9	27.5	100.0%	36.7	40.9	44.5	100.0%	ES
McKinna Elementary	31.1	38.2	33.8	100.0%	54.4	58.1	50.4	100.0%	ES
Norman R. Brekke Elementary	42.4	48.0	48.1	100.0%	53.4	53.0	50.8	100.0%	ES
Ramona Elementary	32.3	32.4	30.3	100.0%	50.2	47.6	44.4	100.0%	ES
Rose Avenue Elementary	22.0	26.3	30.8	100.0%	37.3	39.4	46.2	100.0%	ES
Sierra Linda Elementary	40.1	44.8	44.6	100.0%	55.3	59.1	58.5	100.0%	ES
Thurgood Marshall Elementary	26.5	31.6	32.6	100.0%	37.7	48.1	48.0	100.0%	ES
Fremont Intermediate	24.6	29.7	33.5	100.0%	26.8	30.0	33.7	100.0%	MS
Nueva Vista	--			100.0%	--			100.0%	MS
Richard B. Haydock Intermediate	23.3	31.9	36.3	100.0%	25.5	34.9	36.5	100.0%	MS
Robert J. Frank Intermediate	23.6	30.2	28.3	100.0%	21.2	22.6	25.5	100.0%	MS
AMAO Goals	AMAO 3 ELA			Target	AMAO 3 Math			Target	School
	2011	2012	2013	2015	2011	2012	2013	2015	Level
	67.6	78.4	89.2	100	68.5	79	89.5	100	ES/MS

Oxnard School District receives Title III-Limited English Proficient (LEP) funds and is required to annually meet the two English language proficiency AMAOs as well as the third academic achievement AMAO based on AYP information. The AMAO 3 was not met in increasing AYP in either ELA or Math. Our goal is to develop, implement and monitor the progress of our ELs in order to meet the expected achievement goals. As a result, our district is implementing a process to better monitor students' progress in order to identify their needs at an early stage so services can be accelerated. We will be using the Idea Placement Test (IPT) as a monitoring instrument to identify and target needs. In addition, the program for our Newcomer students has been improved by providing specific curriculum targeted to these students' needs and providing training for the teachers. In 2015, a summer school program was offered to Newcomer students entering 6th, 7th and 8th grades. Also, a second summer school program was offered to LTEL students entering 6th, 7th, and 8th grades to assist them with meeting the criteria for reclassification.

Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

The OARS data collection system and Interim Formative Assessments (IFA's) which reflect the new common core state standards for the Smarter Balanced assessments will provide OSD the foundations for building a comprehensive system of formative assessments. The chart below lists other formative assessments available for teachers to use in identifying strengths and weaknesses in student learning. Principals and district administrators monitor the effectiveness of the use of data via staff, grade level and department meetings.

Oxnard School District Benchmark and Other Formative Assessments	
Name of Assessment	Frequency
STAR 360 Early Literacy K-2 nd STAR 360 Reading 3 rd -8 th	Required Fall, Winter and Spring
STAR 360 Mathematics K-8 th	Required Fall, Winter and Spring
District Created ELA Units Standards Assessments and Performance Assessments	Required Fall, Winter and Spring

Oxnard School District Benchmark and Other Formative Assessments	
Name of Assessment	Frequency
OARS Interim Formative Assessments	Required Fall, Winter and Spring
McGraw Hill My Math Benchmark Assessments Gr. K-5 th	End of Units
McGraw Hill My Math Chapter Tests	End of Chapter
<i>Language!</i> Content Mastery/Placement tests, grades 4-8	Monthly/Spring
Pearson CMP3 Unit Tests	End of Units

The Oxnard School District recently completed the adoption process for K-8 mathematics materials. The Board adopted materials are:

K-5: *My Math (McGraw Hill)*

6-8: *Connected Math 3 (Pearson)*

A professional development training plan is currently being developed to assist teachers and site administrators with the implementation of these materials during the 2015-2016 school year. Formative and summative assessments related to both series will be administered.

Three English Language Arts common core units were developed during this past year. It is the intent that these three units be implemented at the K-8th gr. levels district wide until the state identifies the state-adopted ELA materials. The district will then initiate the adoption process for language arts materials as well as ELD materials.

At the 6-8 grade levels, work on the Next Generation Science Standards has begun. A task force of 6-8 science teachers are working on a plan for integrated science units with a “pacing guide” for future implementation until the science adoption is initiated in 2017-2018.

The chart below outlines the current adoptions:

	Reading/ Language Arts	Reading/ Language Arts Intensive Intervention for Gr. 4-8	ELD (If separate from core program 2 RLA)	Mathematics	Mathematics Intervention Grades 4-7 students two or more yrs. below grade level. Grade 8 Algebra Readiness for students needing pre- Algebraic skills	History/ Social Science	Science
K-3	Houghton Mifflin <i>A Legacy of Literacy</i> 2002			<i>My Math (McGraw Hill)2015</i>		Pearson Scott Foresman <i>History Social Science for CA</i> 2005	Macmillan <i>California Science</i> 2008
4	Houghton Mifflin <i>A Legacy of Literacy</i> 2002	Sopris West <i>Language!</i> 4 th Edition 2008	Hampton Brown <i>Avenues</i> 2005	<i>My Math (McGraw Hill)2015</i>	Glencoe/ McGraw-Hill <i>California Math Triumphs</i> 2008	Pearson Scott Foresman <i>History Social Science for CA</i> 2005	Macmillan <i>California Science</i> 2008
5	Houghton Mifflin <i>A Legacy of Literacy</i> 2002	Sopris West <i>Language!</i> 4 th Edition 2008	Hampton Brown <i>Avenues</i> 2005	<i>My Math (McGraw Hill)2015</i>	Glencoe/ McGraw-Hill <i>California Math Triumphs</i> 2008	Pearson Scott Foresman <i>History Social Science for CA</i> 2005	Macmillan <i>California Science</i> 2008
6	Houghton Mifflin <i>A Legacy of Literacy</i> 2002	Sopris West <i>Language!</i> 4 th Edition 2008	Content Based	<i>Connected Math 3 (Pearson)2015</i>	Glencoe/ McGraw-Hill <i>California Math Triumphs</i> 2008	Glencoe <i>Discovering Our Past: Ancient Civilizations</i> 2005	Macmillan <i>California Science</i> 2008
7	Holt <i>Literature and Language Arts</i> 2002	Sopris West <i>Language!</i> 4 th Edition 2008	Content Based	<i>Connected Math 3 (Pearson)2015</i>	Glencoe/ McGraw-Hill <i>California Math Triumphs</i> 2008	Pearson Prentice Hall <i>Prentice Hall Social Studies</i> 2006	Holt Rinehart Winston CA <i>Life Science</i> 2007
8	Holt <i>Literature and Language Arts</i> 2002	Sopris West <i>Language!</i> 4 th Edition 2008	Content Based	<i>Connected Math 3 (Pearson)2015</i>	UCLA Mathematics Department <i>Introduction to Algebra</i> 2008	Pearson Prentice Hall <i>Prentice Hall Social Studies</i> 2006	Holt Rinehart Winston CA <i>Physical Science</i> 2007

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-18

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction to content standards:</p> <p>1.1. Purchase state approved, district adopted instructional materials, grades K-8.</p> <p>1.2. Implement standards based progress report card for grades K-8 to monitor student progress.</p> <p>1.3. Identify Common Core State Standards (CCSS) essential standards for mastery for each grade level in English Language Arts.</p> <p>1.4. Select and implement CCSS state approved district adopted instructional materials for intervention, Gr. 4-7.</p> <p>1.5. Align IEP goals for students with disabilities with English-Language Arts CCSS.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, Site TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18</p> <p>Director of Special Education, Managers of SPED Principals and SPED staff</p>	<p>Materials-based training for teachers and administrators</p> <p>OARS Contract</p> <p>Extended Day teacher pay</p>	<p>\$3,000,000</p> <p>\$81,000</p> <p>\$30,000</p>	<p>Lottery LCFF</p> <p>General Funds</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1.6. Provide professional development on ELA-ELD framework for all teachers.	Directors of Curriculum & Instruction Pilot 2015 -2016 Implementation 2016-2017	Substitutes VCOE Contract	\$20,000	Title II
1.7. Convene a committee for adoption for K-8 ELA (English, Spanish and other languages as needed) instructional materials.		Substitutes VCOE Contract	\$100,000	Title II
1.8. Use targeted instructional strategies to meet the unique needs of English Learners.				
1.9. Monitor student progress toward grade level proficiency of ELA CCSS through site and district assessments.		OARS Contract Renaissance Learning	\$81,000 \$400,000	General Funds LCFF
2. Use of standards-aligned instructional materials and strategies: Implement and monitor daily use of these SBE-approved E/RLA core and interventions for all students including ELs, SWDs, ELD guidelines and Common Core materials:				
2.1. Purchase and implement replacement materials for supplemental ELD guidelines and Common Core materials to support all students (EL and SWD).	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, Site TOSAs, Teachers Aug-June 2015-16, 2016-	Professional Development	\$30,000	LCFF
2.2. Provide special accommodations or modifications for all students, including EL and SWD to enable them to participate successfully in the core classrooms as appropriate to meet their needs.				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.3. Provide daily instruction in ELA CCSS in K-8 with lessons designed to scaffold learning strategies.	17, 2017-18			
2.4. Provide daily designated standards based ELD instruction appropriate to each student's English proficiency level.			\$5,000	Title I
2.5. Monitor quality of instruction through learning walks.				
2.6. Develop master schedules to ensure the appropriate matriculation of all students, including SWD and EL, using assessment data.				
2.7. Employ specialists for ELs and special education to support the implementation of CCSS through instructional coaching.	Executive Director of English Learner Services, Director of Special Education, Principals Spring 2016, 2017, 2018	Salaries EL TOSAs (2) EL TOSAs (3) School Site TOSAs (20) Behavior Sp. EL Specialist	\$220,000 \$330,000 \$2,500,000 \$115,000 \$115,000	Title III LCFF LCFF LCFF 70% Title III 20% Immigrant 10% LCFF
2.8. Develop and review curriculum guides for adopted materials	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive			
2.9. Disaggregate student achievement data including ELs and SWD and discuss effective strategies to improve instruction.	Director of English Learner Services,	OARS Contract	\$81,000	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2.10 Develop a list of District-approved research-based intervention materials.</p> <p>2.11 Address literacy intervention needs of students through the use of research-based Universal Access materials.</p> <p>2.12 Implement district developed ELA and Common Core State Standards units.</p> <p>2.13 Support the co-teaching model for SWD</p>	<p>Director of Pupil Services Aug-June 2015-16, 2016-17, 2017-18 Three times per year</p>	<p>Renaissance Learning</p>	<p>\$50,000 \$400,000</p> <p>\$25,000</p>	<p>Title I LCFF</p> <p>Title I</p>
<p>3. Extended learning time:</p> <p>3.1. Identify students' intervention needs through the MTSS (formally Coordinated Services Team, Student Success Team and the English Learner Review Team) process by assessing, diagnosing, placing in the appropriate interventions and progress monitoring.</p> <p>3.2. Monitor use of SDAIE and SIOP strategies and differentiation for EL students through regularly scheduled focused learning walks.</p>	<p>Site Administrators, TOSA, Teachers</p> <p>Assistant Superintendent of Educational Services, Dir. of Curriculum & Instruction, Exec. Director of English Learner Services, Dir. of</p>	<p>Renaissance Learning</p>	<p>\$100,000 \$400,000</p>	<p>LCFF LCFF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.3. Utilize a school site liaison to support academic success with students in the afterschool program.	Pupil Services, Principals, Site TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18		\$72,000	ASES Funds
3.4. Provide activities through the ASES-funded afterschool program to support reading/literacy of participating students.	ASES Manager Aug-June 2015-16, 2016-17, 2017-18	Cost of ASES SES 850 students After School Program	\$2,482,325 \$705,458	ASES Grant Title I
3.5. Provide before and after school teacher taught tutorial programs to students considered “at risk” of failing ELA with a focus on the following subgroups: ELs, SWD, low SES, homeless and foster youth.	Site Admin and Teachers	Teacher Stipends Intervention materials	\$150,000	LCFF
3.6. Provide summer school programs that target students’ needs for additional instruction or credit recovery.	Exec. Director of EL Services, TOSAs	Teacher Stipends Intervention materials	\$150,000	LCFF
3.7. Implement instructional strategies using technology that address specific learning needs of EL and SWD students.		Purchase of Applications	\$200,000	LCFF

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>5.1. Provide training for teachers, site and district administrators to implement newly adopted curriculum and district developed ELA CCSS Units.</p> <ul style="list-style-type: none"> • Train site and district administrators and TOSAs to coach, supervise and support teachers in implementing CCSS aligned curriculum. • Train site and district administrators on classroom focused learning walks. <p>5.2. Provide training in data analysis for site administrators and teachers to analyze common formative and summative district assessments with a structured data protocol using the PLC model.</p> <p>5.3. Provide ELD CCSS training using newly adopted materials for teachers, coaches and principals.</p> <p>5.4. Provide professional development to teachers, coaches and administrators in the use of MTSS strategies for ELA.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, IT Department, Principals, Site TOSAs, Teachers Aug-June 2016-17, 2017-18. Aug-June 2015-16, 2016-17, 2017-18.</p> <p>2016-17</p>	<p>VCOE Contract Extra Duty Teacher Pay</p> <p>OARS contract</p>	<p>\$100,000 \$150,000</p> <p>\$81,000</p> <p>\$50,000</p>	<p>Title II Title III</p> <p>General Fund</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.5. Provide training for site administrators on how to facilitate support of adaptations and modifications for newly adopted materials for SWD.</p> <p>5.6. Provide professional development for general and special education teachers on co-teaching model to support SWD.</p> <p>5.7. Support teaching staff with less than two years of experience and teachers needing improvement with BTSA support or equivalent.</p> <p>5.8. Provide monthly meetings for district and site coaches to collaborate on ELA curriculum implementation.</p> <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach and interpretation of student assessment results to parents):</p> <p>6.1. Use district and school websites to link parents and the community to the classrooms by providing schedules, programs and resource information.</p>	<p>Director of Special Ed Aug-June 2015-16, 2016-17, 2017-18.</p> <p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services Aug-June 2015-16, 2016-17, 2017-18.</p> <p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil</p>	<p>Substitutes Extra Duty Teacher Pay</p> <p>Ventura County Beginning Teacher Support and Assessment</p>	<p>\$25,000</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6.2. Inform parents of all English Learners of the following:</p> <ul style="list-style-type: none"> • The student’s identification as an English learner, the student’s benefit in receiving English language development (ELD) instruction, and the program’s specific re-designation criteria. • The student’s English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student’s academic achievement. • A student’s placement in ELD instruction. • How to be involved in their children’s education and how to assist their children in attaining proficiency in English and core academic subjects. • Communicate bilingual program options and timely process for waivers. • Conduct parent conferences two times per year (second conference as needed) K-8 and send report cards home three times a year for K-8. 	<p>Services, Site Administrators, Teachers Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Printing Costs</p>	<p>\$500</p>	<p>Title III</p>
<p>6.3. Continue communication to parents through Connect-ED automated telephone dialer.</p>	<p>Site Administrators, Outreach Consultants Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Connect-ED Auto dialer Contract</p>	<p>\$25,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6.4. Provide the Family Resource Center for outreach to parents and community in English, Spanish and other languages as needed.	Site Administrators, Teachers Aug-June 2015-16, 2016-17, 2017-18	NfL Salaries, Materials	\$100,000	NfL funds
6.5. Provide the Parent Rights Handbook at the beginning of the school year, which includes the District's parent involvement policy	Assistant Superintendent of Educational Services Directors of Curriculum & Instruction, Executive Director of English Learner Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18	Printing Costs	\$18,000	General Fund
6.6. Communicate with parents through the regular use of newsletters, annual Parent Handbook, Mixteco and Spanish translators, Connect Ed, and School-Parent Compact.		Translation Costs Mixteco (2) Spanish (1)	\$130,000 \$76,000	LCFF General Funds
6.7. Maintain a School Site Council and an English Learner Advisory Committee at each school site and review assessment data in reading, offering suggestions for site program improvement.				
6.8. Provide annual training for SSC and ELAC members on responsibilities, meeting protocol, Roberts Rules of Order, and appropriate by-laws.		Training Materials	\$500	General Fund
6.9. Hold district DELAC meetings (6 minimum) for training and progress reports on achievement of ELs. These programs are held in English, Spanish and other languages as needed.	Ex. Director, ELS	Materials	\$500	Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6.10. Conduct required Title I parent meeting(s) as required by Title I regulations. These programs are conducted in English, Spanish and other languages as needed.	Site Principals			
6.11. Provide parents of Students with Disabilities materials and training to support literacy skills.	Director of Special Education			Special Ed. Funds
6.12. Provide communication in English, Spanish and other languages when needed to parents regarding student attendance, behavior, and academic progress.	Site Administrators, Outreach Consultants Aug-June 2015-16, 2016-17, 2017-18	Materials	\$500	
6.13. Provide parents and the community opportunities for input into a number of issues including but not limited to the following: <ul style="list-style-type: none"> • Development of the district LEA Plan. • Development of a district master plan for programs and services for ELs. • SSC development of each school sites' Single Plan for Student Achievement. • Development of a district-wide needs assessment school-by school. • Establishment of district program, goals, and objectives for English learners. • Administer GATE Parent Survey 	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Director of Pupil Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18	Salaries Outreach Consultants	\$1,400,000	LCFF

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary and middle school):</p> <p>7.1. Provide early intervention programs for parents and students including ongoing activities through First 5-Oxnard Neighborhood for Learning and State Preschools.</p> <p>7.2. Provide opportunities for pre-kindergarten students to attend a four week summer session prior to kindergarten.</p> <p>7.3. Provide opportunities for parents and students to attend Kindergarten Readiness Meetings as a transition to school. These programs are held in both English, Spanish and other languages as needed.</p> <p>7.4. Provide paraprofessionals to support students in Opportunity programs at the middle schools.</p> <p>7.5. Conduct articulation meetings between intermediate and elementary feeder schools to prepare for master schedule student placement.</p>	<p>Director of Early Childhood Education Programs, Neighborhood for Learning and State Pre-School Staff Aug-June 2015-16, 2016-17, 2017-18</p> <p>Dir. Early Child. Ed. Site Admins., Kinder Teachers, Pre-School Teachers, Summer 2016, 2017, 2018</p> <p>Site Administrators Intermediate and Elementary Principals, 5th and 6th grade teachers Quarterly Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Salaries First 5-Oxnard NfL, State Pre-School Staff</p> <p>Extra duty Teacher Pay</p> <p>Salaries Paraprofessionals</p>	<p>\$700,000</p> <p>\$55,000</p> <p>\$81,000</p>	<p>State Pre-School, First 5-Oxnard NfL</p> <p>First 5-Oxnard NfL</p> <p>60% Title I 40% LCFF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.6. Partner with the universities to increase student participation in the research-based AVID study skills and college preparation MESA programs.</p> <p>7.7. Provide activities through the ASES funded afterschool program to support literacy of participating students.</p> <p>7.8. Provide transitional Kindergarten opportunity to parents of students who are born between September 2 and December 2.</p>	<p>Site Administrators, 6th-8th grade Teachers</p> <p>Mgr. of Special Programs</p>	<p>AVID Training Conferences</p>	<p>\$125,000 \$75,000</p>	<p>Title I LCFF</p>
<p>8. Monitoring program effectiveness:</p> <p>8.1. Identify common district-wide assessments addressing essential CCSS with cut points for proficiency levels to measure and monitor student progress.</p> <p>8.2. Develop district wide grade level curriculum guides to align with the adopted ELA materials.</p> <p>8.3. Monitor student progress towards proficiency of ELA grade level standards using site and district assessments.</p> <p>8.4. Monitor fidelity of implementation of the adopted ELA materials through learning walks.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Site Administrators Aug. 2015</p>	<p>OARS Contract</p> <p>Renaissance Learning</p> <p>OARS Contract</p>	<p>\$81,000</p> <p>\$400,000</p> <p>\$81,000</p>	<p>General Fund</p> <p>LCFF</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8.5. Incorporate and monitor 21st Century Skills (Cooperation, collaboration, creativity, communication) into classroom pedagogy during ELA instructional time.</p> <p>8.6. Monitor the alignment of Single Plan for Student Achievement and the Local Educational Agency Plan.</p> <p>8.7. Analyze annual required test data, including CELDT, to monitor student progress and program effectiveness to drive changes in instructional and intervention practices.</p> <p>9. Targeting services and programs to lowest performing student groups with a focus on the following subgroups: ELs, SWD, Hispanic, migrant, foster youth and low SES:</p> <p>9.1. Utilize data from state, district and school site assessments, other multiple measures such as benchmarks and teacher input to select students for targeted assistance.</p> <p>9.2. Use data to refine and improve the Multi-Tiered System of Support programs at each site to place and monitor progress and exit students including ELs and SWDs needing intervention.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Document Tracking Contract</p> <p>OARS Contract Renaissance Learning</p> <p>Cost of Materials</p>	<p>\$30,000</p> <p>\$81,000 \$400,000</p> <p>\$85,000</p>	<p>Title I</p> <p>General Fund LCFF</p> <p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.3. Utilize state adopted research based materials for students in intervention programs.</p> <ul style="list-style-type: none"> Assist K-8 and Middle Schools in creating flexible master schedules that accommodate academic interventions. 	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services,</p>	<p>Renaissance Learning</p>	<p>\$400,000</p>	<p>LCFF</p>
<p>9.4. Train and support site administrators and teachers to implement classroom management and behavioral strategies, adaptive devices/assistive technology and variety of communication strategies for SWDs.</p>	<p>Director and Managers of Special Education, Behavioral Specialist</p>	<p>Salaries Behavioral Specialist</p>	<p>\$115,000</p>	<p>LCFF</p>
<p>9.5. Provide preschool and special educational programs to promote reading readiness and to prepare students for Kindergarten</p>	<p>State Preschool First 5, NfL Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Salaries First 5-Oxnard NfL, State Pre-School Staff</p>	<p>\$700,000</p>	<p>State Pre-School, First 5-Oxnard NfL</p>
<p>10. Any additional services tied to student academic needs: with a focus on the following sub-groups: ELs, SWD, Hispanic, migrant, homeless, foster youth, low SES and Special Education</p>				
<p>10.1. Guarantee that all students, including EL and SWD receive access to a systematic framework of tiered interventions using these systematic steps:</p> <ul style="list-style-type: none"> Develop a self-study process for the school sites to examine how they provide targeted intervention and support for students including on-going monitoring. 	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil</p>	<p>Renaissance Learning</p>	<p>\$400,000</p>	<p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide information on Multi-Tiered System of Support including alternative models for principals to share with staff. • Support the implementation of MTSS by helping each school site create and monitor an implementation plan that reflects students' needs and school culture. 	Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18			
10.2. Provide support to migrant students through the following activities: <ul style="list-style-type: none"> • Use the ASES after-school academic program, AVID program, and tutors • Provide summer school for K-7 Migrant students 	Exec. Director of EL Services, TOSAs, Site TOSAs, Principals, Migrant TOSA, Teachers Summer 2016. 2017, 2018	Salaries EL TOSAs (2) EL TOSAs (3) EL Specialist	\$220,000 \$330,000 \$115,000	Title III LCFF 70% Title III 20% Immigrant 10% LCFF
10.3. Provide support with study skills and strategies for learning with the Advancement Via Individual Determination (AVID) program for middle school students.	Middle school principals, Directors of Curriculum & Instruction, Teachers	AVID Program	\$200,000	Title I
10.4. Provide District Nurses, Psychologists, and School Counselor services to support student acquisition of the Common Core State Standards in Language Arts.	Directors of Curriculum & Instruction, Principals, Director of Special Ed.	Salaries Nurses Health Technicians Counselors	\$1,025,000 \$2,700,000	General Fund, MEDI-CAL, LCFF

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10.5. Maintain partnerships/visibility with key groups representing underrepresented minorities, for example: Hispanic Society of Professional Engineers, ACSA Every Student Succeeding Awards, Oxnard School District Wellness Committee.</p> <p>10.6. Provide Library Technicians to support literacy on all campuses.</p>	<p>Library Technicians. Aug-June 2015-16. 2016-17, 2017-18</p>	<p>Salaries Library Technicians</p>	<p>\$2,225,000</p>	<p>LCFF</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2017-18

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>1.1. Implement district-adopted math curriculum, Grades K-8.</p> <p>1.2. Implement standards based progress report cards in grades K-8 to monitor student progress.</p> <p>1.3. Identify CCSS essential standards for mastery for each grade level in Math.</p> <p>1.4. Select and implement CCSS state approved district adopted instructional materials for intervention, Grades 4-7.</p> <p>1.5. Align IEP Goals for students with disabilities with Mathematics CCSS.</p> <p>1.6. Use targeted instructional strategies to meet the unique needs of English Learners.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, TOSAs, Elementary and Math Teachers Aug-June 2015-16. 2016-17, 2017-18</p> <p>Director of Special Ed. Managers of SPED Principals and SPED staff</p>	<p>Purchase of new materials</p> <p>Professional Development on newly adopted materials</p> <p>Extended Day Teacher Pay</p> <p>OARS Contract Renaissance Learning</p> <p>Professional Development</p>	<p>2,500,000</p> <p>\$30,000</p> <p>\$81,000 \$400,000</p> <p>\$50,000</p>	<p>General Fund LCFF</p> <p>Title II</p> <p>General Fund LCFF</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.7. Monitor student progress toward grade level proficiency of CCSSM through site and district assessments.</p> <p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2.1. Implement the McGraw-Hill <u>My Math</u> (K-5) and Pearson <u>Connect Math 3</u> (6-8) Mathematics materials to improve the alignment of Common State Standards in Mathematics.</p> <p>2.2. Provide special accommodations or modifications for all students including EL and SWD to enable them to participate successfully in the core classrooms as appropriate to meet their needs.</p> <p>2.3. Provide daily instruction in CCSS Mathematics, with lessons in grades K-8 designed to scaffold learning strategies.</p> <p>2.4. Support the use of effective instructional strategies for all students including those that support ELs and SWD by providing School Site TOSAs and a District Math TOSA that model these strategies.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services Teachers and Principals Aug-June 2015-16. 2016-17, 2017-18</p> <p>Site Admins. and Teachers</p>	<p>OARS Contract Renaissance Learning</p> <p>Purchase of newly adopted materials</p> <p>School Site TOSAs (20) Math TOSA</p>	<p>\$81,000 \$400,000</p> <p>\$2,500,000</p> <p>\$2,000,000 \$85,000</p>	<p>General Funds LCFF</p> <p>General Funds LCFF</p> <p>LCFF LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.5. Develop and review curriculum guides for adopted materials	Directors of CIA, TOSAs Summer 2015,	Teacher Extended Day Pay	\$5,000	Title I
2.6. Monitor quality of instruction through learning walks.				
2.7. Develop master schedules to ensure the appropriate matriculation of all students, including SWD and EL using assessment data.				
2.8. Employ specialists for ELs and special education to support the implementation of CCSS through instructional coaching.	Exec. Dir. Of EL Services, Director of Special Ed., Principals Spring 2016, 2017, 2018	Salaries EL TOSAs (2) EL TOSAs (3) School Site TOSAs (20) Behavior Sp. EL Specialist	\$220,000 \$330,000 \$2,500,000 \$115,000 \$115,000	Title III LCFF LCFF LCFF 70% Title III 20% Immigrant 10% LCFF
2.9. Disaggregate student achievement data including ELs and SWDs and discuss effective strategies to improve instruction.	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English	OARS Contract	\$81,000	General Funds
2.10. Develop a list of district-approved research-based intervention materials.	Learner Services Teachers and Principals Aug-June 2015-16.		\$25,000	Title I
2.11. Support the co-teaching model for SWD				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>3.1. Provide before and after school teacher taught tutorial programs to students considered “at risk” of failing math with a focus on the following subgroups: ELs, SWD, low SES, homeless and foster youth.</p> <p>3.2. Offer summer school to targeted groups to enhance mathematic academic language acquisition and critical thinking skills.</p> <p>3.3. Provide activities through the ASES funded afterschool program to support mathematic literacy of participating students.</p> <p>3.4. Monitor use of SDAIE and/or SIOP strategies and differentiation for EL students through regularly scheduled focused learning walks.</p> <p>3.5. Utilize a school site liaison to support academic success with students in the afterschool program.</p> <p>4. Increased access to technology:</p> <p>4.1. Incorporate IEP software that links specific student objectives to Common Core State Standards.</p>	<p>2016-17, 2017-18</p> <p>Site Administrators, TOSAs, Teachers</p> <p>Exec. Dir. Of EL Services</p> <p>ASES Manager Aug-June 2015-16. 2016-17, 2017-18</p> <p>Asst. Super of Ed. Services, Directors, Principals</p> <p>Director of SPED Managers of SPED Principals and SPED staff Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Teacher Stipends Intervention materials</p> <p>Materials Salaries Benefits</p> <p>Cost of ASES SES 850 students After School Program</p> <p>Training</p>	<p>\$150,000</p> <p>\$500,000</p> <p>\$2,482,325 \$705,458</p> <p>\$72,000</p> <p>\$10,000</p>	<p>LCFF</p> <p>LCFF</p> <p>ASES Grant Title I</p> <p>ASES Funds</p> <p>SpEd.</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.2. Implement instructional strategies using technology that address specific learning needs of EL and SWD students.	Assistant Superintendent of Educational Services,	Purchase of Applications	\$200,000	LCFF
4.3. Implement curricular materials and instructional strategies that incorporate 1 to 1 iPads, Apple TV monitors, Promethean Boards, projectors, document cameras, and educational apps.	Directors of Curriculum & Instruction, Executive Director of English Learner Services	Replacement technology	\$500,000	General Funds
4.4. Provide access to appropriate instructional technologies.	Teachers, Principals, Tech Ed Team, Tech Support			
4.5. Use student information systems to collect data regarding student progress and assessment.	Aug-June 2015-16. 2016-17, 2017-18	OARS Contract	\$81,000	General Funds
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The District will support the following professional development activities:</p>				
5.1. Implement the adopted math curriculum via a Trainer of Trainers model.	Trainers of Trainers, Asst. Sup. of Ed. Services, Dirs. of Curr. & Instr., Exec. Dir. of EL Services, Teachers and Principals	Trainer of Trainers Subs Contractors Printing	\$150,000	LCFF
<p>5.2. Provide training for teachers, site and district administrators to implement newly adopted curriculum.</p> <ul style="list-style-type: none"> Train site and district administrators and TOSAs 	Aug-June 2015-16. 2016-17, 2017-			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>to coach, supervise and support teachers in implementing CCSS aligned curriculum.</p> <ul style="list-style-type: none"> • Train site and district administrators on classroom focused learning walks. <p>5.3. Provide training in data analysis for site administrators and teachers to analyze common formative and summative district assessments with a structured data protocol using the PLC model.</p> <p>5.4. Provide professional development to teachers, coaches and administrators in the use of MTSS strategies for Mathematics.</p> <p>5.5. Provide training for site administrators on how to facilitate support of adaptations and modifications for newly adopted materials for SWD.</p> <p>5.6. Provide professional development for general and special education teachers on co-teaching model to support SWD.</p> <p>5.7. Support teaching staff with less than two years of experience and teachers needing improvement with BTSa support or equivalent.</p>	<p>18</p> <p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p> <p>Director of Special Ed. Aug-June 2015-16, 2016-17, 2017-18</p> <p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services</p>	<p>OARS Contract</p> <p>Substitutes Extra Duty Teacher Pay</p> <p>Ventura County Beginning Teacher Support and Assessment</p>	<p>\$81,000</p> <p>\$25,000</p>	<p>General Fund</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6.8. Provide annual training for SSC and ELAC members on responsibilities, meeting protocol, Roberts Rules of Order, and appropriate by-laws.		Training Materials	\$500	General Funds
6.9. Hold district DELAC meetings (6 minimum); provide training and progress reports on achievement of ELs. These meetings are held in English, Spanish and other languages as needed.		Materials	\$500	Title III
6.10. Conduct required Title I parent meeting(s) as required by Title I regulations. These programs are conducted in English, Spanish and other languages as needed.				
6.11. Provide parents of Students with Disabilities materials and training to support their children's math skills.	Director of Special Education	Materials	\$1,400,000	Special Ed. Funds
6.12. Provide communication in English, Spanish and other languages as needed to parents regarding student attendance, behavior, and academic progress.	Site Admins., Teachers, Site TOSAs, Outreach Consultants, Translators Aug-June 2015-16, 2016-17, 2017-18	Salaries Outreach Consultants		LCFF

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6.13. Provide parents and the community opportunities for input into a number of issues including but not limited to the following:</p> <ul style="list-style-type: none"> • Development of the district LEA Plan. • Development of a district master plan for programs and services for ELs. • SSC development of each school sites' Single Plan for Student Achievement. • Development of a district-wide needs assessment school-by school. • Establishment of district program, goals, and objectives for English learners. • Administer GATE Parent Survey 	<p>Assistant Superintendent of Educational Services Directors of Curriculum & Instruction, Executive Director of English Learner Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18</p>			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				
<p>7.1. Provide early intervention programs for parents and students including ongoing activities through First 5-Oxnard Neighborhood for Learning and State Preschools.</p>	<p>Director of Early Childhood Education Programs, Neighborhood for learning and State pre-School Staff Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Salaries First 5-Oxnard NfL, State Pre-School Staff</p>	<p>\$700,000</p>	<p>State Pre-School, First 5-Oxnard NfL</p>
<p>7.2. Provide opportunities for pre-kindergarten students to attend a four week summer session prior to kindergarten.</p>	<p>Site Admins., Kinder Teachers, Pre-School Teachers, Summer 2016,</p>	<p>Extra Duty Teacher Pay</p>	<p>\$55,000</p>	<p>First 5-Oxnard NfL</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7.3. Provide opportunities for parents and students to attend Kindergarten Readiness Meetings as a transition to school. These programs are held in both English, Spanish and other languages as needed.	2017, 2018			
7.4. Provide before, during and after school math intervention and/or homework support to students most in need as determined by school sites.	School Admin. And Teachers			Site Funded
7.5. Provide activities through the ASES funded afterschool program to support mathematical proficiency for participating students.	ASES Manager Aug-June 2015-16. 2016-17, 2017-18	Cost of ASES SES 850 students After School Program	\$2,482,325 \$705,458	ASES Grant Title I
7.6. Provide paraprofessionals to support students in Opportunity programs at the middle schools.	Site Administrators, 6th - 8th Teachers	Salaries Paraprofessionals	\$81,000	60% Title I 40% LCFF
7.7. Conduct articulation meetings between Intermediate and elementary feeder schools to prepare for master schedule student placement.	Intermediate and Elementary Principals, 5 th and 6 th gr. Teachers Quarterly Aug-June 2015-16, 2016-17, 2017-18			
7.8. Partner with the universities to increase student participation in the research based College Ed and AVID study skills and college preparation		AVID Training Conferences	\$125,000 \$75,000	Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8.7. Analyze annual required test data, including CELDT, to monitor student progress and program effectiveness to drive changes in instructional and intervention practices.</p> <p>9. Targeting services and programs to lowest-performing student groups with a focus on the following subgroups: ELs, SWD, Hispanic, migrant, foster youth and low SES:</p> <p>9.1. Utilize data from state, district and school site assessments, other multiple measures such as benchmarks and teacher input to select students for targeted assistance.</p> <p>9.2. Use data to refine and improve the Multi-Tiered System of Support Programs at each site to place, and monitor progress and exit students including ELs and SWDs needing intervention.</p> <p>9.3. Utilized state adopted research based materials for students in intervention programs.</p> <ul style="list-style-type: none"> Assist K-8 and Middle Schools in creating flexible master schedules that accommodate academic interventions. 	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>OARS Contract</p> <p>Cost of Materials</p>	<p>\$81,000</p> <p>\$85,000</p>	<p>General Funds</p> <p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.4. Train and support site administrators and teachers to implement classroom management and behavioral strategies, adaptive devices/assistive technology and variety of communication strategies for SWDs.</p> <p>9.5. Provide preschool and special educational programs to promote math readiness and to prepare students for Kindergarten.</p> <p>10. Any additional services tied to student academic needs: with a focus on the following sub-groups: ELs, Hispanic, low SES, immigrant, foster youth, homeless and Special Education</p> <p>10.1. Guarantee that all students, including EL and SWD receive access to a systematic framework of tiered interventions using these systematic steps:</p> <ul style="list-style-type: none"> • Develop a self-study process for the school sites to examine how they provide targeted intervention and support for students including on-going monitoring. • Provide information on Multi-Tiered System of Support including alternative models for principals to share with staff. • Support the implementation of MTSS by helping each school site create and monitor an implementation plan that reflects students' needs and school culture. 	<p>Director and Managers of Special Education, Behavioral Specialist</p> <p>State Pre-School , First 5-Oxnard NfL Aug-June 2015-16, 2016-17, 2017-18</p> <p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Site Administrators Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Salaries Behavioral Specialist</p>	<p>\$115,000</p>	<p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Support will be given to Migrant students through the following activities: <p>10.2. Provide support to migrant students through the following activities:</p> <ul style="list-style-type: none"> • Use the ASES after-school academic program, AVID program, and tutors • Provide summer school for K-7 Migrant students <p>10.3. Provide support with study skills and strategies for learning with the Advancement Via Individual Determination (AVID) program for middle school students.</p> <p>10.4. Provide District Nurses, Psychologists, and School Counselor services to support student acquisition of the Common Core State Standards in Language Arts.</p> <p>10.5. Maintain partnerships/visibility with key groups representing underrepresented minorities, for example: Hispanic Society of Professional Engineers, ACSA Every Student Succeeding Awards, Oxnard School District Wellness Committee.</p> <p>10.6. Provide Library Technicians to support literacy on all campuses.</p>	<p>Exec. Director of EL Services, TOSAs, Site TOSAs, Principals, Migrant TOSA, Teachers Summer 2016, 2017, 2018</p> <p>Middle school principals, Directors of Curriculum & Instruction, Teachers</p> <p>Directors of Curriculum & Instruction, Principals, Director of Special Ed.</p> <p>Library Technicians. Aug-June 2015-16,</p>	<p>Salaries EL TOSAs (2) EL TOSAs (3) EL Specialist</p> <p>AVID Program</p> <p>Salaries Nurses Health Technicians Counselors</p> <p>Salaries Library</p>	<p>\$220,000 \$330,000 \$115,000</p> <p>\$200,000</p> <p>\$1, 025,000 \$2,7000,000</p> <p>\$2,225,000</p>	<p>Title III LCFF 70% Title III 20% Immigrant 10% LCFF</p> <p>Title I</p> <p>General Fund, MEDI-CAL, LCFF</p> <p>LCFF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	2016-17, 2017-18	Technicians		

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Analysis: Oxnard School District analyzed the AYP and AMAO 1 and 2 data to look for trends in the achievement of English Learners (see charts on pages 31-34). The district is currently in Year 4+ for Title III Program Improvement. The number of consecutive years of not meeting all of the AMAO targets is eight years.

The district did not make any of the three Annual Measurable Achievement Objectives (AMAOs) in 2011-12.

The district did not make AMAO 1, AMAO 2, or 3 in 2010-11.

The district did make AMAO 1 in 2009-10 but did not make AMAO 2 or 3 in 2009-10.

Based on an analysis of the most current 2011-12 AMAO data, 53.5% of the EL students met the AMAO 1 target missing the target of 56%.

For AMAO 2, 13.3% of the EL students in a language program for less than five years achieved AMAO 2 again missing the target of 20.1%, and 36.4% of the EL students in a language program more than five years made AMAO 2 missing the target of 45.1%.

Meeting the Needs of English Language Learners

The district completed Title III Accountability Monitoring process during the 2010-2011 school year and wrote a district accountability plan that identified the following issues for EL students:

- 1) There was a lack of opportunities for EL students to interact with other students and teachers;
- 2) In the majority of classrooms, teacher talk dominated instruction as verified by district walkthroughs;
- 3) There was a lack of teacher knowledge of EL proficiency levels, scaffolding and ELD standards-based instruction as a bridge to content instruction particularly at middle school grade 6-8;
- 4) There was a lack of modification to instruction based on English proficiency and academic skills as evidenced in PLC data discussions and district walkthroughs.

Further study of the EL program for the Title III Year 4 Accountability plan also identified the following:

- 1) There was a lack of a sequential, clearly articulated ELD curriculum aligned to CELDT fluency levels and CELDT grade spans;
- 2) Formative and summative assessments were not used in an on-going basis to monitor progress of ELs in ELD;
- 3) There was a not a system in place to closely monitor and support the academic progress of long term ELs who are achieving below grade level in both ELA and math;
- 4) Research-based strategies such as SDAIE or SIOP and Differentiated instruction were not fully implemented.

District Response to Meeting the Needs of English Language Learners

Based on the analysis outlined above, the following actions are designed to support and meet the needs of all English Learners with particular attention to the Intermediate ELs and long term EL students:

- Identified as the first priority of the Oxnard School District (OSD) is the improvement of reading language arts and mathematics instruction for English Learners by designating additional staff and fiscal resources.
- English Learner Review Teams (ELRT) at each site are part of RtI² process for students at CELDT levels 1 and 2 to review the progress of EL students three times per year, identifying students in grades 3-8 that make little or no progress. The ELRT completes an EL Catch-Up plan for every student identified, assigning interventions based on best practices.
- The ELD Newcomer Academy, grades 3-8, uses specific instructional materials to support instruction in R/ELA and Mathematics.
- Five EL Specialists, one ELD Implementation Specialist, and seventeen elementary and three middle school instructional coaches have responsibility for the instructional program and progress monitoring of English Learners, in addition to site principals and teachers.
- The IDEA Placement Test (IPT) is used to identify/monitor language acquisition levels of ELs.

Description of Specific Actions to Improve Education Practice in English Learners Services	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Align the ELA Standards with ELD Standards—As part of the Title III program to ensure effective instructional strategies the district ELS Department and Educational Services Department collaborate to:</p> <p>1.1. Align ELA curriculum with EL standards.</p> <p>1.2. Purchase supplemental materials to meet the specific needs of the EL students.</p> <p>1.3. Implement SDAIE and/or SIOP coaching strategies to support student achievement and English proficiency.</p> <p>1.4. Identify formative & summative assessments for ELD to monitor EL student progress in ELA and ELD.</p> <p>1.5. Implement IDEA Placement Test (IPT) to monitor EL student progress in language acquisition.</p> <p>1.6. Use ELRT to monitor individual student progress and recommend interventions.</p>	<p>Assistant Superintendent of Educational Services Directors of Curriculum & Instruction of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Materials Extra Duty Pay</p>	<p>\$200,000 \$100,000 \$250,000</p>	<p>Title III LCFF Title III LCFF Title III</p>

<p>1.7. Use disaggregated data to guide academic instruction for the purpose of meeting ELD standards.</p> <p>1.8. Use disaggregated data to appropriately design master schedule plans that support English Language Learner academic needs.</p> <p>1.9. Monitor the alignment of ELA/Math standards with ELD standards by providing support from EL TOSAs (5), Site TOSAs and one EL Specialist.</p> <p>1.10. Pilot and adopt an ELA Curriculum that includes explicit systematic ELD Component.</p> <p>2. Use of standards-aligned instructional materials and strategies</p> <p>2.1. Utilize SDAIE and/or SIOP strategies to maintain rigor of academic vocabulary and critical thinking skills.</p> <p>2.2. Support the use of standards-aligned instructional materials and strategies through District EL TOSAs modeling these strategies and administrative staff learning walks.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16. 2016-17, 2017-18</p>	<p>OARS Contract Extra Duty Teacher Pay</p> <p>Salaries EL TOSAs (2) EL TOSAs (3) EL Specialist</p>	<p>\$81,000 \$10,000</p> <p>\$220,000 \$330,000 \$115,000</p>	<p>General Funds Title III</p> <p>Title III LCFF 70% Title III 20% Immigrant 10% LCFF</p>
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<p>2.3. Review daily classroom schedules to verify that EL students receive instruction in English Language Arts (ELA) and English language development (ELD).</p>				
<p>3. Extended learning time</p>				
<p>3.1. Offer before and after school teacher-taught tutorial programs to students considered “at risk” of failing, based on data from state, district and site assessments with a focus on ELs, SWD, low SES students and foster youth.</p>	<p>Site Admins. and Teachers</p>	<p>Teacher Stipends Intervention materials</p>	<p>\$150,000</p>	<p>LCFF</p>
<p>3.2. Offer state preschool and special education preschool programs to promote math readiness and prepare the neediest children for kindergarten.</p>	<p>A Director of ECE and Director of Pupil services Aug-June 2015-16. 2016-17, 2017-18</p>	<p>Salaries Program Expenses</p>	<p>\$1,000,000</p>	<p>First 5-Oxnard NfL, State Pre-School, LCFF</p>
<p>3.3. Support provided for Migrant students through the following activities:</p> <ul style="list-style-type: none"> • Use the ASES after-school academic program, AVID program, tutors to support 7th and 8th grade Migrant students. • Incoming 6th,7th & 8th grade Long Term English Learners, TK-8 migrant students and 3-8 Newcomer students will attend summer school program. 	<p>Exec. Director of EL Services, TOSAs, Site TOSAs, Principals, Migrant TOSA, Teachers Aug-June 2015-16. 2016-17, 2017-18</p>	<p>Salaries EL TOSAs (2) EL TOSAs (3) EL Specialist</p>	<p>\$220,000 \$330,000 \$115,000</p>	<p>Title III LCFF 70% Title III 20% Immigrant 10% LCFF</p>

<p>3.4. Provide Rosetta Stone program to DLI students during after school hours for extra support in language acquisition.</p>	<p>Director of ASES EL Specialist</p>	<p>Software</p>	<p>\$150,000</p>	<p>LCFF</p>
<p>4. Increase access to technology</p>				
<p>4.1. Provide technology to all classrooms, including sheltered, intervention and strategic, to enable teachers to make content more comprehensible.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>			
<p>4.2. Provide a 1:1 device to each student to use during school time as well as at home.</p>				
<p>4.3. Purchase computers, iPads, and software to provide English Learners access to computer assisted instruction in ELD and/or academics.</p>				
<p>4.4. Purchase educational software, such as Rosetta Stone.</p>	<p>Executive Director of English Learner Services, EL TOSAs, EL Specialist Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Software cost</p>	<p>\$150,000</p>	<p>LCFF</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials</p>				
<p>5.1. Attend local and state conferences related to EL students.</p>	<p>Executive Director of English Learner Services, EL TOSAs, EL Specialist Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Registration Fees</p>	<p>\$30,000</p>	<p>Title I</p>
			<p>\$100,000</p>	<p>LCFF Title III</p>

<p>5.2. Provide professional development activities on SDAIE and/or SIOP strategies to assist teachers in better adapting instruction to give EL students access to the curriculum.</p>				
<p>5.3. Provide professional development to deepen teachers' knowledge of instructional strategies for use with English learners.</p>	<p>EL TOSAs, Site TOSAs, Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Registration Fees, Teacher Extra Duty Pay</p>	<p>\$100,000</p>	<p>Title III</p>
<p>5.4. Provide professional development activities on purchased supplemental materials to target language developments skills (listening, speaking, reading, and writing).</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>EL TOSAs (2) EL TOSAs (3)</p>	<p>\$220,000 \$330,000</p>	<p>Title III LCFF</p>
<p>5.5. Hold monthly meetings with site instructional TOSAs with a focus on instructional issues impacting English Learners.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>			
<p>5.6. Review materials for reading/language arts and mathematics to ensure intervention materials are available for ELs.</p>			<p>\$200,000</p>	<p>LCFF</p>
<p>5.7. Include the following in the professional development plan:</p> <ul style="list-style-type: none"> • Transitional Bilingual Education (TBE) Model. • The design and implementation of differentiated, standards-based instruction in all academic areas. • Research-based best practices for reading comprehension. 				

<ul style="list-style-type: none"> • Identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking. • The use of assessment in guiding and evaluating instructional and programmatic practices. <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</p> <ol style="list-style-type: none"> 1. Parents participate in School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, Parent Advisory Committee, and Community Based English Tutoring Classes (CBET). 2. Provide parents with oral and/or written translations at all school community events. 3. School-Parent Compact describes the responsibilities of the school, parent, and students in improving student achievement; provide workshops for parents to develop skills, techniques and strategies to assist their children at home. 4. Follow the protocol for parent notification of identification of English Language students. 5. Notify parents when failure to make progress has been identified. 	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Translation Services Mixteco (2) Spanish (1)</p>	<p>\$130,000 \$76,000</p>	
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<p>7. Auxillary services for students and parents (including transition from preschool, elementary, and middle school)</p> <p>7.1. Offer early childhood school readiness activities for infants to 5 year olds before entering kindergarten.</p> <p>7.2. Offer a Saturday Migrant Science Academy.</p> <p>7.3. Offer the Rosetta Stone program to Dual Learning Immersion students to be used during after school hours for extra support in language acquisition.</p> <p>7.4. Offer after school enrichment program for students enrolled in the Newcomer Academy program.</p> <p>7.5. Offer intervention programs at all schools to meet the needs of immigrant students through each site's Multi-Tiered Support System.</p>	<p>Director of ECE and Director of Pupil services Aug-June 2015-16, 2016-17, 2017-18</p> <p>VCOE Migrant Program, Aug-June 2015-16, 2016-17, 2017-18</p> <p>Aug-June 2015-16</p> <p>Director of ASES Exec. Dir. Of EL Ser. EL Specialist</p> <p>Site Administrators ELRT Teams</p>	<p>Salaries Program Expenses</p> <p>Software</p> <p>Materials</p>	<p>\$320,000</p> <p>\$150,000</p> <p>\$50,000</p>	<p>First 5-Oxnard NfL, State Pre-School, LCFF</p> <p>LCFF</p> <p>Title I</p>
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<p>7.6. Utilize established relationships with various community-based organizations which address the needs of immigrant students, such as the Mixteco-Indigenous Organizing Project (MICOP).</p> <p>7.7. Provide Newcomer ELD Academy classes for grades 3-8 students who are newcomers to the United States.</p> <p>7.8. Provide support for students and parents with Mixteco translators.</p> <p>7.9. Form a committee to support Mixteco students.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Translation Services</p> <p>Teacher Extra Duty Pay</p>	<p>\$130,000</p> <p>\$10,000</p>	<p>LCFF</p> <p>Title III</p>
<p>8. Monitoring program effectiveness</p>				
<p>8.1. Identify formative & summative assessments for ELD to monitor EL student</p> <p>8.2. Implement IDEA Placement Test (IPT) to monitor EL student progress in language acquisition.</p> <p>8.3. Facilitate processes to monitor individual student progress and provide interventions, such as ELRT.</p> <p>8.4. Use disaggregated data to guide academic instruction for the purpose of meeting ELD standards.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, EL TOSAs, Teachers and Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Materials Extra Duty Pay</p>	<p>\$250,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>Title III</p> <p>LCFF</p> <p>LCFF</p>

<p>8.5. Use disaggregated data to appropriately design master schedule plans that support English Language Learner academic needs.</p>				
<p>8.6. Hold monthly meetings with site instructional TOSAs and district EL Staff to discuss instructional issues impacting English Learners.</p>	<p>EL TOSAs, Site TOSAs, Principals Aug-June 2015-16, 2016-17, 2017-18</p>	<p>EL TOSAs (2) EL TOSAs (3)</p>	<p>\$220,000 \$330,000</p>	<p>Title III LCFF</p>
<p>8.7. Provide the Board of Trustees with an annual report of language and academic progress of the ELs.</p>			<p>\$100,000</p>	<p>LCFF</p>
<p>9. Targeting services and programs to lowest-performing student groups</p>				
<p>9.1. Include specific goals for EL students in each sites' Single Plan for Student Achievement.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Principals Aug-June 2015-16, 2016-17, 2017-18</p>			
<p>9.2. Use ELRT to create a Catch-Up Plan for ELs not making adequate progress.</p>				
<p>9.3. Provide both strategic and intensive interventions for all ELs in ELA and math.</p>				
<p>9.4. Provide EL students with targeted instruction in vocabulary through a comprehensive program that incorporates both direct and indirect approaches.</p>				

<p>9.5. Offer intervention programs at all schools to meet the needs of immigrant students through each site’s Multi-Tiered Student Support.</p>				
<p>9.6. Provide two Mixteco translators to support translation services for Mixteco students and parents.</p>	<p>Exec. Director of EL Services, Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Translation Services</p>	<p>\$100,000</p>	<p>LCFF</p>
<p>10. Any additional services tied to student academic needs</p>				
<p>10.1 Offer an after school enrichment program through ASES for immigrant students.</p>	<p>Exec. Director of EL Services, ASES Manager Aug-June 2015-16, 2016-17, 2017-18</p>			
<p>10.2 Provide extra hours for staff, and additional instructional supplies to support the after school enrichment program for immigrant students.</p>				
<p>10.3 Provide a Saturday school program for Migrant education students to enrich and accelerate their academic progress.</p>	<p>VCOE Migrant Program 2015-16, 2016-17, 2017-18</p>			

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>OSD currently has 100% of its teachers fully credentialed with Highly Qualified Teacher status per NCLB. To maintain the quality of its teachers and administrators, the district implements these professional development programs:</p> <ul style="list-style-type: none"> • Training for district and site administrators and teachers to focus instruction on high leverage strategies that address the unique needs of English Learners and Students with Disabilities. • Administrator training to monitor implementation of these strategies using walkthrough observation tools. • Professional development for site administrators and teachers to increase ELs' learning of grade level standards. • Direct support to teachers from district content experts and site instructional coaches who model effective instructional practices. • 87% of K-5 teachers completed 40 hours of RLA and 100% completed 40 hours of Math AB466/SB472 professional development. • 100% of 6-8 teachers completed 40 hours of RLA and 100% completed 40 hours of Math AB466/SB472 professional development. • 100% of K-6 principals and 89% of the 7-8 administrators completed three modules of AB430. • ELPD training for 70% K-8 teachers as part of their 80 hours for the practicum, with principals also participating. • Common Formative Assessment Training with follow-up support by coaches. • Training in Professional Learning Communities to analyze and use state data and formative assessments to increase student achievement. 	<p>Based on results from the APS administered this year, a survey of site administrators, and parent input from DELAC, additional district wide professional development with initial training, follow-up coaching support, and monitoring is needed in these areas:</p> <ul style="list-style-type: none"> • Explicit Direct Instruction • Checking for Understanding • Scaffolded Instruction • Improved Instruction for English Learners • Use of the data analysis process by grade level teams to identify appropriate interventions • K-12 Common Core State Standards (CCSS) for teachers and administrators

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards</p> <p>1.1. Provide professional development activities to enhance the implementation of Common Core State Standards and Best Practices i.e. SDAIE strategies, Differentiated Instructional strategies and using data to guide instruction.</p> <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>2.1. Include research-based instructional strategies and effective schools research in all sites’ Site Single Plan for Student Achievement professional development plans.</p> <p>2.2. Use Professional Learning Community elements in all professional development activities to focus on student learning, collaboration and collective inquiry.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Professional Development Costs</p> <p>Professional Development Costs</p>	<p>\$100,000</p> <p>\$30,000</p> <p>\$10,000</p>	<p>LCFF Tile II</p> <p>Title II</p> <p>LCFF</p>

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2.3. Assist sites in analyzing student data to identify appropriate responses to student learning.</p> <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>3.1. Analyze student product and engagement data through learning walks to guide instructional practices for 21st century learning skills. (Communication, Collaboration, Creativity, Critical Thinking)</p> <p>3.2. Analyze data to identify the students with the greatest needs in order to close the achievement gap.</p> <p>3.3. Provide collaboration opportunities for Site Instructional TOSAs and site staff to guide the link between analyzed data and the improvement of targeted instructional practiced.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18</p>	<p>OARS Contract</p> <p>OARS Contract</p>	<p>\$81,000</p> <p>\$81,000</p>	<p>General Funds</p> <p>General Funds</p>

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>4.1. Collaborate on the design and content of all training activities provided by the Education Services Department to ensure the use of researched-based practices.</p> <p>4.2. Use school sites' Single Plan for Student Achievement as work plans for coordinating programs from all funding sources based on alignment to needs of students and teachers.</p> <p>4.3. Monitor the yearly site professional development plans and calendars for alignment to the district LEA Plan.</p> <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principal will be met:</p> <p>5.1. Survey teachers and site administrators, formally and informally, to identify areas of professional development needs.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, Site TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18</p>			

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5.2. Provide BTSA professional development activities to new teachers (to the professional and/or to the district).	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction,	Ventura County Beginning Teacher Support and Assessment		
5.3. Implement newly adopted math curriculum; use trainer of trainers model	Executive Director of English Learner Services, Director of Pupil Services, Site Admins Aug-June 2015-16, 2016-17, 2017-18	Trainer of Trainers Subs Contractors Printing	\$200,000	LCFF
6. How the LEA will integrate funds under this subpart with fund received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
6.1. Create a professional development plan that aligns to the technology master plan.	Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction,			
6.2. Utilize funds to provide high quality professional development to ensure implementation of best practices.	Executive Director of English Learner Services, Director of Pupil Services,		\$10,000	Title I Title II
6.3. Provide staff development in using technology as 21st century learning tools.	Director of Pupil Services, Aug-June 2015-16, 2016-17, 2017-18		\$50,000	Title III

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology(Note: a minimum of 25 % of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development):</p> <p>7.1. Provide the Staff development that integrates technology within all curricular areas.</p> <p>7.2. Provide professional development for Special Education teachers to ensure that IEP goals provide access to the core curriculum.</p> <p>7.3. Purchase software/hardware to support EL instruction and SWD needs and provide training for teachers on the software/hardware.</p> <p>7.4. Provide professional development utilizing 1:1 iPads, Apple TV monitors, Prometheans Boards, projectors, document cameras, and education apps. Purchase instructional materials with technological supports.</p> <p>7.5. Provide PD in an online assessment reporting system to monitor student progress toward achievement of instructional standards.</p>	<p>Teachers, Trainers of Trainers, Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services Teachers and Principals, Publisher consultants Aug-June 2015-16, 2016-17, 2017-18</p>	<p>OARS Contract</p>	<p>\$5,000</p> <p>\$100,000</p> <p>\$100,000</p> <p>\$81,000</p>	<p>Title I, Title II, LCFF</p> <p>Title III</p> <p>LCFF Title II</p> <p>General Funds</p>

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.6. Provide training for Library media personnel on how to support student use of instructional technology (reading/language development)</p> <p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parent have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>8.1. Seek input from stakeholders (School personnel, budget advisory, PTA, SSC, ELAC, DELAC, and representatives from subgroups) for the planning of professional development activities by using surveys, focus groups, and/or monthly advisory committees.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, TOSAs, Teachers Aug-June 2015-16, 2016-17, 2017-18</p>			

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>9.1. Provide the support of five EL TOSAs, one ELD specialist, and one instructional coach per site to support full implementation of ELA and ELD instruction.</p> <p>9.2. Train Opportunity Paraprofessionals at the middle school level to provide behavior support and intervention to students in the classroom.</p> <p>9.3. Communicate regularly in English, Spanish and other languages as needed with parents regarding student attendance, behavior, and academic progress.</p>	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Tech. TOSA. Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Salaries EL TOSAs (2) EL TOSAs (3) Site Coaches EL Specialist</p> <p>Salaries</p> <p>Outreach Special Salaries</p>	<p>\$220,000 \$330,000 2,500,000 \$115,000</p> <p>\$81,000</p> <p>\$1,400,000</p>	<p>Title III LCFF LCFF 70% Title III 20% Immigrant 10% LCFF</p> <p>60% Title I 40% LCFF</p> <p>LCFF</p>

Please provide a description of Professional Development:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.4. Provide parents of SWD with support and resources to support their student reach academic growth.</p> <p>9.5. Provide PD for staff on transitioning students from preschool and TK/kindergarten.</p> <p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>10.1. To maintain its 100% Highly Qualified Teacher status OSD will continue to employ, recruitment and retention strategies such as:</p> <ul style="list-style-type: none"> • Beginning Teacher Support and Assessment • Staff Development for ELA/ELD and math adoptions • Professional development for using the SDAIE OR SIOP/SIOP strategies and through Best Practices • Professional Learning Communities 	<p>Assistant Superintendent of Educational Services, Directors of Curriculum & Instruction, Executive Director of English Learner Services, Director of Pupil Services, Principals, Aug-June 2015-16, 2016-17, 2017-18</p>	<p>Ventura County Beginning Teacher Support and Assessment</p>		

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. The district has a plan outlining its vision for a positive school learning environment. Through the use of the district-wide Student Success Team, the district continues to plan and implement strategies to support an environment conducive to student learning. 2. The district has a strongly enforced and well-publicized discipline policy. 3. In accordance with district policy, a Comprehensive School Safety Plan has been developed and implemented at each school. 4. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 5. Parents are provided with annual information through the “Student/Parent Directory,” ELAC and SSC Meetings. 6. A district-wide system has been implemented to effectively provide support in the following areas: truancy, early interventions through Neighborhood for Family Learning Centers, SARB process, District Discipline/Positive Behavior Intervention Support (PBIS) Committee, School Social Workers, counselors at each site and Outreach Specialists at every site, with on-going services to identified students and their families. 7. Several sites have adopted PBI programs such as “Lesson One” and “CHAMPS.” 8. Six school sites have been trained the Olweus Bullying Prevention Program that is a research-based program designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: <ul style="list-style-type: none"> • Reducing existing bullying problems 	<ol style="list-style-type: none"> 1. Develop comprehensive approach to address mental, social, and emotional needs of students. 2. Decrease the number of suspensions and expulsions. 3. Involve parents in supporting the learning environment at the site level. 4. Develop a consistent approach to address violence and bullying prevention at all grade levels such as Olweus Bullying Prevention Program. 5. Provide opportunities for students to participate in the decision-making process and to have a voice in school climate issues. 6. Increase the number of schools participating in PBIS programs. 7. Implement the Multi-Tiered Systems of Support (MTSS) process at all sites. 8. Develop and monitor expectations to increase parent participation at all sites. 9. Increase participation in intervention and prevention of childhood obesity programs by: <ul style="list-style-type: none"> • The implementation of the Wellness policy and Physical Education requirements. • Continued representation from key staff on the District level Wellness Collaborative. • Continued increase in partnerships within the community of Oxnard to support wellness at all sites.

<p>among students.</p> <ul style="list-style-type: none"> • Preventing new bullying problems. • Achieving better peer relations at school. <p>9. All sites have a Youth Officer assigned to their school through the Oxnard Police Department to support in the safety of students.</p> <p>10. The district has an extensive number of collaborative partnerships that support the Healthy Start Centers:</p> <ul style="list-style-type: none"> • Ventura County Human Services Agency • Ventura County of Superintendent of Schools Office • Interface Children and Family Services • Oxnard Neighborhoods for Learning (NfL), including NfL partners • City Impact, Inc. • El Centrito Family Learning Centers • Food Share • Assistance League – Operation School Bell • Medi-Cal Community Agency Collaborative • Big Smiles • The Coalition of Family Harmony • City of Oxnard Police Department • Parents of Murdered Children • Schools on Wheels • Ventura County Public Health, Nutrition Education Project and Chronic Disease Prevention Program • Palmer Drug Abuse Program of Ventura County, Inc. • Pyles Boys Camp • United Way • City of Oxnard, Oxnard Scholars • Cal-Safe • Oxnard Union High School <p>11. Through the ASES grant funding, the district collaborates with Oxnard Scholars’ Program through the City of Oxnard to deliver a comprehensive after-school program that remains open until 6:00 p.m., Monday through Friday.</p> <p>12. Community resource training for all support staff on Student Wellness and Family Strengthening is implemented. An event, Strengthening Our Families, will be held</p>	
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<p>yearly to further support all staff members on knowing how and where to access resources to support our children and families.</p> <p>13. Implementation of Tobacco Use Prevention Education (TUPE) curriculum in grades 6-8.</p>	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES	
1.	The City of Oxnard, Oxnard Scholars' After School Program has been implemented on all of the sites as the primary after school program for children. The program addresses academic and social skills and effectively engages students in such programs as: homework centers, language arts and math instruction, music, arts, enrichment, and recreation (sports).
2.	Thirteen sites are implementing Lesson One and/or CHAMPS Programs. The purpose of these program is to provide students with skills and knowledge for conflict resolution, anti-bullying strategies, and peer mediation by engaging them in problem solving situations and self-control and monitoring. Three middle and three elementary schools are trained on implementing the Olweus Bullying Prevention Program.
3.	Each middle school is provided with two full time counselors to address student academic, social, and emotional needs. Each K-5 and K-8 school is provided with one full time counselor.
4.	The district has developed a Parents' Rights Annual Handbook that is updated and revised annually.
5.	The district conducts the School Attendance Review Board (SARB) to assist with positive attendance and any additional support necessary to ensure that the student attends school regularly and on time.
6.	SSC Training is provided to all schools yearly to ensure that seated councils understand their roles, fiduciary responsibilities, and area of influence and governance.
7.	All communication is provided in English, Spanish and other languages as needed to facilitate understanding and support.
8.	Translators of languages other than Spanish are provided by the Department of English Language Services (Hindi, Arabic, Mixteco, etc.).
9.	All 20 sites have an Outreach Specialist who supports positive attendance and ensures that community agencies are utilized to support children and families.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none">1. A Comprehensive Safe School Emergency Plan is required at all sites.2. There are three Youth Officers shared by all schools who serve as liaisons between the Oxnard Police Department and the school district. The Youth Officers support personnel in ensuring the safety of students and staff.3. The City of Oxnard’s “Oxnard Scholar’s After School Program,” operates at every site.4. Community Agencies, such as PTAP, City Impact, and Ventura County Public Health support children and families in the Oxnard School District with prevention activities for at-risk behaviors.5. District uses several practices for early interventions to minimize truancy and tardiness.6. A tobacco prevention program is provided in the 6th-8th grades.	<ol style="list-style-type: none">1. PBIS programs (i.e. CHAMPS) need to be implemented and monitored at each site.2. Ventura COE is currently working with all schools in the county to obtain TUPE Grant funding.3. Implement and monitor the Olweus Prevention Bullying Program.4. Reduce number of out of school and in school suspension rates.

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>3/1/14</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 4% 7 th 5%	5 th 2% 7 th 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3%	7 th 1%
The percentage of students that have used marijuana will decrease biennially by:	5 th 2% 7 th 15%	5 th 1% 7 th 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 11%	7 th 4%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 8%	7 th 2%
The percentage of students that feel very safe at school will increase biennially by:	5 th 48 % 7 th 17%	5 th 5% 7 th 2%

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 24%	7 th 2%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 4% from the 2010-2011 LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	1.68%	1%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _03/01/14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 62% 7 th 29%	5 th 3% 7 th 2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 61% 7 th 47%	5 th 3% 7 th 3%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 15% 7 th 12%	5 th 2% 7 th 2%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 57% 7 th 43%	5 th 3% 7 th 3%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATODV	7-8	3419	1999/2009	On-going	1999/2000
Olweus Prevention Bullying Program	ATODV	K-8	16,400	2011	On-going	August 2011
Minnesota Smoking Prevention Program	ATODV	6	1752	2011	On-going	August 2011
Second Step	V	K-8	17,289	2014	On-going	August 2014

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	K-8
X	Conflict Mediation/Resolution	V	K-8
X	Early Intervention and Counseling	ATODV	K-8
X	Environmental Strategies	ATODV	K-8
X	Family and Community Collaboration	ATODV	Birth-8
	Media Literacy and Advocacy		
X	Mentoring	ATODV	K-8
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	ATODV	K-8
X	School Policies	ATODV	K-8
X	Service-Learning/Community Service	ATODV	7-8
X	Student Assistance Programs	ATODV	4-8
X	Tobacco-Use Cessation	T	K-8
X	Youth Development Caring Schools Caring Classrooms	ATODV	5-8
X	Red Ribbon Week	ATODV	K-8

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
None selected						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Analysis of the 2013-2014 CHKS data, truancy data and suspensions as compared to the 2010-2011 data indicate concerns in the following areas:

- A decrease in district wide student suspensions from 5.9% in 2012; 4.2% in 2013; 3.3% in 2014
- 21% of 7th graders report being in a fight during the last 12 months
- 3% of 7th graders have carried a gun in the last 12 months
- 7% have carried a weapon (knife, or club) in the past 12 months
- 4% of 5th graders reported bringing a weapon (knife, or club) in the past 12 months
- 29% of 5th graders reported seeing another student with a weapon at school.
- 28% of 5th graders have hit or pushed another student 1 or more students in the past 12 months

The district has selected and is implementing the following programs:

- Lesson One (grades K-6 at 9 sites)
- Project Alert (grades 6-8)
- Second Step (grades 4-5)
- Botvin’s Life Skills Training (grades 3-8)
- Olweus Prevention Bullying Program (grades K-8)
- CHAMPS (grades K-8)

The above mentioned programs were selected to provide ATODV prevention as well as self-control and positive thinking skills.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Evaluation data for these programs is generated biennially through the California Healthy Kids Surveys (CHKS) administered to all students in grades 5 and 7. This program/survey is researched-based and has proven effective throughout various school districts. The CHKS is reported to the administration as well as community organizations/ committees. The results are used for funding and reporting purposes.

Neighborhoods for Learning – Evaluation components include: 1) demographic information to ensure services are delivered to the target population, 2) pre and post assessments to measure growth and change in family functioning, and parent knowledge, 3) parent surveys provide feedback about direct services. Qualitative and quantitative data is analyzed quarterly to evaluate intensity and effectiveness of services.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

1. Baseline CHKS data and progress data will be collected in 2004, 2006, 2008, 2010, and 2012, 2014, 2016, 2018.
2. Neighborhoods for Learning: quarterly progress reports are submitted to VC First 5 Commission and annual reports to OSD board of trustees. Progress reports are made public via Commission and Trustee meetings which are open to public, televised and/or available through audio recording.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need.
(Section 4114 [d][3])

The school district defines the highest need students by using multiple factors. The district reviews the following factors: Title I services, English Language Learners, discipline records, school attendance, and other factors as defined by the Student Success Team, such as student achievement.

The following are services funded for students with the greatest needs:

- 1) Early identification and intervention services with counselors from community-based organizations.
- 2) Outreach workers for high-risk families and truant students.
- 3) After-school activities that focus on academic tutoring, mentoring, and opportunities to participate in non-academic, creative, and athletic activities.
- 4) A referral system for family counseling and support services.
- 5) Neighborhoods for Learning: Intake procedures at time of service confirm eligibility of participants.
- 6) A partnership was developed with the Oxnard Police Department to address the number of gang related incidents taking place on Intermediate School campuses and in the surrounding communities. An increase in expulsions due to violent related activities, such as students' carrying and using weapons at schools also made the presence of the police officers on campus a priority. In order to protect the safety of all students, it was necessary to address the issues that were present on campuses. We are currently split funding the salaries of two full-time school resource officers to support the schools in Oxnard, particularly the Intermediate schools. The officers provide activities and support that are tailored to the specific needs of each school. The officers are also involved in investigative cases as well as prevention and intervention activities with students. Police Officers also conduct the GREAT (Gang Related Educational Activities Team) curriculum for 5th grade boys throughout the district. OSD currently pays for 50% of the cost of the officers. The remaining 50% is matched by the Oxnard Police Department from the COPS in Schools grant. OSD's portion is covered out of the general fund \$105,479.
- 7) Beginning in the 2014-2015 year, each school has at least one on site school counselor.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Oxnard School District's services for homeless children are coordinated by a district homeless liaison and the schools' Outreach Consultants through Title I and McKinney Vento funds. Immediate enrollment is assured and transportation provided. Additionally, the district liaison collaborates and coordinates services with the Ventura County Office of Education when homeless students need additional services beyond the capability of the district.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>All Program Improvement schools receive technical assistance for the following activities:</p> <ul style="list-style-type: none"> • Each PI school receives technical assistance in using data, observations, and input to identify weaknesses. The Oxnard School District provides technical assistance to develop the SPSA with peer review, the Corrective Action and or Restructuring Plan for PI schools in years 3 or 4, and the revision of any and all plans as needed. The Oxnard School District works with each school to ensure full, effective implementation of these plans at all PI schools. • Extensive data is provided and analyzed with principals, leadership teams, staffs and parent groups to identify needs for instruction, parental involvement, professional development, and school systems. The findings are used to address specific problems. • The Oxnard School District assists in identification of proven and effective strategies to support each PI school’s plan for improvement. These strategies are those most likely to address the problems that got each school into PI. The Oxnard School District either provides the professional development to build capacity in effective implementation or assists the school with their own professional development plans. District administrators make regular visits to classrooms at each PI school to assist in the monitoring of effective implementation and to address ongoing needs. <p>The LEA works with each PI school to ensure all budgets are aligned with the school’s plans to support student achievement so the school can exit PI. Assistance is provided to write the plans and arrange for funds to be appropriately managed. Budgetary activities are monitored by the district as well.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services</p>	<p>When the Oxnard School District receives achievement data from the state, letters are immediately prepared for each school’s parents notifying them of the school’s Program Improvement (PI) status. Letters include the right to transfer to a non-PI school, information about the available schools not in PI, and process by which they can apply for a transfer. In the case of schools that will definitely be PI for the upcoming year, the Oxnard School District provides parents the opportunity to request a transfer to a non-PI school during the district’s open enrollment window giving them priority for transfer. Letters inform parents of their right to receive Supplemental Services if they remain at a PI school and meet the requirements.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><u>Choice:</u> The Oxnard School District determines which non-PI schools will be designated as Choice Schools based on space available and proximity. All students at all PI schools are given the opportunity to transfer and placed at their first choice school not in PI if possible. If there is not available space, the parent is offered the second choice. A parent may elect to remain at or return to their PI school at any time. The Oxnard School District provides transportation for all PI transfers.</p> <p><u>Supplemental Services:</u> The Oxnard School District mails letters informing parents of Supplemental Education Services (SES) to all Socio-Economically Disadvantaged (SED) students at all PI schools year two and beyond. The parents can attend one of multiple district and site fairs to meet with and then select their top three providers. Parents can also access applications online, at their school sites, from the District Office, or from providers. Students are placed according to their choices. When the demand exceeds the funding available or space with providers, students with greatest academic need are given priority to receive SES. Other academic indicators considered are the student’s score on STAR 360, a reading assessment, and the students grades from the most recent progress report.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The Oxnard School District submitted a Title II Equitable Distribution of Highly Qualified and Effective Teachers and Principals Action Plan to CDE in 2008 describing strategies to retain, recruit, and increase the number of highly qualified teachers, principals, and other staff. See Goal 3 of this plan for specific activities related to this plan.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>The Director of Curriculum, State, and Federal Programs and the Executive Director of English Learner Services (with leadership from the Assistant Superintendent of Educational Services) work with school sites and parent groups to provide workshops and information sessions to parents. To provide equal access, all sessions are conducted in English, Spanish and other languages as needed. School Site Councils and English Learner Advisory Committees conduct needs assessments regarding parent involvement needs. Actions and activities are coordinated and reflected in the site Single Plan for Student Achievement. In addition, the school sites conduct Title I meetings to provide direct services to parents and ensure involvement in their child’s education.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 13 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>State preschool, Head Start and Even Start programs are coordinated at the district level through the Educational Services Center by the Director of Early Childhood Education. Integration is assured through professional development and classroom walkthroughs. Preschool teachers attend staff meetings and are an integral member of the school staff. Preschool parent groups receive information regarding what to expect when their children enter kindergarten.</p> <p>Kindergarten teachers receive individual information regarding entering students who have attended State, NfL, and Head Start preschool programs. The Desired Results Development Profile (DRDP) is administered to all preschool students and individual results reported to the school of attendance so that teachers have specific data regarding skills of our preschool graduates.</p>

District Schools in Program Improvement Year 3, Year 4, and Year 5

Schools in Title I, Program Improvement Year 3 (Corrective Action)
<ul style="list-style-type: none"> ▪ Schools in Program Improvement Year 3 1. Norman Brekke ES
<ul style="list-style-type: none"> ▪ Description of corrective action(s) assigned to these schools (Norman Brekke ES) <ol style="list-style-type: none"> 1. Evaluate Brekke implementation of the nine essential program components using the Academic Program Survey. 2. Continue to implement Houghton Mifflin <i>“Legacy of Literacy”</i> and envision Math with fidelity. 3. Implement grade level meetings at least three times per month to review data from formative and summative assessments in order to track student progress and provide targeted interventions. 4. Monitor and celebrate SMART goal successes. 5. Literacy coach will continue to work with teachers on all grade levels. 6. Implement Waterford and Success Maker intervention programs. 7. Coordinate regular day and after school program activities to provide Extended Learning Time for students. 8. Offer targeted students in need of additional support multiple interventions in reading and Math during, before and after school. 9. Utilize the district Pacing Guide for Houghton Mifflin reading and enVision Math. 10. Continue principal walk-throughs and student monitoring conferences. 11. Implement an ELD tutoring after school for selected English Language Learners on grade levels 1-6. 12. Train staff on the effective implementation of technology to raise student achievement. 13. Continue grade level teaming for LEAD time. 14. Train staff in effective strategies for ELD, math and Language Arts. 15. Identify struggling students and provide targeted interventions in academics and behavior through RtI. 16. Conduct student monitoring conferences for Language Arts, Math and ELD. 17. Establish a calendar for and follow through with grade level weekly meetings, leadership, staff meetings, ELRT and DSLT meetings. 18. Continue to train staff in effective delivery of instruction in all subject areas with an emphasis on the needs of English Learners. 19. Provide parents with resources and activities for helping their children in literacy and math skills. 20. Offer targeted students in need of additional support multiple interventions in reading and math during and outside the school day. 21. Monitor and refine the RtI referral process. 22. Implement the distribution of audio books and CDs to students who qualify. 23. All grade levels will implement UA time teaming during ELA. Schedules will be adjusted to meet the needs of all students.
<ul style="list-style-type: none"> ▪ Level of implementation of program improvement activities in individual schools in corrective action (Norman Brekke ES) <ol style="list-style-type: none"> 1. Evaluation of Brekke’s implementation of the nine essential program components using the Academic Program Survey is completed annually (#1 in above list). 2. Train staff on the effective implementation of technology to raise student achievement is an ongoing process. Teachers are at different levels of implementation, and receive professional development based on their level of expertise (#12 in above list). 3. Provide parents with resources and activities for helping their children in literacy and math skills is on-going. This is completed through a variety of parent and community meetings (#19 in above list). 4. Monitor and refine the RtI referral process is on-going. Changes are made based on formative and summative student data (#24 in above list).

5. All other actions will be completed by the June 2012.

Schools in Title I, Program Improvement Year 4 (Restructuring/Alternative Governance)

- **Schools in Program Improvement Year 4**
No Schools are in PI Year 4.

Schools in Title I, Program Improvement Year 5 (Restructuring/Alternative Governance)

- **Schools in Program Improvement Year 5**

1. Cesar Chavez Elementary
2. Driffill Elementary
3. Elm Street Elementary
4. Emilie Ritchen Elementary
5. Harrington Elementary
6. Kamala Elementary
7. Lemonwood Elementary
8. Marina West Elementary
9. McKinna Elementary
10. Ramona Elementary
11. Fremont Intermediate
12. Richard B. Haydock Intermediate
13. Robert J. Frank Intermediate

- **Level of implementation of the restructuring/alternative governance plan that was developed when the school was identified in Program Improvement Year 4**

1. Cesar Chavez Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
2. Driffill Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
3. Elm Street Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
4. Emilie Ritchen Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
5. Harrington Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
6. Kamala Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
7. Lemonwood Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
8. Marina West Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
9. McKinna Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
10. Ramona Elementary: The school has substantially implemented all items of the restructuring/alternative governance plan.
11. Fremont Intermediate: The school has substantially implemented all items of the restructuring/alternative governance plan.
12. Richard B. Haydock Intermediate: The school has substantially implemented all items of the restructuring/alternative governance plan.
13. Robert J. Frank Intermediate: The school has substantially implemented all items of the restructuring/alternative governance plan.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

(A) Have the lowest proportion of highly qualified teachers;
(B) Have the largest average class size; or
(C) Are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.
(Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of

schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Dr. Cesar Morales

Print Name of Superintendent

Signature of Superintendent

Date

Veronica Robles-Solis

Print Name of Board President

Signature of Board President

Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Signature of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

Date

Jairo Arrellano

Print Name of Title III English Learner Director
(if applicable)

Signature of Title III English Learner Coordinator/Director
(if applicable)

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/index.html> > (University of Colorado: Blueprints)

C: < <http://www.modelprograms.samhsa.gov> > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev. Website
Across Ages	4 to 8	x	x	x		x C,
All Stars™	6 to 8	x	x	x		A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x		A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x	C,
Child Development Project/Caring School Community	K to 6	x		x	x	x A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x	C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x	C
Coping Power	5 to 8			x	x	C
DARE To Be You	Pre-K	x		x	x	x A, C,
Early Risers Skills for Success	K to 6				x	C,
East Texas Experiential Learning Center	7	x	x	x	x	x C
Friendly PEERsuasion	6 to 8	x				C
Good Behavior Game	1 to 6				x	B, C
High/Scope Perry Preschool Project	Pre-K				x	x B, C, E
I Can Problem Solve	Pre-K				x	A, B, D
Incredible Years	K to 3				x	x B, C,
Keep A Clear Mind	4 to 6	x	x			A, C,
Leadership and Resiliency	9 to 12					x C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x	A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x D, C, E
Minnesota Smoking Prevention Program	6 to 10		x			A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

BOARD AGENDA ITEM

Name of Contributor: Dr. Morales

Date of Meeting: 09-16-15

- | | | | |
|----|-------------------------------------|-------------------------------|-------------------------------|
| | Study Session | _____ | |
| A. | Preliminary | _____ | |
| B. | Hearing: | _____ | |
| C. | Consent Agenda | _____ | |
| D. | Action Items | <u> X </u> | |
| E. | Report/Discussion Items (no action) | _____ | |
| F. | Board Policies | 1 st Reading _____ | 2 nd Reading _____ |

Discuss and Consider Appointment of Board Representative On Personnel Commission and Set the Date for Public Hearing

The term of office for the Board of Trustees' appointee to the Personnel Commission will come to an end at noon on December 1, 2015. The Board's current appointee is Mr. Edward Castillo. The term of each Commissioner is for three (3) years and expires at noon on December 1st.

Education Code Section 46256(b)(1) requires notice from the Board of Trustees of the intended appointee to the Personnel Commission no later than September 30, 2015. Education Code Section 46256(d) then requires a public hearing of the Board to be held after 30 days and within 45 days of the date of the public notice of the intended appointee in order to provide the public an opportunity to comment on the qualifications of the appointee. Subsequent to that subdivision (d) states, "The Board at the time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing."

Education Code Section 45244 set forth the qualifications for membership on the Personnel Commission.

1. Registered voter and resident within the jurisdiction of the district; and
2. Be a known adherent to the principle of the merit system.

RECOMMENDATION:

The Board will discuss and consider how they would like to proceed in the appointment or reappointment the Board's representative on the Personnel Commission for a three (3) term beginning December 1, 2015; and set the date of October 7, 2015 for a Public Hearing in order to provide the public an opportunity to comment.

ADDITIONAL MATERIAL(S):

- Personnel Commission Rule 20.100
- Notice To Set Public Hearing

Education Code

45246. ... (b) Where a system is already in existence and a vacancy will exist on December 1, by not later than September 30:

(1) The governing board shall publicly announce the name of the person it intends to appoint or reappoint, if the vacancy is its appointee.

...

(d) At a board meeting to be held after 30 and within 45 days of the dates specified in subdivision (a) and paragraph (1) of subdivision (b), as the case may be, the governing board in open hearing shall provide the public and employees and employee organizations the opportunity to express their views on the qualifications of those persons recommended by the governing board for appointment.

The board at the time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing.

...

(g) A commissioner whose term has expired may continue to discharge the duties of the office until a successor is appointed, but for no more than 90 calendar days.

45244. (a) To be eligible for appointment or reappointment to the commission a person shall meet both of the following requirements:

(1) Be a registered voter and resident within the territorial jurisdiction of the school district.

(2) Be a known adherent to the principle of the merit system. No member of the governing board of any school district or a county board of **education** shall be eligible for appointment, reappointment, or continuance as a member of the commission. During his or her term of service, a member of the commission shall not be an employee of the school district.

(b) As used in this section, residence is that place in which his or her habitation is fixed, wherein the person has the intention of remaining, and to which, whenever he or she is absent, the person has the intention of returning. At a given time, a person may have only one residence.

(c) As used in this section, "known adherent to the principle of the merit system," with respect to a new appointee, means a person who by the nature of his or her prior public or private service has given evidence that he or she supports the concept of employment, continuance in employment, in-service promotional opportunities, and other related matters on the basis of merit and fitness. As used in this section, "known adherent to the principle of the merit system," with respect to a candidate for reappointment, means a commissioner who has clearly demonstrated through meeting attendance and actions that he or she does, in fact, support the merit system and its operation.



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030

805/385-1501, Ext. 2032

Office of the Superintendent

PUBLIC NOTICE

Oxnard School District Appointment of Board Representative On Personnel Commission

PLEASE TAKE NOTICE that the Oxnard School District intends to conduct a public hearing to provide the public an opportunity to comment on the appointment of Board Representative on Personnel Commission, pursuant to Education Code Section 46256(b)(1). The public hearing will be conducted at a regular meeting of the Board of Trustees on October 7, 2015 at 7:30 p.m. in the Board Room of the Educational Service Center located at 1051 South A Street, Oxnard, CA 93030.

Information concerning this matter is available from the Office of The Superintendent at (805) 385-1501, ext. 2032.

Mission: "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities."

BOARD AGENDA ITEM

Name of Contributor(s): Cline/CFW

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT AGENDA _____
SECTION D: ACTION X
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

**Ratification of Change Order No. 1 for Ritche Special Day Classroom Project,
Bid#14-04 (Cline/CFW)**

Over the summer months, the District successfully completed improvements to Classroom No. 4 at Ritche Elementary School. Classroom 4 was converted from a standard classroom into a Special Day Program classroom through the addition of a restroom, kitchen and laundry area. The construction commenced on Thursday, June 24, 2015 and was concluded on August 17, 2015, in time for the opening of school.

As with many construction projects, the contractor encountered a number of unforeseen circumstances related to the plumbing, electrical and vent work. Many of these circumstances could have been avoided by providing the architect and contractor with accurate "As-Built" plans prepared by the Architect of Record and Contractor during the original construction of the school. However, the District was unable to locate these "As-Built" plans prior to undertaking this project. The unforeseen circumstances include relocating a sewer line, relocating electrical fixtures that were not noted on the architectural plans, modifications to a proposed drain line for the washer and additional reinforcement required by the inspector of record for a shear wall. The additional unforeseen work totaled \$6,432.11.

During construction, the District staff requested that certain sink drain assemblies and faucets be replaced instead of salvaging the existing items and reinstalling them. It was noted during construction that the condition of these items was poor and warranted replacement. This minor item accounted for \$830.03. This additional work improved the overall condition and appearance of the boys' restroom at Ritche Elementary School.

In addition to these items, there was additional work required as a result of clarifications to the design prepared by the Architect. These include the duct work for the dryer and the elements related to the fabrication of a range hood for the stove. These items resulted in an additional cost of \$956.14.

CFW and District staff have carefully reviewed the requested change order and concur with the additional requested work items. The total additional work was \$8,218.28. The item was not previously presented to the Board of Trustees because of the late nature of the contractor's request and the reduced Board meeting schedule over the summer months.

FISCAL IMPACT:

**Eight Thousand Two Hundred Eighteen Dollars and Twenty Eight Cents [\$8,218.28]
– Measure R**

The total project budget for the Ritche Special Day Classroom, as reflected in the Oxnard Facilities Implementation Plan was \$175,000. The change order amount falls within the estimated budget for the project.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees ratify Change Order #1 in the amount of \$8,218.28 for Bid #14-04 Ritche Special Day Classroom Project with GRD Construction.

ADDITIONAL MATERIAL(S):

- Change Order #1 (2 pages)
 - Agreement #15-22, GRD Construction (2 Pages)
-

GOALS:**GOAL THREE:**

Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites



CHANGE ORDER

Date: August 31, 2015

CHANGE ORDER NO. 001

PROJECT: Ritchen Special Day Classroom
O.S.D. BID No. 14-04
O.S.D. Agreement No. 15-22

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT: Dougherty + Dougherty
Architects
3194-D Airport Loop Dr.
Costa Mesa, CA 92626

CONTRACTOR: GRD Construction
4840 Market Street
Ventura, CA 93003

Attn: Mr. Garry Oswald

Architects Proj. No.:21315.00
D.S.A. File No.: 56-22
D.S.A. App. No.:03-115304

CONFORMANCE WITH CONTRACT DOCUMENTS, PROJECT MANUAL, DRAWINGS AND SPECIFICATION. All Change Order work shall be in strict conformance with the Contract Documents, Project Manual, Drawings, and Specifications as they pertain to work of a similar nature.

ORIGINAL CONTRACT SUM	\$ 89,698.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	\$ 0.00
ADJUSTED CONTRACT SUM	\$ 89,698.00
NET CHANGE -	\$ 0.00

Total Change Orders to Date:	\$ 8,218.28
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO. 001	\$ 97,916.28

Commencement Date:	June 25, 2015
Original Completion Date:	June 14, 2015
Original Contract Time:	Fifty Days
Time Extension for all Previous Change Orders:	Zero Days
Time Extension for this Change Order:	Zero Days
Adjusted Completion Date:	June 14, 2015

Percentage 9%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Demolition for sewer connection at Boys R.R.	\$2,061.01			
2.	Void				
3.	Void				
4.	Duct work for clothes dryer			\$703.65	
5.	Cabinet modification for Plumbing	\$1,051.13			
6.	Fabrication of enclosure for range hood duct			\$252.49	
7.	Removal and replacement of shear panel to install backing for grab bar installation	\$175.52			
8.	Additional reinforcement to shear wall	\$3,144.45			
9.	Replacement of four (4) drain assemblies in Boys R.R.		\$401.63		
10.	Replacement of four (4) faucets in Boys R.R.		\$428.40		
	Totals	\$6,432.11	\$830.03	\$956.14	\$0.00

Total Change Order No. _____ \$ 8,218.28
Eight Thousand Two Hundred Eighteen Dollars and Twenty Eight Cents

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____ DATE: _____

CONTRACTOR: _____ DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____ DATE: _____

EXEC. DIR. OF FACILITIES: _____ DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL _____ DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____ DATE: _____

RECEIVED

JUN 01 2015

GRD CONSTRUCTION

SECTION 00310

AGREEMENT #15-22

THIS AGREEMENT is made this 24th day of June, 2015, in the City of Oxnard, County of Ventura, State of California, by and between **OXNARD SCHOOL DISTRICT**, a California School District, hereinafter called the "District" and **GRD CONSTRUCTION**, hereinafter called the "Contractor", with a principal place of business located at 4840 Market Street, Suite B, Ventura, CA 93003-5700.

WITNESSETH, that the District and the Contractor in consideration of the mutual covenants contained herein agree as follows:

1.01 The Work. Within the Contract Time and for the Contract Price, subject to adjustments thereto pursuant to the Contract Documents, the Contractor shall perform and provide all necessary labor, materials, tools, equipment, utilities, services and transportation to complete in a workmanlike manner and in strict compliance with the terms and conditions of the Contract Documents all of the Work required in connection with the work of improvement commonly referred to as:

Bid #14-04

RITCHEN ELEMENTARY SCHOOL SPECIAL DAY CLASSROOM (SDC) PROJECT

Contractor shall complete all Work covered by the Contract Documents, including without limitation, the Drawings and Specifications prepared by the Architect, and other Contract Documents enumerated in Article 5 below, along with all modifications and addenda thereto, in strict accordance with the Contract Documents.

1.02 Contract Time. Final completion of the work shall be achieved within **FIFTY (50) CONSECUTIVE CALENDAR DAYS** beginning **JUNE 25, 2015 AND ENDING AUGUST 14, 2015**. Failure to achieve Final Completion within the Contract Time will result in the assessment of Liquidated Damages.

1.03 Contract Price. The District shall pay the Contractor as full consideration for the Contractor's full, complete and faithful performance of the Contractor's obligations under the Contract Documents, subject to any additions or deduction as provided for in the Contract Documents, the Contract Price of **Eighty-Nine Thousand Six Hundred Ninety-Eight Dollars (\$89,698.00)**. The Contract Price is based upon the Contractor's Base Bid Proposal. The District's payment of the Contract Price shall be in accordance with the Contract Documents.

1.04 Liquidated Damages. In the event of the failure or refusal of the Contractor to achieve Completion of the Work of the Contract Documents within the Contract Time, as adjusted, or completion of the Interim Milestones as provided in the Contract Special Conditions, the Contractor shall be subject to assessment of Liquidated Damages in accordance with the Contract Documents.

1.05 The Contract Documents. The Contract Documents consist of the following:

Notice to Contractors Calling for Bids
Instructions for Bidders
Bid Proposal
Subcontractors List
Non-Collusion Affidavit
Statement of Bidder's Qualifications
Bid Security
Agreement
Labor and Material Payment Bond
Performance Bond
Certificate of Workers Compensation

PWC-100 OSD Contractors Data Form
Drug Free Workplace Certification
Fingerprinting Certificate
DVBE Participation Goal
Guarantee
Project Forms
General Conditions
Special Conditions
Specifications
Drawings

1.06 Authority to Execute. The individual(s) executing this Agreement on behalf of the Contractor is/are duly and fully authorized to execute this Agreement on behalf of Contractor and to bind the Contractor to each and every term, condition and covenant of the Contract Documents.

IN WITNESS WHEREOF, this Agreement has been duly executed by the District and the Contractor as of the date set forth above.

DISTRICT

GRD CONSTRUCTION

OXNARD SCHOOL DISTRICT,
a California School District

528487
(Contractor's License Number)

By: Lisa Cline
Lisa Cline, Assistant Superintendent, Business &
Fiscal Services

By: Garry R. Oswald
Name: Garry R. Oswald
Title: President
(Corporate Seal)

END OF SECTION

BOARD AGENDA ITEM

Name of Contributor(s): Dr. Morales

Date of Meeting: 9/16/15

- STUDY SESSION _____
- CLOSED SESSION _____
- SECTION B: HEARINGS _____
- SECTION C: CONSENT AGENDA _____
- SECTION D: ACTION X
- SECTION E: REPORTS/DISCUSSION _____
- SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Consideration and Approval of Resolution # 15-14 of the Board of Trustees of the Oxnard School District Approving the Final Architectural Drawings for the Harrington Early Childhood Development Center, Oxnard Facilities Implementation Program and Authorizing the District to Submit the Drawings to the Division of the State Architect and the California Department of Education for Administrative Review (Morales/Cline/CFW)

During a study session on March 4, 2015, Caldwell Flores Winters, Inc. (“CFW”) presented the strategy of re-using a portion of the existing Harrington permanent structures to provide additional capacity for kindergarten, transitional kindergarten and pre-school enrollment. This strategy was subsequently adopted by the Board of Trustees in the June 2015 Facilities Program Update. The District staff, in consultation with CFW, commenced negotiations with the existing architect of record for the Harrington Elementary School, Dougherty + Dougherty Architects, LLP (D+D) to add the additional scope of work to their existing contract.

At the June 26, 2013 Board meeting, the Board of Trustees approved Agreement #13-240 authorizing an amendment to the architectural services contract between D + D and the District for the Harrington Elementary School Re-Construction Project (Harrington E.S.). When complete, the Harrington E.S. will include both a new school and the reconfiguration of a portion of existing permanent structures on the Harrington Elementary School site.

At the regular meeting of the Board of Trustees on March 4, 2015, the Board directed staff and CFW to proceed with the reconfiguration of the existing administration building (Bldg. 1) and Kindergarten building (Bldg. 3) as well as a portion of classroom Bldg. 4 as an Early Childhood Development Center containing requisite classrooms and support spaces, including restrooms and work rooms. On June 3, 2015, the Board of Trustees approved Amendment No. 1 to Agreement #13-240 for additional architectural services for the Harrington Early Childhood Development Center.

D + D has presented the final architectural plans for the reconfiguration of the existing Kindergarten and administration buildings, and a section of classroom building 4, including the surrounding play yard that could accommodate both Kindergarten and pre-Kindergarten programs. The final design contains four early child development classrooms consistent with State guidelines for both Kindergarten and preschool uses. District staff have reviewed the plans and recommend Board approval.

The attached resolution reflects the intent and desire of the Board of Trustees of the Oxnard School District to submit the final architectural drawings and specifications produced by D + D for the Harrington Early Childhood Development Center and any forms or documents required to complete the regulatory review and approval process for both the Division of the State Architect and the California Department of Education.

FISCAL IMPACT:

There is no fiscal impact related to the approval of Dougherty + Dougherty Architects, LLP's Final Architectural Drawings.

The Harrington Early Childhood Development Center is being funded from Measure "R" funds, developer fees and other construction related fund balances/sources of funding.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve the Architectural Drawings for the Harrington Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval.

ADDITIONAL MATERIAL(S):

- Resolution No. 15-14 approving the final architectural drawings for the Harrington Early Childhood Development Center and authorizing the District to submit the drawings to the Division of the State Architect for review
 - Board Presentation including architectural site plan, floor plans and elevations of the new Harrington Early Childhood Development Center
-

GOALS:

- ***District Goal Three: Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***

RESOLUTION NO. 15-14

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT APPROVING THE FINAL ARCHITECTURAL DRAWINGS FOR THE HARRINGTON EARLY CHILDHOOD DEVELOPMENT CENTER AND AUTHORIZING THE DISTRICT TO SUBMIT THE DRAWINGS TO THE DIVISION OF THE STATE ARCHITECT FOR REVIEW

WHEREAS, the Board of Trustees (“Board”) approved Amendment No.1 to Agreement #13-240 authorizing an architectural services contract between Dougherty + Dougherty Architects, LLP and the District for the Harrington Early Childhood Development Center; and

WHEREAS, Dougherty + Dougherty Architects, LLP has delivered a final set of architectural drawings for the Harrington Early Childhood Development Center in accordance with its obligations under Contract #13-240; and

WHEREAS, the District staff have reviewed the final architectural plans for the school site, submit that they meet the goals and objectives of the Oxnard Facilities Implementation Program and the educational vision and mission of the District and recommend approval by the Board of Trustees; and

WHEREAS, the Board desires to move forward with the conclusion of the design process and commence with the construction of the new Harrington Early Childhood Development Center;

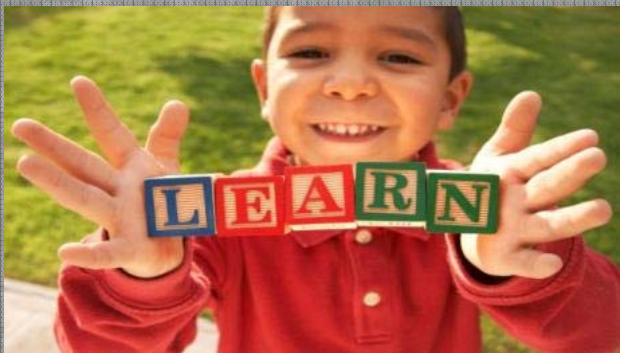
NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

BE IT RESOLVED that the Board approves the final architectural drawings prepared by Dougherty + Dougherty Architects, LLP, for the Harrington Early Childhood Development Center; and

BE IT FURTHER RESOLVED that the Board authorizes the District, in consultation with Caldwell Flores Winters, Inc., to submit the final architectural drawings to the Division of the State Architect (“DSA”) for regulatory review and approval, along with any forms or documents required to complete the DSA approval process; and

BE IT FURTHER RESOLVED that this Resolution shall take effect immediately upon its passage; and

BE IT FURTHER RESOLVED, that the District’s Superintendent or his designee is authorized to take such further actions and execute such agreements and documentation necessary to affect the intent of this Resolution.



OXNARD SCHOOL DISTRICT
HARRINGTON
Early Childhood
Development Center

presentation by:
Dougherty + Dougherty Architects LLP

September 16, 2015



OXNARD SCHOOL DISTRICT



- Construction of the new Harrington K-5 school is proceeding toward completion and occupancy on schedule
- Plans approved by the Division of the State Architect (DSA) call for the removal of most of the original school buildings upon completion in order to complete required parking and outdoor play space
- A portion of the existing Harrington campus was set aside to provide additional capacity for kindergarten, transitional kindergarten and pre-school enrollment
- The existing admin building (Bldg 1) and kindergarten building (Bldg 3) as well as a portion of classroom Bldg 4 will be reconfigured as an Early Childhood Development Center consistent with state guidelines for both **kindergarten** and **pre-kindergarten** programs and pursuant to budgets adopted by the Board
- Separate DSA and CDE approvals for these buildings are required
- Dougherty & Dougherty Architects has presented the final plans for the reconfiguration of the three buildings and surrounding play yard
- The team is prepared to submit architectural drawings and specifications and any forms or documents required to complete the regulatory review and approval process for both DSA and the California Department of Education



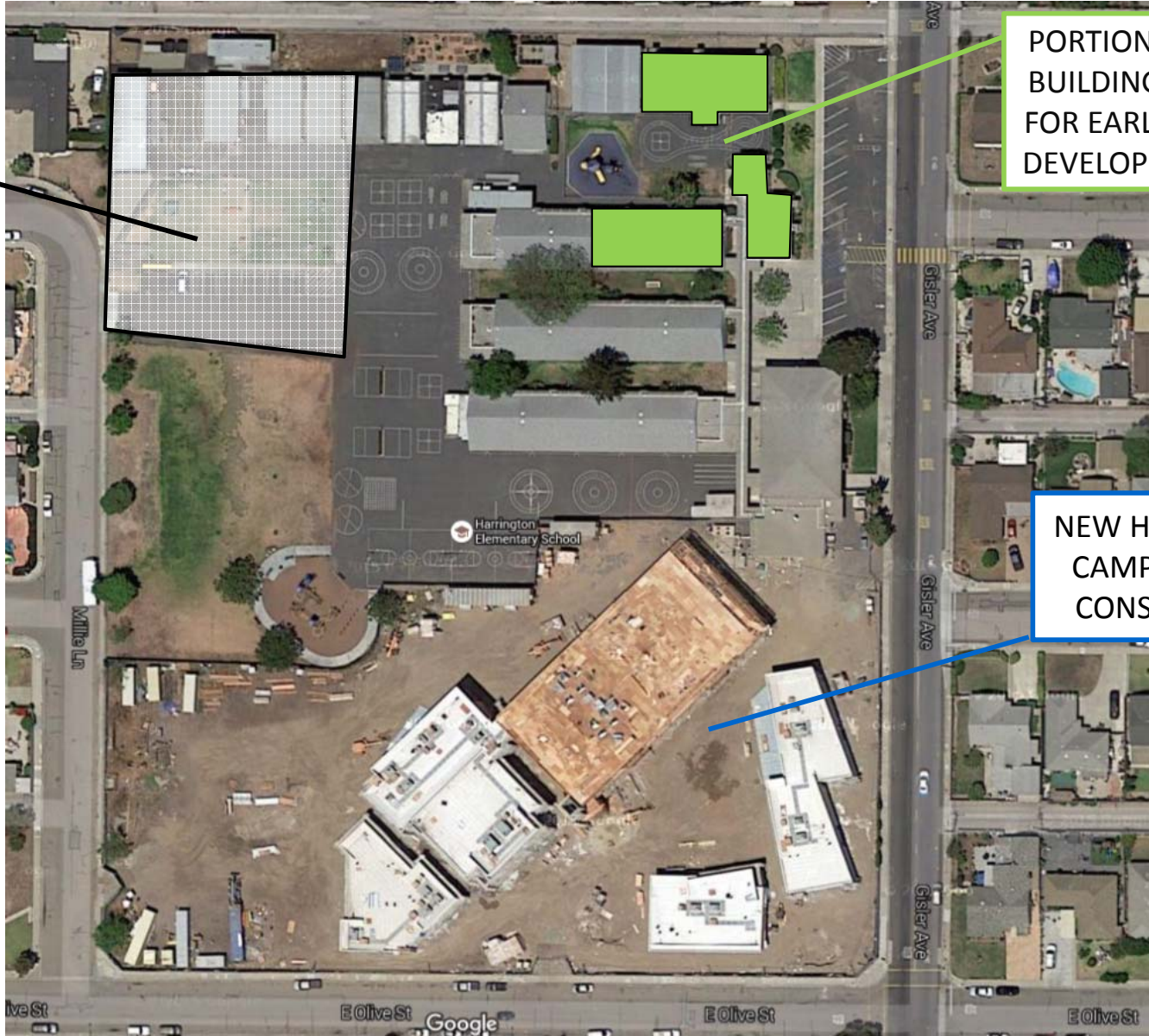


EXISTING BUILDING 1 ENTRANCE

OXNARD SCHOOL DISTRICT



INTERIM
PRESCHOOL
LOCATION



PORTION OF ORIGINAL
BUILDINGS UPGRADED
FOR EARLY CHILDHOOD
DEVELOPMENT CENTER

NEW HARRINGTON
CAMPUS UNDER
CONSTRUCTION

EXISTING SITE CONDITIONS

OXNARD SCHOOL DISTRICT

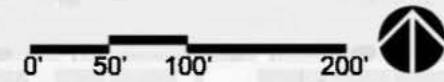




HARRINGTON EARLY CHILD DEVELOPMENT CENTER

HARRINGTON ELEMENTARY SCHOOL

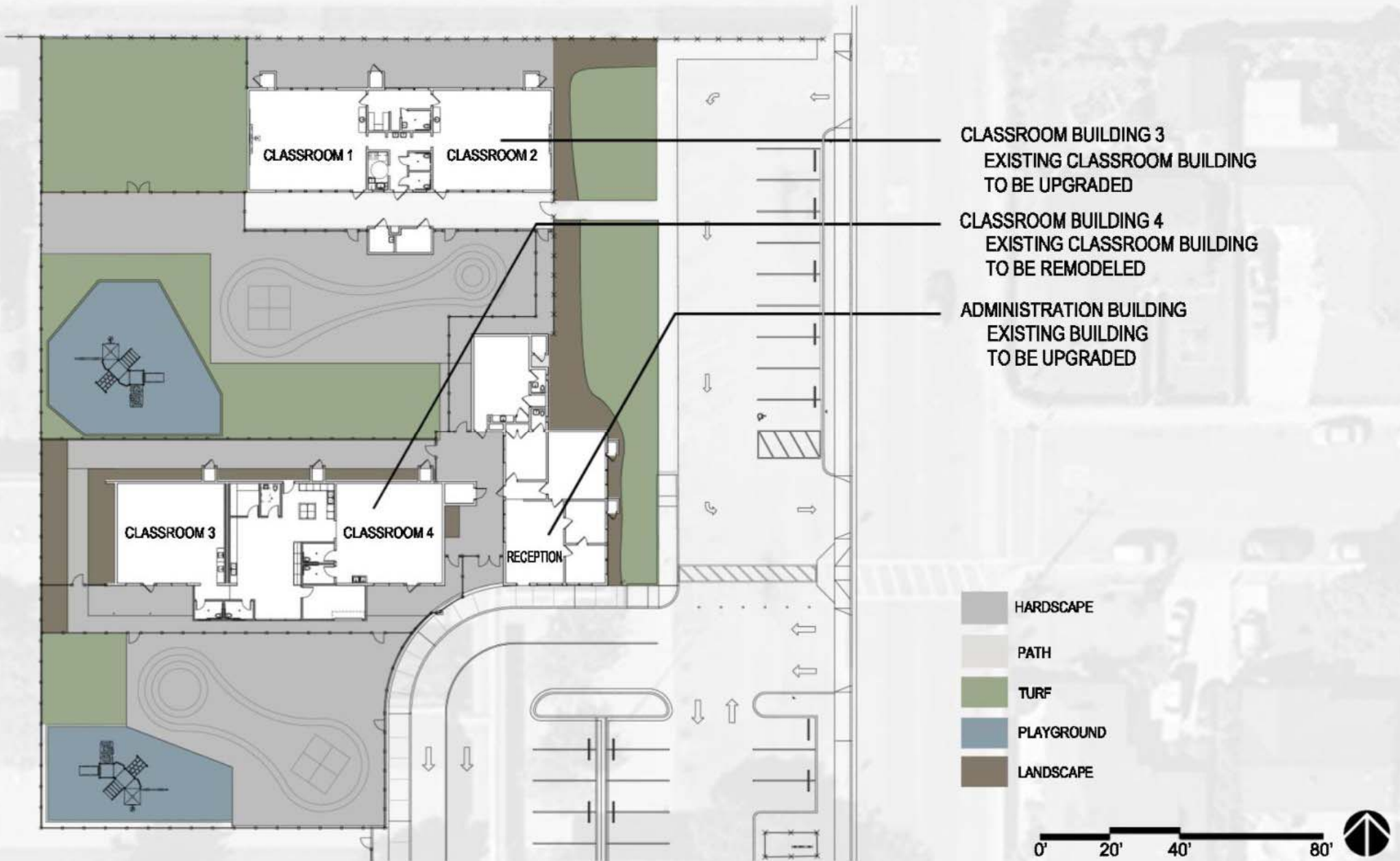
- HARDSCAPE
- PATH
- TURF
- PLAYGROUND
- LANDSCAPE



FINAL CAMPUS SITE PLAN

OXNARD SCHOOL DISTRICT





EARLY CHILD DEVELOPMENT CENTER
FLOOR PLANS

OXNARD SCHOOL DISTRICT



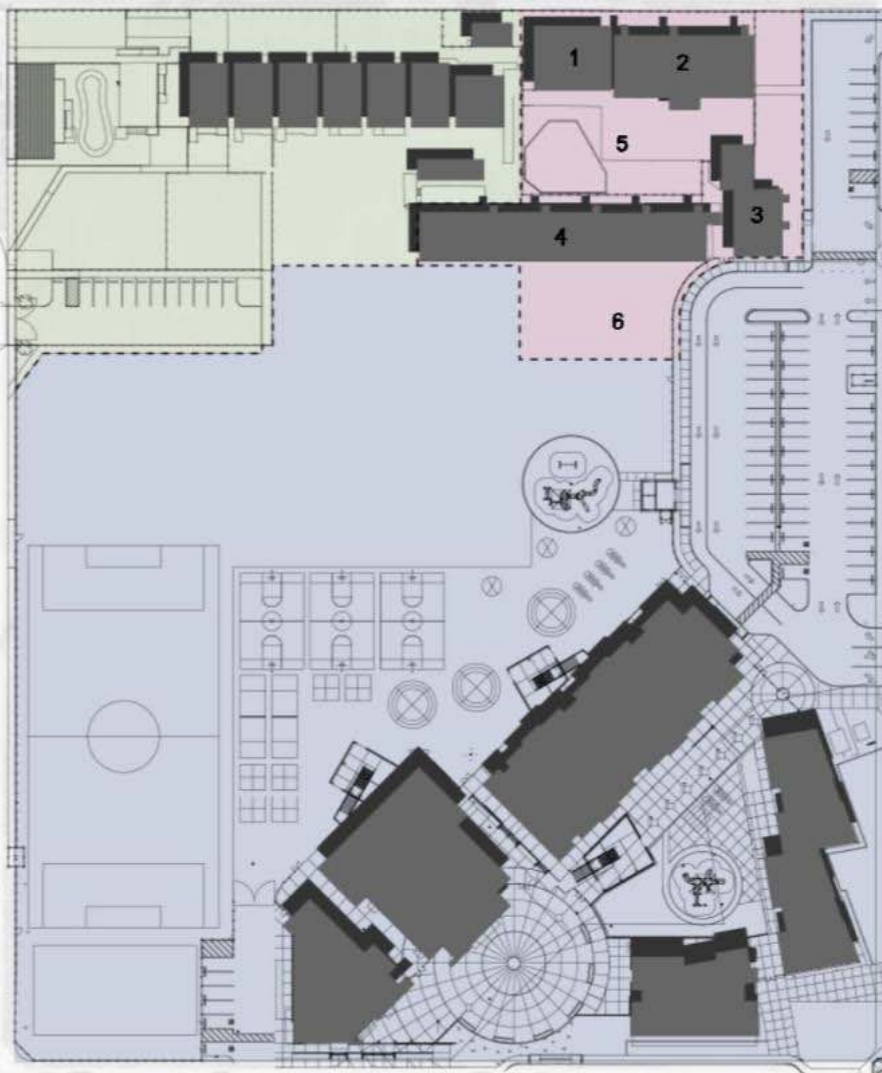


EARLY CHILD DEVELOPMENT CENTER
CAMPUS LOOKING NORTHEAST

OXNARD SCHOOL DISTRICT



MILLIE LANE



E. OLIVE STREET

GISLER AVENUE

HARRINGTON EARLY CHILD DEVELOPMENT CENTER - PHASE 1

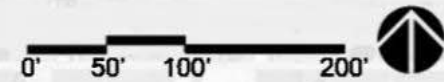
- 1 EXISTING CLASSROOM TO BE REMOVED
- 2 EXISTING CLASSROOM TO BE UPGRADED
- 3 EXISTING ADMINISTRATION BUILDING TO BE UPGRADED
- 4 EXISTING CLASSROOM BUILDING TO BE REMODELED
- 5 EXISTING LANDSCAPE / PLAYGROUND TO REMAIN
- 6 NEW LANDSCAPE / PLAYGROUND

HARRINGTON EARLY CHILD DEVELOPMENT CENTER - PHASE 2

EXISTING TEMPORARY KINDERGARDEN BUILDINGS TO BE REMOVED.

HARRINGTON ELEMENTARY SCHOOL

CURRENTLY UNDER CONSTRUCTION



EARLY CHILD DEVELOPMENT CENTER
PHASING PLAN

OXNARD SCHOOL DISTRICT



- Board approval will direct that the plans be submitted to the Division of the State Architect and the California Department of Education for required State agency review and approval
- Based on a September submittal, DSA approval is likely by February 2016
- Remaining sitework for the new Harrington K-5 campus, including parking improvements, will be coordinated based on the anticipated scope of work for the Early Childhood Development Center
- Once the permanent Early Childhood Development Center is completed, interim preschool facilities are to be removed and planned playfields are to be completed



BOARD AGENDA ITEM

Name of Contributor(s): Dr. Morales

Date of Meeting: 9/16/15

STUDY SESSION _____
CLOSED SESSION _____
SECTION B: HEARINGS _____
SECTION C: CONSENT AGENDA _____
SECTION D: ACTION X
SECTION E: REPORTS/DISCUSSION _____
SECTION F: BOARD POLICIES 1st Reading _____ 2nd Reading _____

Consideration and Approval of Resolution # 15-16 of the Board of Trustees of the Oxnard School District Approving the Final Architectural Drawings for Lemonwood Early Childhood Development Center, Oxnard Facilities Implementation Program and Authorizing the District to Submit the Drawings to the Division of the State Architect and the California Department of Education for Administrative Review (Morales/Cline/CFW)

During a study session on February 4, 2015 Caldwell, Flores Winters, Inc. (“CFW”) presented the strategy of re-using Building 3 of the existing Lemonwood permanent structures to provide additional capacity for Kindergarten, transitional Kindergarten and pre-school enrollment. This strategy was subsequently adopted by the Board of Trustees in the June 2015 Facilities Program Update. The District staff, in consultation with CFW, commenced negotiations with the existing architect of record for the Lemonwood Elementary School, SVA Architects, to add the additional scope of work to their existing contract.

At the June 5, 2013 Board meeting, the Board of Trustees approved Agreement #12-231 authorizing an architectural services contract between MVE Institutional, Inc. (now known as SVA Architects, Inc. and hereinafter referenced as such in this agenda item) and the District for the Lemonwood Elementary School Re-Construction Project (Lemonwood E.S.).

At the regular meeting of the Board of Trustees on June 3, 2015, the Board directed staff and CFW to proceed with the reconfiguration on classroom Bldg. 3 as an Early Childhood Development Center by approving Amendment No. 1 to Agreement #12-231 for additional architectural services for the Lemonwood Early Childhood Development Center. When complete, the Lemonwood E.S. will include both a new school and the reconfiguration of a portion of the existing permanent structures.

SVA Architects has presented the final plans for the re-configuration of the existing Kindergarten building and surrounding play yard consistent with state guidelines for both Kindergarten and pre-Kindergarten programs.

Completion at this time further incorporates pre-construction analysis and value engineering elements developed by Swinerton Builders as well as architectural revisions to ensure project compliance with District specifications. District staff have reviewed the plans and recommend Board approval.

The attached resolution reflects the intent and desire of the Board of Trustees of the Oxnard School District to submit the final architectural drawings and specifications prepared by SVA Architects, Inc for the Lemonwood Early Childhood Development Center and any forms or documents required to complete the regulatory review and approval process for both Division of the State Architect (“DSA”) and the California Department of Education.

FISCAL IMPACT:

With the exception of administrative fees, there is no fiscal impact related to the approval of SVA’s Final Architectural Drawings.

The Lemonwood Early Childhood Development Center is being funded from Measure “R” funds, developer fees and other construction fund balances/sources of funding.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc, that the Board of Trustees approve the Architectural Drawings for the Lemonwood Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval

ADDITIONAL MATERIAL(S):

- Resolution No. 15-16 approving the final architectural drawings for the Lemonwood Early Childhood Development Center and authorizing the District to submit the drawings to the Division of the State Architect for review
 - Board Presentation including architectural site plan, floor plans and elevations of the new Lemonwood Early Childhood Development Center facility
-

GOALS:

- ***District Goal Three: Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***

RESOLUTION NO. 15-16

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT APPROVING THE FINAL ARCHITECTURAL DRAWINGS FOR THE LEMONWOOD EARLY CHILDHOOD DEVELOPMENT CENTER AND AUTHORIZING THE DISTRICT TO SUBMIT THE DRAWINGS TO THE DIVISION OF THE STATE ARCHITECT FOR REVIEW

WHEREAS, the Board of Trustees (“Board”) approved Amendment No.1 to Agreement #12-231 authorizing an architectural services contract between MVE Institutional, Inc. (now known as SVA Architects, Inc. and hereinafter referenced as such in this resolution) and the District for the Lemonwood Early Childhood Development Center; and

WHEREAS, SVA Architects, Inc. has delivered a final set of architectural drawings for the Lemonwood Early Childhood Development Center in accordance with its obligations under Contract #12-231 and

WHEREAS, the District staff have reviewed the final architectural plans for the school site, submit that they meet the goals and objectives of the Oxnard Facilities Implementation Plan and the educational vision and mission of the District and recommend approval by the Board of Trustees; and,

WHEREAS, the Board desires to move forward with the conclusion of the design process and commence with the construction of the new Lemonwood Early Childhood Development Center;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

BE IT RESOLVED that the Board approves the final architectural drawings prepared by SVA Architects, Inc., for the Lemonwood Early Childhood Development Center; and

BE IT FURTHER RESOLVED that the Board authorizes the District, in consultation with Caldwell Flores Winters, Inc., to submit the final architectural drawings to the Division of the State Architect for regulatory review and approval, along with any forms or documents required to complete the DSA approval process; and

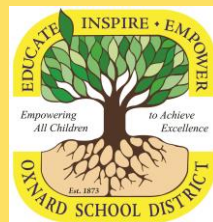
BE IT FURTHER RESOLVED that this Resolution shall take effect immediately upon its passage; and

BE IT FURTHER RESOLVED, that the District’s Superintendent or his designee is authorized to take such further actions and execute such agreements and documentation necessary to affect the intent of this Resolution.

Oxnard School District Lemonwood Early Childhood Development Center



**Board Presentation
September 16, 2015**



Lemonwood K-8 Campus
Reconstruction Project Team:



Overview

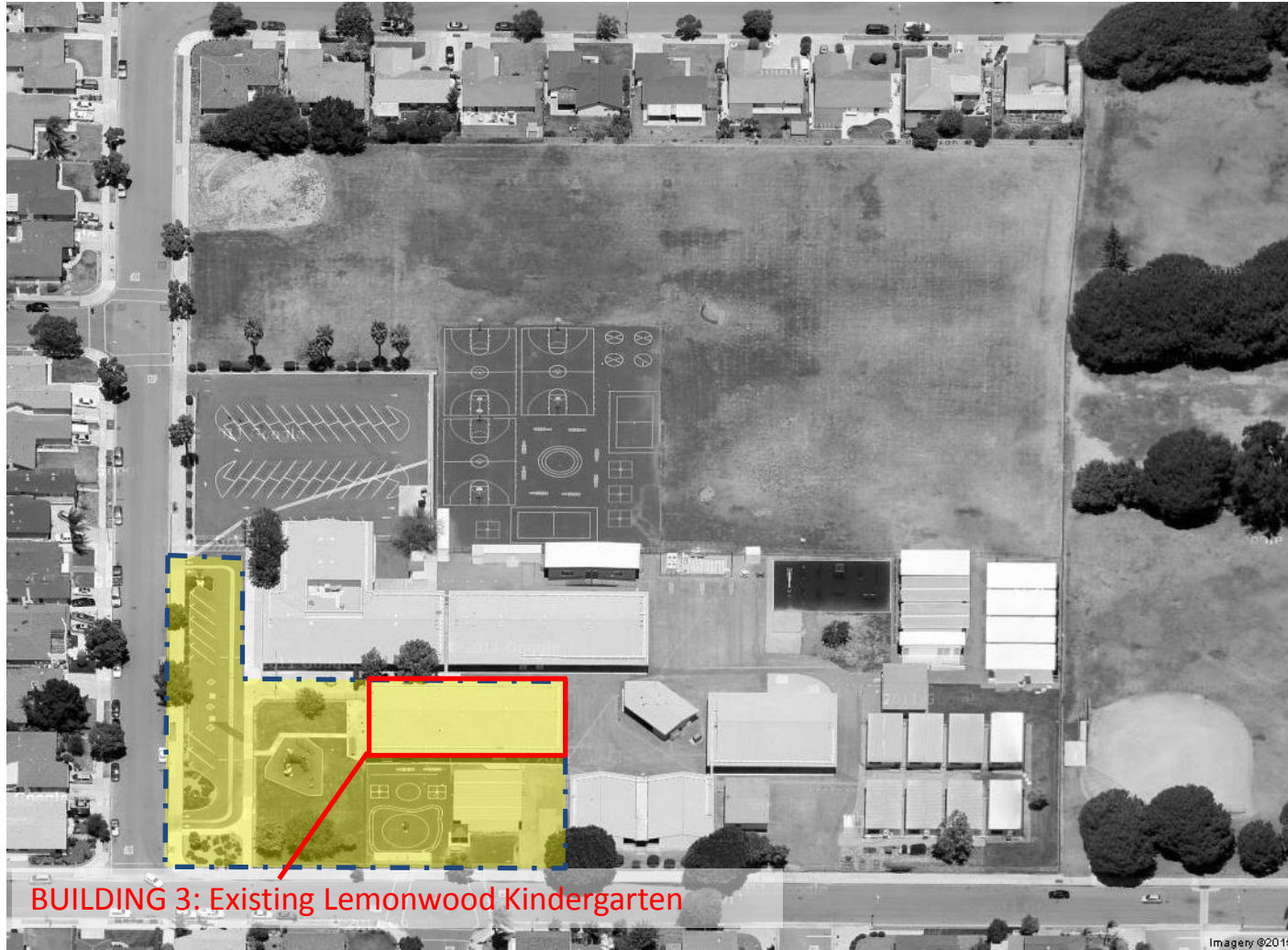
- Plans for the construction of a new Lemonwood Campus are currently pending approval by the Division of the State Architect
- Upon DSA approval, construction of the new school facility will proceed in phases, with existing buildings removed as replacements are completed
- Building 3 of the existing Lemonwood school will be preserved and reconfigured as an Early Childhood Development Center consistent with state guidelines for both **kindergarten** and **pre-kindergarten** programs and pursuant to budgets adopted by the Board
- Separate DSA and CDE approvals for this facility are required
- SVA Architects has presented the final plans for the reconfiguration of the building and surrounding play yard
- The team is prepared to submit architectural drawings and specifications and any forms or documents required to complete the regulatory review and approval process for both DSA and the California Department of Education



Lemonwood Early Childhood Development Center



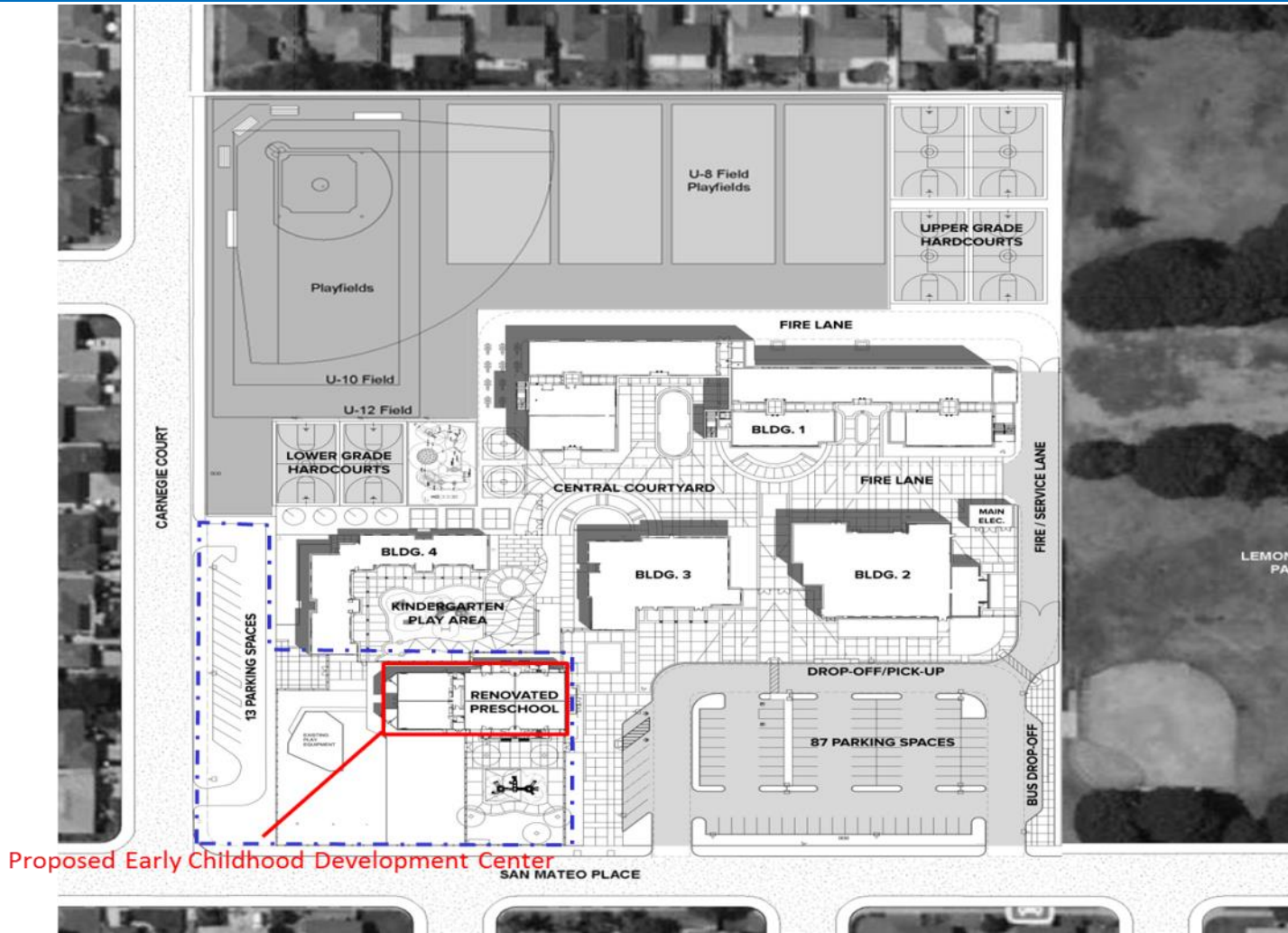
Lemonwood: Existing Conditions



Lemonwood Early Childhood Development Center



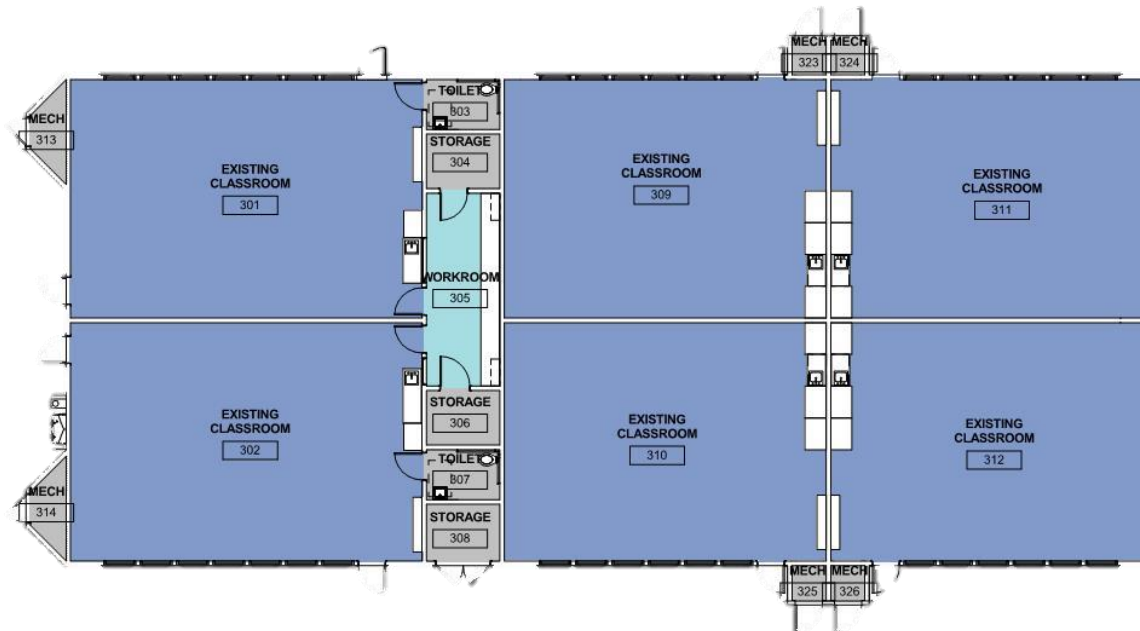
Lemonwood: Completed Campus



Lemonwood Early Childhood Development Center



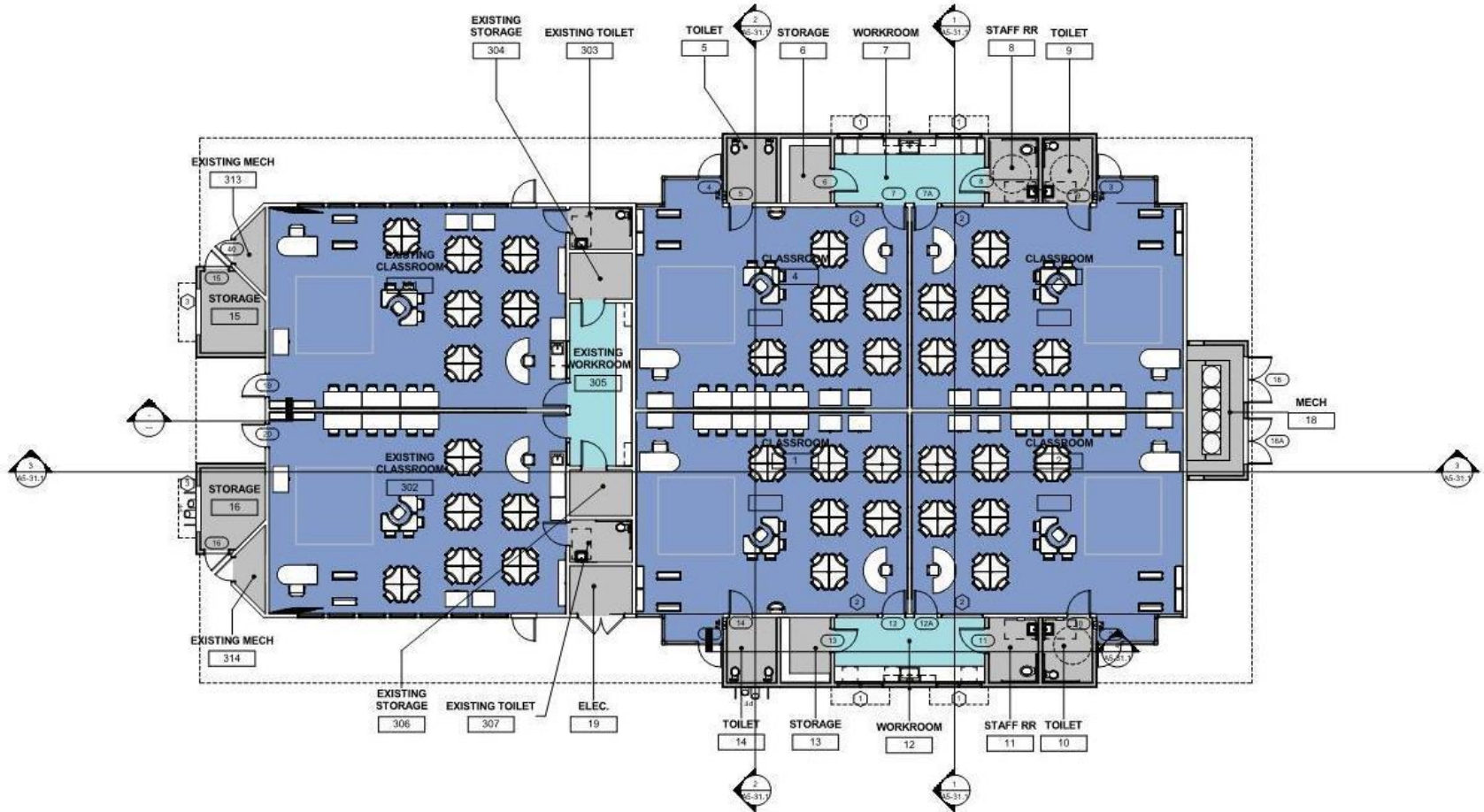
Existing Floor Plan



Lemonwood Early Childhood Development Center



Proposed Floor Plan



Lemonwood Early Childhood Development Center



Campus Entrance Rendering



Lemonwood Early Childhood Development Center



Classroom Interior Rendering



Lemonwood Early Childhood Development Center



Classroom Interior Rendering



Lemonwood Early Childhood Development Center



Schedule

- Board approval will direct that the plans be submitted to the Division of the State Architect and the California Department of Education for required State agency review and approval
- Based on a September submittal, DSA approval is likely by February 2016
- Approved plans will be integrated with those already approved for the new Lemonwood campus, and construction will be coordinated as part of the overall project
- Once facilities in the new Lemonwood campus have been completed that allow the re-use of classrooms in Building 3, its construction will be commenced, with completion no later than the final phase of work at Lemonwood



Lemonwood Early Childhood Development Center



Questions & Comments



PARTNER-IN-CHARGE:
Robert M. Simons, AIA
bsimons@sva-architects.com

PROJECT ARCHITECT:
Mel Tan, Architect
mtan@sva-architects.com

PROJECT MANAGER:
Tom Bardwell
tbardwell@sva-architects.com



Lemonwood Early Childhood Development Center



BOARD AGENDA ITEM

Name of Contributor(s): Dr. Morales

Date of Meeting: 9/16/15

STUDY SESSION	_____	
CLOSED SESSION	_____	
SECTION B: HEARINGS	_____	
SECTION C: CONSENT AGENDA	_____	
SECTION D: ACTION	_____	
SECTION E: REPORTS/DISCUSSION	<u> X </u>	
SECTION F: BOARD POLICIES	1st Reading _____	2nd Reading _____

Report on School Site options for a New Elementary School and Middle School to Accommodate Enrollment Growth (Morales/Cline/CFW)

On May 7, 2014, CFW provided the Board of Trustees with a study session on potential school sites for an elementary school in the Southeast quadrant of the District to address growing enrollment in the area. The presentation identified key sites that could potentially be acquired for the development of a K-5 school.

This report will provide an update on the sites originally identified in CFW's presentation and reviewed by the California Department of Education. The report will also provide an overview of a variety of options available to the District to accommodate growth in enrollment on a District-wide basis.

FISCAL IMPACT:

This is a report only item. No fiscal impact at this time.

RECOMMENDATION:

No action required at this time.

ADDITIONAL MATERIAL(S):

Presentation – Oxnard School District Facilities Implementation Program School Site Development Options (8 pages)

GOALS:

- ***District Goal Three- Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***



Oxnard School District
Facilities Implementation Program

School Site Development Options

Board Presentation

September 16, 2015



Caldwell Flores Winters, Inc.
Facilities Planning, Public Finance, Program Administration



BACKGROUND

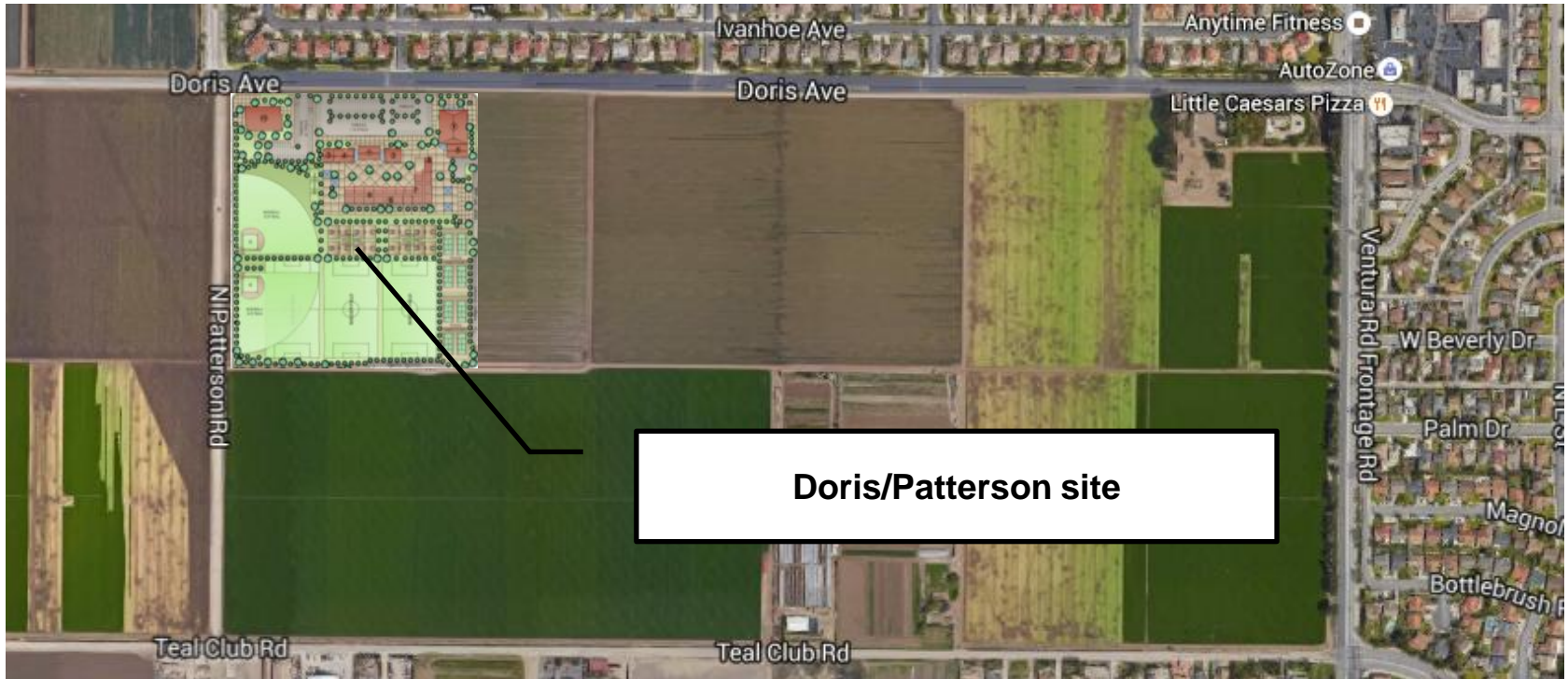
- In 2012, LPA Architects, the District's Master Plan consultant, projected enrollment growth that would require a new elementary and middle school to be constructed and the renovation and replacement of portables at Fremont and Haydock schools
- Since then, the Board has directed staff to identify an additional K-5 site in the southeast portion of the District and to construct additional 6-8 capacity at Marshall until a new middle school is constructed
- The latest enrollment estimate by the District in 2015-16 suggests that there is a continued demand for these facilities to be constructed
- The District has completed the purchase of the K-5 Seabridge property, is in negotiations with the owners of the Doris/Patterson property to acquire a 20 acre middle school site, and has directed staff to identify additional K-5 sites for acquisition
- Preliminary studies for the improvement of Fremont and Haydock suggest that it may be more cost effective to replace these facilities than to continue the recommended program of renovation
- These considerations provide an opportunity to further review school site development options available to the District

SEABRIDGE SITE



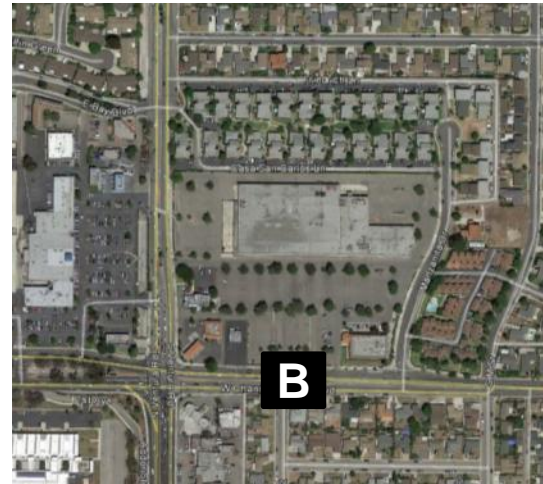
- The Seabridge site is 8.8-acres, located on Wooley Road east of Victoria
- The site was acquired by the District in 2013
- It has been master planned to accommodate 630 K-5 students

DORIS/PATTERSON SITE



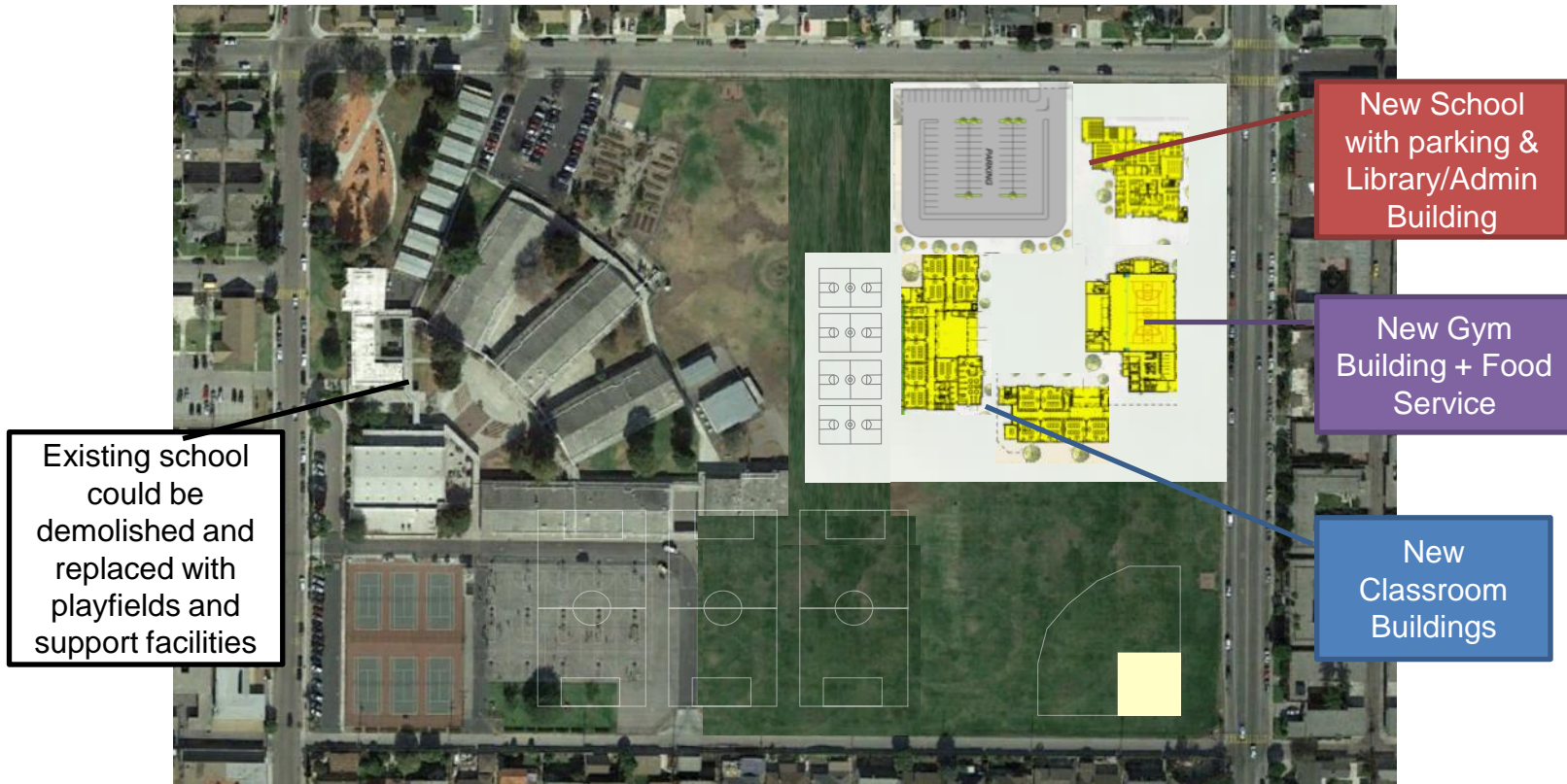
- The Board has directed staff to proceed with negotiation with the land owner for acquisition of the site
- The site is approximately 20 acres and would be master planned to accommodate up to 1,200 students in grades 6-8

ADDITIONAL SITES APPROVED BY CDE



- CDE has provided preliminary approval for the following three sites:
 - ✓ Site A, east of Rose Ave. south of the extension of Emerson Ave. (14 acres)
 - ✓ Site B, near the intersection of Channel Islands Blvd. and Ventura Ave. (8.5 acres)
 - ✓ Site C, near the intersection of Wooley Rd. and Oxnard Blvd./Hwy 1. (11.4 acres)
- As of this date some of these sites may no longer be available and alternate sites may need to be identified

FREMONT INTERMEDIATE SCHOOL



- LPA Master Plan estimated renovation of the existing buildings at \$29 million; CFW estimates this to be at least 60% of the cost of a new facility
- The new school would be located away from existing single-family residential, increase parking, improve fields and support facilities for school and community use, and provide “swing space” if needed

HAYDOCK INTERMEDIATE

- Per adopted educational specifications, the District's other 6-8 school sites are operating at approximately 1,200 students during the current school year; Haydock is operating at about 850
- If Haydock were to be reconfigured for approximately 350 more students, it would require 16 or more classrooms per District specifications
- This would be extremely challenging at Haydock because of the constraints of the existing site, including limited access from side streets and no free space for additional facilities
- The District may wish to consider building a new 6-8 school at another location; Haydock could then be repurposed or rebuilt as a K-5 elementary



OPTIONS

- Since the implementation of the reconfiguration program, additional 7-8 capacity has been added to the southeast quadrant
- Nonetheless there is a need to replace and expand the Haydock grade 6-8 student capacity
- Given the current circumstances, the District may need to identify additional sites for CDE approval to accommodate 10 acre K-5 schools and/or an additional 20 acre middle school site
- This could provide the opportunity to construct an additional K-5 at a new 10 acre school site in the southeast quadrant
- Or, to construct the 6-8 Haydock Intermediate School at a new 20 acre site, allowing for the construction of a new or renovated K-5 at the current Haydock site
- Either of these options may require going through additional local agency approvals (e.g. LAFCO) which may extend the period for construction requiring the need to plan for interim “swing space” at other District sites to accommodate net enrollment growth
- Staff will continue to review these options and return with recommendations to the Board

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA** Date of Meeting: **SEPTEMBER 16, 2015**

- Study Session _____
- Closed Session _____
- A. Preliminary _____
- B. Hearing _____
- C. Consent Agenda _____
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

INTEGRATED PEST MANAGEMENT: AR 3514.2 – REVISION (VACA)

The administration is requesting to update AR 3514.2 to reflect new law (SB 1405, 2014) which:

1. Requires certain persons to complete a Department of Pesticide Regulation (DPR) approved training course beginning July 1, 2016;
2. Expands the content of the annual notification to include the Internet address where the school's IPM plan is posted, if applicable, and the opportunity to view the IPM plan in the school office; and
3. Requires reporting to the DPR whenever the pesticide use is not otherwise reported by the pest control operator to county officials.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services that the Board of Trustees adopt revised Board Policy AR 3514.2, as presented.

ADDITIONAL MATERIAL(S):

AR 3514.2 (4 pages)

Oxnard SD | AR 3514.2 Business and Noninstructional Operations

Integrated Pest Management

Definition

Integrated Pest Management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Food and Agricultural Code [13181](#))

Procedures

The Superintendent or designee may designate a staff person to develop, implement, and coordinate an IPM program that incorporates effective, least toxic pest management practices. The district's program shall include the following elements:

1. Carefully monitoring and identifying the pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazard that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazard to people and the environment.
6. Ensuring that persons applying pesticides follow label precautions and are trained in the principles and practices of IPM.

(cf. [4231](#) - Staff Development)

7. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and label directions registered with the U.S. Environmental Protection Agency (EPA) as well as any disposal requirements indicated on the product label.

(cf. [3514.1](#) - Hazardous Substances)

8. Beginning July 1, 2016, the IPM coordinator and any employee or contractor who intends to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

Prohibited Pesticides

The IPM Coordinator shall not use a pesticide on a school site if that pesticide has been granted a conditional or interim registration or an experimental use permit by the California Department of Pesticide Regulation (DPR) or if the pesticide is subject to an experimental registration issued by the EPA and either of the following conditions exists: (Education Code [17610.1](#))

1. The pesticide contains a new active ingredient.
2. The pesticide is for new use.

In addition, the IPM Coordinator shall not use a pesticide on a school site if DPR cancels or suspends registration or requires that the pesticide be phased out from use. (Education Code [17610.1](#))

Notifications

The IPM Coordinator shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year. The notification shall include at least the following: (Education Code [17612](#))

1. The Internet address (<http://www.schoolipm.info>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code [13184](#).
2. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it.

3. If the school has posted its IPM plan, the Internet address where the plan may be found

4. The opportunity to view a copy of the IPM plan in the school office

5. An opportunity for interested persons to register to receive notification of individual pesticide application at the school site. The IPM Coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application.

6. Other information deemed necessary by the Superintendent or IPM Coordinator.

(cf. [1312.4](#) - Williams Uniform Complaint Procedures)

(cf. [3517](#) - Facilities Inspection)

(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

(cf. [5145.6](#) - Parental Notifications)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM Coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code [17612](#))

Whenever the IPM Coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code [17612](#))

(cf. [3514](#) - Environmental Safety)

Posting of Warning Signs

The IPM Coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and until 72 hours after the application. The warning sign shall display the following information: (Education Code [17612](#))

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code [17609](#), [17612](#))

Records

At the end of each calendar year, the IPM coordinator shall submit to the DPR, on a form provided by the DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code [17611](#))

(cf. [1340](#) - Access to District Records)

(cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

[17366](#) Legislative intent (fitness of buildings for occupancy)

[17608-17614](#) Healthy Schools Act of 2000

[48980](#) Notice at beginning of term

[48980.3](#) Notification of pesticides

FOOD AND AGRICULTURAL CODE

[11401-12408](#) Pest control operations and agricultural chemicals

[13180-13188](#) Healthy Schools Act of 2000

GOVERNMENT CODE

[3543.2](#) Scope of representation; right to negotiate safety conditions

[6250-6270](#) California Public Records Act

CODE OF REGULATIONS, TITLE 8

[340-340.2](#) Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

136-136y Insecticide, Fungicide and Rodenticide Act

Management Resources:

U.S. ENVIRONMENTAL PROTECTION AGENCY

Pest Control in the School Environment: Adopting Integrated Pest Management, 1993

WEB SITES

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

California Department of Pesticide Regulation, School IPM: <http://schoolipm.info>

U.S. Environmental Protection Agency, Integrated Pest Management at Schools: <http://www.epa.gov/pesticides/ipm>

Regulation OXNARD SCHOOL DISTRICT

approved: _____

Oxnard, California

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA** Date of Meeting: **SEPTEMBER 16, 2015**

- Study Session _____
- Closed Session _____
- A. Preliminary _____
- B. Hearing _____
- C. Consent Agenda _____
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

EMPLOYEE NOTIFICATIONS: AR 4112.9, AR 4212.9, & AR 4312.9 – REVISION (VACA)

The administration is requesting to update AR 4112.9, AR 4212.9, & AR 4312.9 to reflect new law (SB 1266, 2014) requiring:

1. Notice to request volunteers to receive training to administer epinephrine auto-injector and notice of defense against liability for administering epinephrine auto-injector;
2. Notice requesting volunteers to receive training to administer emergency antiseizure medication;
3. Notice of the amount of sick leave available to the employee;
4. Notice to employee when Department of Justice notification is the reason for an adverse employment action; and
5. Updated notices related to suspension or dismissal of certificated employees.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services that the Board of Trustees adopt revised Board Policy AR 4112.9/4212.9/4312.9, as presented.

ADDITIONAL MATERIAL(S):

AR 4112.9/4212.9/4312.9 (4 pages)

Oxnard SD | AR 4112.9 /4212.9 / 4312.9 Personnel

Employee Notifications

The district shall provide employees with the following notifications and shall obtain signed acknowledgments that the notifications were received when so required by law or by district policy or regulations.

Acknowledgments Required by Law

1. Legal obligation to report known or suspected instances of child abuse

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

2. Oath or affirmation of allegiance required of public employees

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

3. The classified employee's class specification, salary data, assignment or work location, duty hours and prescribed workweek

(cf. [4212](#) - Appointment and Conditions of Employment)

4. Information about certificated employee membership in the State Teachers' Retirement System

Acknowledgments Not Required by Law

1. Prohibition of sexual harassment

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

2. The certificated employee's employment status and salary

(cf. [4112.1](#) - Contracts)

3. Notice of layoff

(cf. 4117.3 - Human Resources Reduction)

(cf. 4217.3 - Layoff/Rehire)

4. Derogatory information to be placed in Human Resources file

(cf. [4112.6/4212.6/4312.6](#) - Human Resources Files)

[5. Copy of Department of Justice Notice, if DOJ notice results in adverse employment action](#)

[\(cf. 4112.5 – Criminal Record Check\)](#)

6. Amount of available sick leave

7. Exhaustion of classified employee's paid leave

(cf. 4261.1 - Personal Illness/Injury Leave)

(cf. 4261.11 - Industrial Accident/Illness Leave)

8. Notice of charges related to disciplinary action

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

9. Notice of intention to dismiss

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

10. Notice of deficiency and opportunity to correct: to certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year.

(cf. [4118](#) - Suspension/Disciplinary Action)

11. Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice.

(cf. [4118](#) - Suspension/Disciplinary Action)

12. Acceptable Use Agreement

13. Employee Code of Conduct

14. Request for volunteers to be trained to administer epinephrine auto-injectors

(cf. [5141.21](#) - Administering Medication and Monitoring Health Conditions)

15. Notice of defense against liability for administering epinephrine auto-injector

(cf. [5141.21](#) - Administering Medication and Monitoring Health Conditions)

16. Request for volunteers to administer emergency antiseizure medication; training to be provided

(cf. [5141.21](#) - Administering Medication and Monitoring Health Conditions)

Legal Reference:

EDUCATION CODE

[231.5](#) Sexual harassment policy

[22455.5](#) STRS information to potential members

[22515](#) Irrevocable election to join STRS

[44031](#) Human Resources file contents, inspection

[44663](#) Evaluation and assessment; copy to certificated employee

[44916](#) Written statement of employment status

[44940.5-44941](#) Notification of suspension and intent to dismiss

[44949](#) Cause, notice and right to hearing

[44951](#) Continuation in position unless notified

[44955](#) Reduction in number of employees

[45113](#) Notification of charges

[45117](#) Notice of layoff

[45169](#) Employee salary data

[45192](#) Industrial and accident leave

[45195](#) Additional leave

[49414](#) Epinephrine Auto-Injectors

[49414.7](#) Emergency medical assistance: administration of epilepsy medication

[49079](#) Notification to teacher

GOVERNMENT CODE

[3100-3109](#) Oath or affirmation of allegiance

[8355](#) Certification of drug-free workplace, including notification

LABOR CODE

[246](#) Paid sick leave

PENAL CODE

[11105, 11105.2 Criminal history information](#)

[11166.5](#) Employment; statement of knowledge of duty to report

UNEMPLOYMENT INSURANCE CODE

[2613](#) Notice of rights and benefits

CODE OF REGULATIONS, TITLE 5

[80026.1](#) Information to applicants

CODE OF REGULATIONS, TITLE 8

[5193](#) California bloodborne pathogens standard

CODE OF FEDERAL REGULATIONS, TITLE 49

[382.601](#) Controlled substance and alcohol use and testing notifications

Regulation OXNARD SCHOOL DISTRICT

approved: _____

Oxnard, California

BOARD AGENDA ITEM

Name of Contributor(s): **DR. JESUS VACA** Date of Meeting: **SEPTEMBER 16, 2015**

- Study Session _____
- Closed Session _____
- A. Preliminary _____
- B. Hearing _____
- C. Consent Agenda _____
- D. Action Items _____
- E. Reports/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

NEGOTIATIONS/CONSULTATION: BP 4143/4243 – REVISION (VACA)

The administration is requesting to update BP 4143/4243 to reflect new law (SB 1405, 2014) which:

1. Requires reasonable written notice to the exclusive employee representative whenever the district intends to make any changes in matters within the scope of negotiations;
2. Clarifies related meetings that may be held in closed session; and
3. Adds language on providing released time for a reasonable number of employee representatives for meeting and negotiating and for the processing of grievances.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services that the Board of Trustees adopt revised Board Policy BP 4143/4243, as presented.

ADDITIONAL MATERIAL(S):

BP 4143/4243 (3 pages)

Oxnard SD | BP 4143 / 4243 Personnel

Negotiations/Consultation

The Board of Trustees recognizes its responsibility to represent the public's interests in the collective bargaining process. In negotiating agreements on employee contracts, the Board shall balance the needs of staff and the priorities of the district in order to provide students with a high-quality instructional program based on a sound, realistic budget.

(cf. [0200](#) - Goals for the School District)

(cf. [3100](#) - Budget)

(cf. [4140/4240](#) - Bargaining Units)

(cf. [4141/4241](#) - Collective Bargaining Agreement)

The Board shall negotiate in good faith with exclusive employee representatives on wages, hours of employment, and other terms and conditions of employment identified in law as being within the scope of representation. (Government Code [3543.2](#))

When the district intends to make any change to matters within the scope of representation, it shall give reasonable written notice of its intent to the exclusive representative for the purpose of providing the exclusive representative a reasonable amount of time to negotiate with the district regarding the proposed changes. (Government Code 3543.2)

A reasonable number of representatives of the employee organization shall have the right to receive reasonable periods of released time without loss of district compensation when meeting and negotiating and/or for the processing of grievances. (Government Code 3543.1)

The Board believes that effective negotiations require the input of all levels of the administration. The Superintendent shall establish a bargaining team to assist in analyzing contract provisions and conducting contract negotiations.

The Board and Superintendent shall provide its negotiator(s) with expected outcomes and clear parameters for acceptable contract provisions which promote the realization of district goals and priorities.

In consultation with the Superintendent and employee organization, the Board may determine the collective bargaining approach or method to be used.

The Board with its bargaining team may establish standards of conduct pertaining to the negotiations process for individual Board members and members of the bargaining team. Certain meetings related to negotiations shall be held in closed session in accordance with Government Code [3549.1](#) and [54957.6](#) when not required by state open meeting laws (the Brown Act) to be held in public. Matters discussed in these meetings shall be kept in strict confidence.

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

(cf. [9010](#) - Public Statements)

(cf. [9011](#) - Disclosure of Confidential/Privileged Information)

(cf. [9321](#) - Closed Session Purposes and Agendas)

The Board and its negotiator(s) shall not knowingly provide the employee organization with inaccurate information regarding the financial resources of the district. (Government Code [3543.5](#))

The Board shall closely monitor the progress of negotiations and carefully consider how proposed contract provisions would affect the district's short- and long-term fiscal, programmatic, instructional, and Human Resources goals.

(cf. [3100](#) - Budget)

The Board and/or Superintendent shall keep the public informed about the progress of negotiations and the ways in which negotiations may affect district goals, unless otherwise agreed upon by the district and exclusive representative.

(cf. [4143.1/4243.1](#) - Public Notice - Human Resources Negotiations)

Whenever the district has a qualified or negative certification on an interim fiscal report, it shall allow the county office of education at least 10 working days to review and comment on any proposed agreement with exclusive representatives of employees. The district shall provide the County Superintendent of Schools with all information relevant to gain an understanding of the financial impact of any final collective bargaining agreement. (Government Code [3540.2](#))

(cf. [3460](#) - Financial Reports and Accountability)

Once the final terms of the agreement have been ratified by the membership of the employee organization, the contract shall be presented to the Board at a public meeting for acceptance.

Any agreement adopted by the Board may be for a term not to exceed three years. (Government Code [3540.1](#))

In the event of an impasse in negotiations, the Board shall participate in good faith in state mediation and fact-finding procedures pursuant to Government Code [3548-3548.8](#). (Government Code [3543.5](#))

(cf. [4141.6/4241.6](#) - Concerted Action/Work Stoppage)

Following adoption of the collective bargaining agreement, any subsequent amendments shall be executed in writing by the Board and the employees' exclusive representative.

Legal Reference:

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

Management Resources:

CSBA PUBLICATIONS

Collective Bargaining DVD-ROM

Maximizing School Board Governance: Collective Bargaining

Before the Strike: Planning Ahead in Difficult Negotiations, 1996

WEB SITES

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

California Public Employee Relations: <http://cper.berkeley.edu>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

State Mediation and Conciliation Service (SMCS): <http://www.dir.ca.gov/csmcs/smcs.html>

Policy OXNARD SCHOOL DISTRICT

adopted: _____

Oxnard, California



OXNARD SCHOOL DISTRICT

1051 South “A” Street • Oxnard, California 93030 • 805/385-1501

SCHEDULE OF BOARD MEETINGS JANUARY – DECEMBER 2015

(UNLESS OTHERWISE INDICATED, ALL MEETINGS ARE HELD ON THE FIRST AND THIRD **WEDNESDAY** OF EACH MONTH IN THE BOARD ROOM AT THE DISTRICT OFFICE, 1051 SOUTH ‘A’ STREET, STARTING AT 7:00 PM)

January	21	Regular Board Meeting (Note: only ONE meeting in January)
February	4	Regular Board Meeting
	18	Regular Board Meeting
March	4	Regular Board Meeting
	18	Regular Board Meeting
April	15	Regular Board Meeting (Note: only ONE meeting in April)
May	6	Regular Board Meeting
	20	Regular Board Meeting
June	3	Regular Board Meeting
	24	Regular Board Meeting
July		District Dark – No meeting in July
August	5	Regular Board Meeting
	26	<i>Regular Board Meeting</i>
September	2	Regular Board Meeting
	16	Regular Board Meeting
October	7	Regular Board Meeting
	21	Regular Board Meeting
November	4	Regular Board Meeting (Note: only ONE meeting in November)
December	9	Regular Board Meeting – Organizational Meeting of the Board (Note: only ONE meeting in December)

The meeting schedule shown above is subject to change at any time.

NOTE: Changes are indicated in italics/bold.

Board Revised: 05-20-15
Board Approved: 12-10-14

Mission: “Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.”