

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Mr. Ernest "Mo" Morrison, President
Mrs. Debra M. Cordes, Clerk
Mr. Denis O'Leary, Member
Mrs. Veronica Robles-Solis, Member
Ms. Monica Madrigal Lopez, Member

ADMINISTRATION

Dr. Cesar Morales
District Superintendent
Mrs. Janet C. Penanhoat
Assistant Superintendent,
Business & Fiscal Services
Dr. Jesus Vaca
Assistant Superintendent,
Human Resources & Support Services
Ms. Robin I. Freeman
Assistant Superintendent,
Educational Services

AGENDA #7
REGULAR BOARD MEETING
Wednesday November 1, 2017
5:00 p.m. – Study Session
Closed Session to Follow
7:00 PM - Regular Board Meeting

***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

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OPIE TV – Charter Spectrum Channel 20 &
Frontier Communications – Channel 37

November 1, 2017

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.

ROLL CALL:

Madrigal Lopez ____, **Robles-Solis** ____, **O’Leary** ____, **Cordes** ____, **Morrison** ____

A.2 Pledge of Allegiance to the Flag

Dr. Richard Caldwell, Principal at Frank Middle School, Academy of Marine Science and Engineering, will introduce Jacob Landeros, 8th grade student in Mrs. Storey’s class, 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 in English by Nathan Hernandez, then will be read in Spanish by Jocabed Peral, both are 8th grade students in Mrs. Storey’s class.

A.4 Presentation by R.J. Frank Academy of Marine Science & Engineering

Dr. Richard Caldwell will provide a short presentation to the Board regarding R.J. Frank Middle School, Academy of Marine Science & Engineering. Following the presentation, President Morrison will present a token of appreciation to the students that participated in the Board Meeting.

A.5 Adoption of Agenda (Superintendent)

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, **Robles-Solis** ____, **O’Leary** ____, **Cordes** ____, **Morrison** ____

A.6 Presentation on Project Based Learning (Freeman/West)

The Board will receive a presentation on Project Based Learning within our District. As an instructional strategy, Project Based Learning creates a personalized, engaging learning experience that, when done well, propels students toward success in their life and career.

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.

The Board will now convene in closed session to consider the items listed under Closed Session.

**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.7 Closed Session

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1. Pursuant to Section 54956.9 of *Government Code*:
 - Conference with Legal Counsel – Anticipated Litigation: 1 case
 - Conference with Legal Counsel – Existing Litigation:
 - Office of Administrative Services Case No. OAH 2017081210
 - J.R. et. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM
 2. Pursuant to Section 48916 of the *Education Code* the Board will consider student matters including:
 - None.
 3. Removal/Suspension/Expulsion of a Student (*Education Code 48912; 20 U.S.C. Section 1232g*)
 - Recommendation to approve stipulated agreement for suspended enforcement of expulsion: Case No. 17-04 (Action Item)
 4. 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, LLP
 - Association(s): OEA, OSSA, CSEA;
 - and All Unrepresented Personnel – Administrators, Classified Management, Confidential
 5. Pursuant to Section 54956.8 of the *Government Code*:
 - Conference with Real Property Negotiators (for acquisition of new school site):
 - Property: Parcel located Teal Club Road, North of Teal Club Road, South of Doris Avenue
 - Agency Negotiators: Superintendent/Assistant Superintendent, Business & Fiscal Services/ Garcia Hernandez & Sawhney, LLP/ Caldwell Flores Winters Inc.
 - Negotiating Parties: Dennis Hardgrave on behalf of the property owners
 - Under Negotiations: Instruction to agency negotiator on price and terms.
 6. 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 Vaca

A.8 Reconvene to Open Session

7:00 PM

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.9 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.10 Recognition of Students – Summer Reading Challenge Award (Freeman/Curtis)

Students who have read an excess of 40 hours and above during the summer will be recognized by the Board of Trustees. Students will receive an award and gift bag.

A.11 Announcement of New Administrator to the Board of Trustees (Dr. Morales)

Administration will introduce the following administrator in a new position, to the Board of Trustees:

- Letitia M. Austin, Public Information Officer

A.12 Adoption and Presentation of Resolution #17-14 for School Psychology Awareness Week November 13-17, 2017 (Freeman/Sugden)

The National Association of School Psychologists, (NASP) has recognized November 13-17, 2017 as School Psychology Awareness Week, “Power Up! Be a Positive Change.”

Notes:
Moved:
Seconded:

The District recognizes School Psychologists for the important and vital role that they play in the personal and academic development and success of the Oxnard School District students. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Adoption and Presentation of Resolution #17-14, in recognition of 2017 School Psychology Awareness Week.

ROLL CALL VOTE:

Madrigal Lopez __, Robles-Solis __, O’Leary __, Cordes __, Morrison __

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

Section B PUBLIC COMMENT/HEARINGS

B.1 Public Comment (3 minutes per speaker)

Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised. The Board particularly invites comments from parents of students in the District.

B.1 Comentarios del Público (3 minutos para cada ponente)

Los miembros del público podrán dirigirse a la Mesa Directiva sobre cualquier asunto que corresponda a la jurisdicción de la Mesa Directiva en este periodo o cuando este punto figure en el orden del día y sea analizado. Los comentarios deben limitarse a tres (3) minutos. Tenga presente que esta reunión está siendo grabada y televisada. La Mesa Directiva invita en particular a los padres y alumnos del distrito a que presenten sus comentarios.

B.2 Conduct Public Hearing to Sunshine the California School Employees Association's (CSEA) and the Oxnard School District's (District) Initial Proposals for 2017-2020 Negotiations, Pursuant to Government Code Section 3547 (Vaca)

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association ("CSEA") and the Oxnard School District ("District"), CSEA and the District would like to enter into contract negotiations for the 2017-20 school years 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 the items listed below:

- Article 3: Organizational Rights
- Article 4: Stewards
- Article 8: Hours and Overtime
- Article 9: Pay Allowances
- Article 11: Professional Growth Awards Program
- Article 12: Employee Expenses and Materials
- Article 13: Health and Welfare Benefits
- Article 14: Annual Work Calendar and Holidays
- Article 15: Vacation Plan
- Article 16: Leaves
- Article 17: Transfers
- Article 20: Layoff, Reemployment, and the Effects
- Article 22: Grievances
- Article 29: Term of Agreement
- Article 30: Campus Assistants

It is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees Conduct the Public Hearing to Sunshine CSEA and the District's Initial Proposals for negotiations for the 2017-20 school years.

ROLL CALL VOTE:

Madrigal Lopez __, Robles-Solis __, O'Leary __, Cordes __, Morrison __

**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:

Madrigal Lopez __, Robles-Solis __, O’Leary __, Cordes __, Morrison __

C.1 Agreements

It is recommended that the Board approve the following agreements: Dept/School

Enrichment:

- #17-199 – Parent Institute for Quality Education (PIQE) will provide a parent training course for the Spanish and English speaking parents of students enrolled at Haydock Academy of Arts & Sciences during the period of November 2, 2017 through June 30, 2018. It is the recommendation of the Principal, Haydock Academy of Arts & Sciences, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #17-199 with Parent Institute for Quality Education; amount not to exceed \$5,500.00, to be paid from Title I funds. Freeman/
Brisbine
- #17-203 - El Centrito Family Learning Centers will provide five (5) parent workshops during the 2017-2018 school year. The purpose of the workshops is to build the capacity of parents to support their children’s educational attainment and respond to the school staff’s assessment of parent needs. Each workshop will provide participants with the knowledge and tools necessary to understand educational topics that are critical to their ability to develop and implement an effective plan for educational success for their children. The workshops will be held on the 3rd Wednesday of the month during the months of November 2017, December 2017, February 2018, March 2018, and April 2018. It is the recommendation of the Principal, Marina West School, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #17-203; amount not to exceed \$2,150.00, to be paid from School Site Funds Targeted funds. Freeman/
Mares

Facilities:

- #17-169 City of Oxnard and the Oxnard School District Cooperative Agreement regarding the Elm Street School Sewer Connection Project. At the Elm Street Elementary Reconstruction Project, it was determined that the existing sewer line was inadequate to handle the wastewater flow from the school. After various discussions with the City of Oxnard it was decided that the best solution would be to remove and replace the capacity deficient portions of the sewer grid. It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Facilities, in consultation with CFW, that the Board of Trustees approve Cooperative Agreement #17-169 between the City of Oxnard and the Oxnard School District regarding the Elm Street School Sewer Connection Project; amount not to exceed \$124,545.00, to be paid out of Master Construct & Implementation Funds. Penanhoat/
Fateh/
CFW

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 agreements:

Dept/School

Facilities (continued):

- #17-208 Kruger Bensen Ziemer Architects Inc. - On March 2, 2016 the Board approved agreement #15-197 for design services from AE Group Mechanical Engineers Inc. (AE Group) for a new CNG Bus Repair Facility and the renovation of the existing Transportation building. Under Agreement #15-197 the architectural firm Kruger Bensen Ziemer Architects, Inc. (KBZ) provided design services as a consultant to AE Group. The term of Agreement #15-197 ended June 30, 2016. The remaining unused balance of this agreement is \$70,175.00, which will be credited back to the District so that a new agreement can be put in place to continue design services. District staff has determined an architectural firm (KBZ) is better suited to lead the design efforts in-lieu of an engineering firm (AE Group). The scope of the design has also expanded in size and complexity per City of Oxnard requirements. This new agreement proposes to have KBZ as the lead on the design team with AE Group providing services as a consultant to follow a more traditional design methodology. This approach has been agreed upon by both AE Group and KBZ. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees approve Agreement #17-208 with Kruger Bensen Ziemer Architects, Inc.; amount not to exceed \$98,750.00, to be paid from Deferred Maintenance One-Time Funds.

Penanhoat/
Fateh

Special Education:

- #17-197 – City Impact Inc. will provide Individual and/or Group Therapy Services for the Special Education Services Department during the period of November 2, 2017 through December 31, 2018. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #17-197 with City Impact Inc.; amount not to exceed \$60,000.00, to be paid from Special Education Funds.
- #17-198 – Empire Therapeutic & Creative Services will provide Individual and/or Group Therapy Services for the Special Education Services Department during the 2017-2018 school year. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #17-198 with Empire Therapeutic & Creative Services; amount not to exceed \$60,000.00, to be paid from Special Education Funds.

Freeman/
Sugden

Freeman/
Sugden

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Section C
CONSENT AGENDA
(Continued)

C.2 Ratification of Agreements

It is recommended that the Board ratify the following agreements:

Dept/School

Academic:

- #17-207 - Butte County Office of Education/California Mini-Corps - The California Migrant Mini-Corps Program provides Migrant students in our district with tutoring services. The tutors are hired through, and supervised by the Butte County Office of Education. The tutoring services can occur during the regular school day, summer school, after school, or Saturday school. It is recommended by the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees ratify Agreement/MOU #17-207 with Butte County Office of Education/California Mini-Corps. There is no cost to Oxnard School District for these services, no fiscal impact. Vaca

Enrichment:

- #17-204 – Adam Poirier will provide 30 weeks of music lessons in K-8th grades during the 2017-2018 school year, from October 19, 2017 through June 15, 2018. K-8th grades will be engaged in music fundamentals that would be interactive lecture style with music and movement, rhythm instrument use, drum circles, and recorders in an age-appropriate and fun manner while preparing for a year-end musical performance. Lessons will be provided on Monday-Wednesdays, 8:00 AM-2:10 PM, for 30-45 minutes each. Lessons will take place in classrooms in order to accommodate each grade level. It is the recommendation of the Principal, Curren School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement/MOU #17-204 with Adam Poirier; amount not to exceed \$26,000.00, to be paid from School Site Funds Targeted. Freeman/
McDaniels

Facilities:

- # 16-282 Amendment #1 - Nolte Associates, Inc. (NV5). At the Board meeting of June 7, 2017, the Board of Trustees approved Agreement #16-282 with Nolte Associates, Inc. (NV5) for Geotechnical Soils Observation and testing as well as Materials Testing and Inspection for the San Miguel Pre-School - New Portable Classrooms Project in the amount of \$12,711.30. Nolte Associates, Inc. (NV5) has completed Testing and Inspection Services for this project. The project was phased to accommodate delivery and installation of modular buildings and playground equipment. The additional phasing as well as encountering unforeseen conditions during excavation required additional testing and inspection services. The project is now complete and therefore Nolte Associates, Inc. (NV5) is requesting a ratification of this amendment for the additional services mentioned above. Amendment #1 increases the original agreement amount by \$9,826.95. The new total agreement amount is a not-to-exceed amount of \$22,538.25. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Amendment #1 to Agreement #16-282 with Nolte Associates, Inc. (NV5) in the amount of \$9,826.95, to be paid from Deferred Maintenance One-Time Funds. Penanhoat/
Fateh

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Section C
CONSENT AGENDA
(Continued)

C.2 Ratification of Agreements (continued)

It is recommended that the Board ratify the following agreements:

Dept/School

Special Education:

- | | |
|--|----------------------------|
| <ul style="list-style-type: none"> ▪ #16-209 Amendment #1 - Ventura County Office of Education, Special Circumstances Paraeducator Services – SCP. At the Board meeting of January 18, 2017, the Board of Trustees ratified Agreement #16-209 with the Ventura County Office of Education (VCOE) to provide support from Special Circumstances Paraeducators (SCP’s) for Special Education student #JP030904 including Extended School Year, in the amount of \$4,435.11. The original cost was miscalculated and it is necessary to increase Agreement #16-209 in the amount of \$2,221.42 for a total contract amount of \$6,656.53 for the 2016-17 school year. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #16-209 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP’s), in the amount of \$2,221.42, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #16-264 Amendment #1 - Ventura County Office of Education, Special Circumstances Paraeducator Services – SCP. At the Board meeting of May 3, 2017, the Board of Trustees ratified Agreement #16-264 with the Ventura County Office of Education (VCOE) to provide support from Special Circumstances Paraeducators (SCP’s) for Special Education student #OL083008 including Extended School Year, in the amount of \$14,125.89. Amendment #1 in the amount of \$377.88 is necessary to cover additional costs through the end of the 2016-17 fiscal year, bringing the total contract amount to \$14,503.77. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #16-264 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP’s), in the amount of \$377.88, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-35 Amendment #1 - Casa Pacifica School. At the Board meeting of September 6, 2017, the Board of Trustees ratified Agreement #17-35 with Casa Pacifica, for Non-Public School services for student AS020603 for the 2017-2018 school year, in the amount not to exceed \$44,254.40. Amendment #1 is required to cover the cost of Speech Therapy Services not included in the original agreement as follows: \$128.00 hourly rate x 89 hours (.5 hours/day x 178 days) = \$11,392.00 (Including Extended School Year; ESY). This increase brings the total agreement amount for 2017-18 to \$55,646.40. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-35 with Casa Pacifica School, NPS, in the amount not to exceed \$11,392.00, to be paid with Special Education Funds. | <p>Freeman/
Sugden</p> |

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Section C
CONSENT AGENDA
(Continued)

C.2 Ratification of Agreements (continued)

It is recommended that the Board ratify the following agreements:

Dept/School

Special Education (continued):

- | | |
|--|----------------------------|
| <ul style="list-style-type: none"> ▪ #17-92 Amendment #1 - Haynes Education Center & S.T.A.R. Academy. At the Board meeting of August 23, 2017, the Board of Trustees ratified Agreement #17-92 with S.T.A.R. Academy and Haynes Education Center for Independent Education Evaluator services for the 2017-2018 school year, in the amount not to exceed \$30,000.00. Amendment #1 increases the number of students who will receive compensatory services through the remainder of the 2017-18 fiscal year, in the amount not to exceed \$170,000.00, for a new total agreement amount of \$200,000.00. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-92 with Haynes Education Center & S.T.A.R. Academy; amount not to exceed \$170,000.00, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-122 Amendment #1 - MyTherapyCompany, LLC. At the Board meeting of September 6, 2017, the Board of Trustees ratified Agreement #17-122 with MyTherapyCompany, LLC. to provide supplemental staffing to Special Education Services for the 2017-2018 school year, in the amount not to exceed \$30,000.00. Amendment #1 increases Special Education funding in the amount of \$62,160.00 for a total agreement cost of \$92,160.00. The amendment is required to adjust the total expected cost through the end of the 2017-18 fiscal year. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-122 with MyTherapyCompany, LLC; amount not to exceed \$62,160.00, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-183 – Casa Pacifica School requesting ratification for Non-Public School (NPS) services for Student JE112705, for the 2017-2018 school year, including Extended School Year. The Non-Public School will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the individual service agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-183 with Casa Pacifica School, NPS; in the amount not to exceed \$74,300.00, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-186 – Briggs Elementary School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Briggs Elementary School District student #VH121010 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-186 with Briggs Elementary School District for a grand total amount of \$17,564.59. | <p>Freeman/
Sugden</p> |

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.2 *Ratification of Agreements (continued)*

It is recommended that the Board ratify the following agreements: Dept/School

Special Education (continued):

- #17-188 – Fillmore Unified School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Fillmore Unified School District student #JC111411 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-188 with Fillmore Unified School District for a grand total amount of \$17,564.59.

Freeman/
Sugden
- #17-189 – Hueneme School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Hueneme School District student #VN042612 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-189 with Hueneme School District for a grand total amount of \$17,564.59.

Freeman/
Sugden
- #17-190 – Hueneme School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Hueneme School District student #SP061913 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-190 with Hueneme School District for a grand total amount of \$17,564.59.

Freeman/
Sugden
- #17-191 – Hueneme School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Hueneme School District student #SM081713 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-191 with Hueneme School District for a grand total amount of \$17,564.59.

Freeman/
Sugden
- #17-192 – Ocean View School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Ocean View School District student #JM060311 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-192 with Ocean View School District for a grand total amount of \$17,564.59.

Freeman/
Sugden

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.2 Ratification of Agreements (continued)

It is recommended that the Board ratify the following agreements:

Dept/School

Special Education (continued):

- | | |
|--|----------------------------|
| <ul style="list-style-type: none"> ▪ #17-193 – Pleasant Valley School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Pleasant Valley School District student #LA101809 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-193 with Pleasant Valley School District for a grand total amount of \$18,404.22. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-194 – Pleasant Valley School District for Oxnard School District to provide DHH Services. Oxnard School District will provide services for Pleasant Valley School District student #AL082012 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-194 with Pleasant Valley School District for a grand total amount of \$17,564.59. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-195 – Oxnard School District will provide services for Rio School District student #SG092208 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-195 with Rio School District for a grand total amount of \$17,564.59. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-196 - Ventura County Office of Education (VCOE), Special Circumstances Paraeducator Services. It is recommended that the Board of Trustees ratify the service agreements with VCOE for the 2017-2018 school year, to provide exceptional services to special education students that consist of support from SCP’s, including Extended School Year. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-196 with the VCOE for SCPSs, in the amount of \$158,681.60, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |
| <ul style="list-style-type: none"> ▪ #17-200 – Hayden Consultation Services Inc. Hayden Consultation Services Inc. will provide Independent Educational Evaluation Services to the Special Education Department during the 2017-2018 academic year to complete comprehensive independent educational evaluations. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-200 with Hayden Consultation Services Inc., amount not to exceed \$30,000.00, to be paid from Special Education Funds. | <p>Freeman/
Sugden</p> |

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.3 Approval of Lease-Leaseback Agreements #17-209, #17-210, and #17-211 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Brekke Kindergarten Project

<hr/> <p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Brekke Kindergarten Project (“Project”). The Project includes the construction of a modular two-classroom building at the existing Norman R. Brekke Elementary School site. This agenda item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the Brekke Kindergarten Project. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve Lease-Leaseback Agreements #17-209, #17-210 and #17-211, with Viola Inc., to provide Construction Services related to the Brekke Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code. The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Brekke as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of \$5,288.00, to be paid out of Master Construct and Implementation Funds.</p>	Dept/School Dr. Morales/ Fateh/ CFW
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C.4 Approval of Lease-Leaseback Agreements #17-212, #17-213, and #17-214 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the McAuliffe Kindergarten Project

<hr/> <p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the McAuliffe Kindergarten Project (“Project”). The Project includes the construction a modular two-classroom building at the existing Christa McAuliffe Elementary School site. This agenda item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the McAuliffe Kindergarten Project. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-212, #17-213 and #17-214, with Viola Inc., to provide Construction Services related to the McAuliffe Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code. The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at McAuliffe as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of \$5,288.00, to be paid out of Master Construct and Implementation Funds.</p>	Dept/School Dr. Morales/ Fateh/ CFW
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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.5 Approval of Lease-Leaseback Agreements #17-215, #17-216, and #17-217 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Ramona Kindergarten Project

<p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Ramona Kindergarten Project (“Project”). The Project includes the construction a modular two-classroom building at the existing Ramona Elementary School site. This agenda item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the Ramona Kindergarten Project. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-215, #17-216 and #17-217, with Viola Inc., to provide Construction Services related to the Ramona Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code. The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Ramona as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of \$5,288.00 to be paid out of Master Construct and Implementation Funds.</p>	<p style="text-align: center;">Dept/School Dr. Morales/ Fateh/ CFW</p>
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C.6 Approval of Lease-Leaseback Agreements #17-218, #17-219, and #17-220 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Ritche Kindergarten Project

<p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Ritche Kindergarten Project (“Project”). The Project includes the construction a modular two-classroom building at the existing Emily Ritche Elementary School site. This agenda item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the Ritche Kindergarten Project. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-218, #17-219 and #17-220, with Viola Inc., to provide Construction Services related to the Ritche Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code. The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Ritche as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of \$5,288.00, to be paid out of Master Construct and Implementation Funds.</p>	<p style="text-align: center;">Dept/School Dr. Morales/ Fateh/ CFW</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.7 Approval of Supplemental Work Authorization Letter #12-S to ATC Group Services LLC (ATC), to provide Environmental Support Services for the Rose Avenue Elementary School

At the September 6, 2017, regularly scheduled Board Meeting, the Board of Trustees approved Work Authorization Letter #12 with ATC Group Services to provide a Hazardous Materials Survey for Rose Avenue Elementary School. Once sample gathering and testing commenced, it was determined per State regulation that additional testing would be required. It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, that the Board of Trustees approve Supplemental WAL #12-S for Master Agreement #13-135 with ATC Group Services LLC; amount not to exceed \$4,749.00, to be paid out of Master Construct and Implementation Funds.

Dept/School
Penanhoat/
Fateh/
CFW

C.8 Ratification of Change Order #1 to Ardalan Construction Co. Inc. for Chavez School HVAC Modernization

On May 3, 2017, the Board approved the Award of Formal Bid #16-04 and the Approval of Agreement #16-266 for Chavez School HVAC project in the amount of \$1,153,000.00. Upon commencement of construction the project team encountered unforeseen conditions during the demolition activity which required modifications to the existing buildings and modifications to the infrastructure serving existing units. It is the recommendation of the Director of Facilities, that the Board of Trustees ratify Change Order #1 – Ardalan Construction Co. Inc. in the amount of \$87,478.91 and an additional 81 excusable non-compensable calendar days; amount not to exceed \$87,478.91, to be paid from General Funds – Ongoing Maintenance Funds.

Dept/School
Penanhoat/
Fateh

C.9 Ratification of Change Order #1 to Precision Plumbing - Mechanical

On August 23, 2017, the Board approved Field Contract #FC#-P18-00938 in the amount of \$34,587.00, for the Transportation Yard Storm Water Diversion System Repair project, pursuant to the Uniform Public Construction Cost Accounting Act. Precision Plumbing – Mechanical is requesting ratification of Change Order #1 in the amount of \$3,028.00 in order to address unforeseen conditions encountered during demolition including removal of existing concrete vault discovered during evacuation as well as excavation around unforeseen electrical duct bank and installation of a new sleeve below the existing uncovered duct bank. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #1 in the amount of \$3,028.00, with Precision Plumbing – Mechanical, to be paid from Deferred Maintenance One-Time Funds.

Dept/School
Penanhoat/
Fateh

C.10 Ratification of Change Order #2 to Viola Inc. – San Miguel Pre-School New Portable Classrooms

On June 7, 2017, the Board approved the Award of Formal Bid #16-03 and Approval of Agreement #16-275 for San Miguel Pre-School New Portable Classrooms in the amount of \$819,000.00. Upon commencement of construction, the project team encountered unforeseen conditions during the excavation and grading activity that required modifications to grading, utilities, asphalt and landscaping as well as modification to fencing. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #2 – Viola Inc. in the amount of \$2,865.20, to be paid with Deferred Maintenance One-Time Funds, and an additional 81 excusable non-compensable calendar days.

Dept/School
Penanhoat/
Fateh

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.11 Approval of Notice of Completion, Haydock Sewer Repair/Replacement Project, Bid #16-05

The contractor, Kiwitt's General Building Contractor, has completed the work of Bid #16-05 to perform the work for Haydock Sewer Repair/Replacement, as of August 14, 2017. It is recommended that the Board of Trustees approve the Notice of Completion for this project, which will be filed by the District with the County Recorder's Office.

Dept/School
Penanhoat/
Fateh

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #16-05, Haydock Sewer Repair/Replacement with Kiwitt's General Building Contractor. No fiscal impact.

C.12 Ratification of Credit Change Order #2 to Kiwitt's General Building – Haydock Sewer Repair/Replacement Project

On May 17, 2017, the Board approved the Award of Formal Bid #16-05, Haydock Sewer Repair/Replacement in the amount of \$128,000.00. This credit change order reduced the scope of work due to deletion of new roof vents, drywell and changes location of eyewash and cleanout. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Credit Change Order #1 in the amount of (\$2,725.00) with Kiwitt's General Building.

Dept/School
Penanhoat/
Fateh

C.13 Approval of Amendment #1 to Agreement #16-155 – CSDA Design Group

At the Board meeting of December 7, 2016, the Board of Trustees approved Agreement #16-155 with CSDA Design Group (CSDA) to provide architectural design services for the installation of three (3) new portable buildings at San Miguel School, in the amount not to exceed \$96,368.00. The project also includes additional parking, replacement of the existing play structure, and the addition of a new on-site fire hydrant and fire sprinklers required by the local fire authority. Amendment #1 in the amount of \$2,480.00 is for additional architectural & engineering services due to unexpected requirements by the Division of State Architect (DSA). The scope of work for Amendment #1 requires CSDA to provide additional structural analysis of the existing exterior wall structure, and justification of a new drinking fountain attachment including information requested by the DSA plan checker to prove that the existing wall is structurally adequate. The new total agreement amount is a not-to-exceed amount of \$98,848.00. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees approve Amendment #1 to Agreement #16-155 with CSDA Design Group; amount not to exceed \$2,480.00, to be paid from Deferred Maintenance One-Time Funds.

Dept/School
Penanhoat/
Fateh

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.14 Approval of Change Order #1 to ReGreen Inc. – Time Extension

On April 19, 2017, the Board approved the Adoption of Resolution #16-28 and Approval of Agreement #16-255 with ReGreen Inc. for Lighting Retrofit Services – Prop 39 in the amount of \$1,261,917.53. This No-Cost Change Order grants ReGreen Inc. an excusable non-compensable time extension of 42 days due to unforeseen conditions related to addition of seismic support wiring and enhancement of the existing dimming system. There will not be any negative impact or disruptions to instructional programs and the additional work performed during this extended period will be performed after school hours and/or weekends. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #1 to ReGreen Inc. No fiscal impact.

Dept/School
Penanhoat/
Fateh

C.15 Approval of Credit Change Order #2 EMCOR Services Mesa Energy Systems

On April 19, 2017, the Board approved the Adoption of Resolution #16-27 and Approval of Agreement #16-254 with EMCOR Services Mesa Energy Systems Inc. for HVAC Design Build Services – Prop 39 in the amount of \$1,544,442.00. This contract included \$100,000.00 contingency allowance, an amount of \$66,520.00 was allocated. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Credit Change Order #2 EMCOR Service Mesa Energy Service Energy Systems for (\$33,480.00), Proposition 39 Funds.

Dept/School
Penanhoat/
Fateh

C.16 Disposal of Surplus Personal Property

The district owns surplus personal property as shown on the attached list dated October 2017. Items deemed suitable will be tagged for sale at our next surplus sale, and all other items will be disposed of and/or recycled at the appropriate facilities. It is requested that the Board of Trustees declare this property obsolete and approve the sale and/or disposal per California Education Code §17546 which permits the disposal of personal property with a value of less than \$2,500.00. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the above surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546. No fiscal impact.

Dept/School
Penanhoat/
Franz

C.17 Approval of Amendment #1 to Agreement #17-27 - Ventura County Office of Education/SELPA

At the Board meeting of June 21, 2017, the Board of Trustees approved Agreement #17-27 with the Ventura County Office of Education/SELPA to provide services from Social/Emotional Services Specialist (SESS0 during the 2017-18 school year in the amount not to exceed \$311,040.00. Amendment #1 reflects a decrease in the total number of service hours from 72 to 42, generating a decrease of \$129,600.00, for a new total agreement amount of \$181,440.00. It is recommended that the Board of Trustees approve Amendment #1 to Agreement #17-27 in the amount of \$181,440.00. It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Amendment #1 to Agreement #17-27 with the Ventura County Office of Education/SELPA; amount not to exceed \$181,440.00, to be paid from Special Education Funds.

Dept/School
Freeman/
Sugden

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.18 Approve: Out of State Conference – Washington, DC

<p>The Board’s approval is requested for the Superintendent, Dr. Cesar Morales and the Assistant Superintendent, Robin I Freeman, to attend the Leaders to Learn From Conference on April 11-12, 2018. This conference allows a learning and networking opportunity with school district leaders who share the same area of interest and expertise for a deep conversation on some of the most important topics in K-12 leadership. A keynote discussion on the concept of “visible learning” and how it influences student achievement will be one of the topics shared at this conference. It is the recommendation of the Superintendent and the Assistant Superintendent Educational Services that the Board of Trustees approve the out of state conference attendance as outlined above; amount not to exceed \$6,000.00, to be paid from Title II Funds.</p>	<p style="text-align: right;">Dept/School Dr. Morales/ Freeman</p>
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C.19 Ratification of Agreement/MOU #17-206 - California State University, Northridge

<p>This Agreement/MOU allows Oxnard School District and California State University, Northridge to establish a partnership to provide candidates with special education teaching experience/training. Internships provide an alternate route to certification that allows candidates to obtain credentials while teaching in classrooms. It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees ratify Agreement/MOU #17-206 with California State University, Northridge. District will pay CSUN Interns on the Certificated Salary Schedule from the Unrestricted General Fund.</p>	<p style="text-align: right;">Dept/School Vaca/ Bond</p>
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C.20 Establish/Abolish/Increase/Reduce Hours of Position

<p>It is the recommendation of the Interim Director, Classified Human Resources, that the Board of Trustees approve the establishment, increase, and reduction of positions, as presented.</p>	<p style="text-align: right;">Dept/School Rogosin</p>
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C.21 Personnel Actions

<p>It is recommendation of the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve the personnel actions, as presented.</p>	<p style="text-align: right;">Dept/School Vaca/ Rogosin</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 D ACTION ITEMS

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

D.1 Approval of Agreement/MOU #17-205 – Oxnard Union High School District (Freeman/Thomas)

The Oxnard Union High School District will provide student tutors as volunteers in the Oxnard School District either during the day or during the after school program. The students are part of the Teacher Education Career Academy (TECA) and Youth Education Services Academy (YES). The students in these academies have expressed a desire to become educators and have completed elective classes to prepare for this career.

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

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #17-205 with the Oxnard Union High School District. No fiscal impact.

ROLL CALL VOTE:

Madrigal Lopez __, Robles-Solis __, O’Leary __, Cordes __, Morrison __

D.2 Approve: Single Plan for Student Achievement: 20 School Sites (Freeman/Thomas)

The Single Plan for Student Achievement (SPSA) is developed at each school site to ensure that plans for improving student performance are in place. The plan is developed collaboratively with the school leadership team and the School Site Council. The English Learner Advisory Committee reviews the plan and it is approved by the School Site Council.

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

It is the recommendation of the Assistant Superintendent Educational Services that the Single Plan for Student Achievement for all 20 elementary and middle schools be approved. The SPSA contains a budget that details how school site funds will be spent to support improved student achievement.

ROLL CALL VOTE:

Madrigal Lopez __, Robles-Solis __, O’Leary __, Cordes __, Morrison __

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

Section E
APPROVAL OF MINUTES

No minutes will be approved at this meeting.

**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.)

**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)

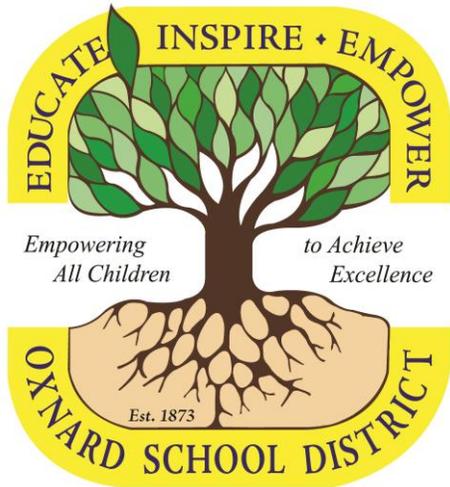
The trustees' report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

Notes:

G.3 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**



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.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/1/17

- A. Preliminary _____
Study Session X
Report _____
- B. Hearing: _____
- C. Consent Agenda _____

Agreement Category:

- ___ Academic
- ___ Enrichment
- ___ Special Education
- ___ Support Services
- ___ Personnel
- ___ Legal
- ___ Facilities

- D. Action Items _____
- E. Approval of Minutes _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Presentation on Project Based Learning (Freeman/West)

The Board will receive a presentation on Project Based Learning within our District. As an instructional strategy, Project Based Learning creates a personalized, engaging learning experience that, when done well, propels students toward success in their life and career.

FISCAL IMPACT: None

RECOMMENDATION: Informational Only

ADDITIONAL MATERIAL: None

OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/1/17

- A. Preliminary X
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
_____ Academic
_____ Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Recognition of Students – Summer Reading Challenge Award (Freeman/Curtis)

Students who have read an excess of 40 hours and above during the summer will be recognized by the Board of Trustees. Students will receive an award and gift bag.

FISCAL IMPACT: None

RECOMMENDATION: It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees accept this item as presented.

ADDITIONAL MATERIAL: None

OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/1/17

- A. Preliminary Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
_____ Academic
_____ Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Adoption and Presentation of Resolution #17-14 for School Psychology Awareness Week November 13-17, 2017 (Freeman/Sugden)

The National Association of School Psychologists, (NASP) has recognized November 13-17, 2017 as School Psychology Awareness Week, “Power Up! Be a Positive Change.”

The District recognizes School Psychologists for the important and vital role that they play in the personal and academic development and success of the Oxnard School District students. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Adoption and Presentation of Resolution #17-14, in recognition of 2017 School Psychology Awareness Week.

ADDITIONAL MATERIAL:

Attached: Resolution (1 page)



**RESOLUTION NO. # 17-14
ONARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

School Psychology Awareness Week
November 13-17, 2017
"Power Up! Be a Positive Charge"

WHEREAS, school psychologists can make a positive, lasting difference in children's lives; and

WHEREAS, school psychologists work directly with children and adolescents, support students with mental health needs by providing counseling, skill instruction, and learning and support plans; and

WHEREAS, school psychologists work collaboratively with parents and teachers to support children's success; and

WHEREAS, school psychologists promote student motivation and engagement, promote positive behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, improve school-wide assessment and accountability monitor individual student progress in academics and behavior; and

WHEREAS, school psychologists apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They provide assessment, support, and intervention services to students; partner with families, teachers, and other professionals to create safe, healthy, and supportive learning environments; work with school administrators to improve school-wide policies; and collaborate with community providers to coordinate services for students; and

WHEREAS, it is appropriate that we all take the time to recognize the important and vital role that school psychologists play in the personal and academic development of our state's children; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 13-17, 2017, as ***School Psychology Awareness Week***, and encourages staff and the community at large to celebrate the important contributions of this vital profession.

BE IT FURTHER RESOLVED that the Board of Trustees expresses its appreciation, and that of the District staff, to the cadre of outstanding psychologists in the Oxnard School District for the exceptional care and dedication given to the children of the Oxnard community.

Adopted this 1st day of November 2017.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

BOARD AGENDA ITEM

Name of Contributor(s): **Dr. Jesus Vaca** Date of Meeting: **November 1, 2017**

- Study Session _____
- Closed Session _____
- A. Preliminary _____
- Reports _____
- B. Hearings X
- C. Consent Agenda _____
- D. Action Items _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Conduct Public Hearing to Sunshine the California School Employees Association’s (CSEA) and the Oxnard School District’s (District) Initial Proposals for 2017-2020 Negotiations, Pursuant to Government Code Section 3547 (Vaca)

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association (“CSEA”) and the Oxnard School District (“District”), CSEA and the District would like to enter into contract negotiations for the 2017-20 school years 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 the items listed below:

- Article 3: Organizational Rights
- Article 4: Stewards
- Article 8: Hours and Overtime
- Article 9: Pay Allowances
- Article 11: Professional Growth Awards Program
- Article 12: Employee Expenses and Materials
- Article 13: Health and Welfare Benefits
- Article 14: Annual Work Calendar and Holidays
- Article 15: Vacation Plan
- Article 16: Leaves
- Article 17: Transfers
- Article 20: Layoff, Reemployment, and the Effects
- Article 22: Grievances
- Article 29: Term of Agreement
- Article 30: Campus Assistants

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees Conduct the Public Hearing to Sunshine CSEA and the District’s Initial Proposals for negotiations for the 2017-20 school years.

ADDITIONAL MATERIAL(S):

- Letter to Board of Trustees President dated 9/27/17
- Letter to CSEA Chapter 272 President dated 9/27/17
- District’s Initial Bargaining Proposals to CSEA for 2017-18
- Letter from CSEA President, Chapter 272 dated 9/7/17 including CSEA 2017-20 Proposals



OXNARD SCHOOL DISTRICT

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

September 27, 2017

Ernest "Mo" Morrison, President, Board of Trustees
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Re: Sunshine of District Initial Proposals Pursuant to Govt. Code Section 3547

Dear President Morrison:

In accordance with Article 29, Term of the Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter #272 and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2017-2018 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to again working collaboratively with CSEA 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, Human Resources and Lead Negotiator
Janet Penanhoat, Assistant Superintendent, Business Services
Dr. Edd C. Bond, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Chantal Anderson, Principal
Sally Wennes, Principal
Mary Truax, Manager, Special Education

Personnel Commission Director (neutral resource for 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 9 (Pay Allowances), Article 11 (Professional Growth Awards Program), Article 16 (Leaves), Article 29 (Term of Agreement) 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 November 1, 2017 Board Meeting.

Sincerely,



Dr. Jesus Vaca,
Assistant Superintendent
Human Resources and Support Services

Attachment(s): Letter to Ilene Poland, CSEA Chapter President
Letter from CSEA Requesting Negotiations
2017-2018 CSEA Interest Based Problem Solving Proposals

cc: Dr. Cesar Morales, Superintendent
Janet Penanhoat, Assistant Superintendent, Business Services
Dr. Edd Bond, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Chantal Anderson, Principal
Mary Truax, Manager Special Education
Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

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

September 27, 2017

Ms. Ilene Poland, Chapter President
California School Employees Association
c/o Oxnard School District
1051 South A Street
Oxnard, CA 93030

Re: Sunshine of District Initial Proposals Pursuant to Govt. Code Section 3547

Dear Ms. Poland,

In accordance with Article 29, Term of the Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter #272 and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2017-2018 school year and any additional years as may be mutually agreed upon by the parties.

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Personnel Commission Director (neutral resource for both Parties)

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The public hearing and consideration of CSEA's and the District's initial proposals is scheduled for the November 1, 2017 Board Meeting.

Sincerely,



Dr. Jesus Vaca,
Assistant Superintendent
Human Resources and Support Services

Attachment(s): Letter to Board President, Ernest "Mo" Morrison
2017-2018 CSEA Interest Based Problem Solving Proposals

cc: Dr. Cesar Morales, Superintendent
Janet Penanhoat, Assistant Superintendent, Business Services
Dr. Edd C. Bond, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Chantal Anderson, Principal
Mary Truax, Manager Special Education
Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

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

Dr. Jesus Vaca
Assistant Superintendent
Human Resources and Support Services

Director
Classified Human Resources

Oxnard School District
Initial Sunshine Proposal to the
California School Employees Association, Chapter #272

2017-2018 Interest Based Problem Solving Proposals

Article 9 Pay Allowances

- The District seeks to discuss Pay Allowances

Article 11 Professional Growth Awards Program

- The District seeks to discuss Professional Growth Awards Program

Article 16 Leaves

- The District seeks to discuss Leaves

Article 29 Term of Agreement

- The District seeks to discuss Term of Agreement

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
OXNARD CHAPTER 272**

September 7, 2017

Received
SEP 07 2017
Certificated Personnel

Dear Dr. Vaca,

CSEA wishes to negotiate the attached articles using the Interest Base problem solving process for the (2017-2020) Successor Negotiations.

Our proposal is to discuss and reach mutual understanding that will benefit both our Unit Members and the District Administration.

CSEA looks forward to beginning the process of negotiating in good faith and transparency with our partners in education, the Oxnard School District administration.

Respectfully,


Ilene Poland, President

CSEA Oxnard 272

Hugger50@aol.com

805-746-5806

Sent from AOL Mobile Mail

Get the new AOL app: mail.mobile.aol.com



**California
School
Employees
Association**

1505 Gardena Avenue
Glendale, CA 91204

(818) 244-1545
(800) 834-9959
FAX: (818) 244-8897
www.csea.com

Member of the AFL-CIO

*The nation's largest
independent classified
employee association*



August 21, 2017

**Ilene Poland, Chapter President
Oxnard Elementary Chapter #272
P O Box 1413
Ventura, CA 93002-1413**

RE: Initial Proposal on Successor Negotiations (2017-2020)

Dear Chapter President Poland:

I have received the initial proposal for Successor Negotiations (2017-2020) between the Oxnard Elementary School District and the California School Employees Association and its Chapter #272.

It has been reviewed in accordance with Policy 610. I have found no apparent violations of law, CSEA's Constitution and Bylaws or policies of the Association. This initial proposal will need to be approved by the membership prior to starting negotiations.

Remember once a tentative agreement has been reached forward a signed copy to the field office immediately for review prior to ratification.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

**Espie Medellin
Field Director**

**EM/vt
17 VS 272 IP Successor Negotiations 17-20**

C: Don Snyder, Area I Director; Andrew Prickett, Senior Labor Relations Representative; Vince Steele, Labor Relations Representative; File

**The California School Employees Association and its Oxnard Chapter 272
(CSEA)**

**To
Oxnard Elementary School District**

Initial Proposal for 2017--2020 Successor Agreement

Article 3 - Organizational Rights: CSEA seeks to evaluate and strengthen language in the Organizational Rights Article.

Article 4 - Stewards: CSEA seeks to evaluate and strengthen language in the Stewards Article.

Article 8 - Hours and Overtime: CSEA seeks to evaluate and strengthen language in the Hours and Overtime Article.

Article 9 - Pay and Allowances: CSEA seeks an equitable and fair salary increase across the salary schedule. CSEA also seeks to make language changes that better reflects work that is done outside of classification.

Article 11-Professional Growth Awards Program: CSEA seeks to evaluate and strengthen language in the Professional Growth Article.

Article 12-Employee Expenses and Materials: CSEA seeks to evaluate and strengthen language in the Employee Expenses and Materials Article.

Article 13-Health and Welfare Benefits: CSEA seeks to evaluate and strengthen language in the Health and Welfare Benefits Article.

Article 14-Annual Work Calendar and Holidays: CSEA seeks to evaluate and strengthen language in the Annual Work Calendar and Holidays Article.

Article 15-Vacation: CSEA seeks to evaluate and strengthen language in the Vacation Article.

Article 16-Leaves: CSEA seeks to evaluate and strengthen language in the Leaves Article.

Article 17-Transfers: CSEA seeks to evaluate and strengthen language in the Transfers Article.

Article 20-Layoff Reemployment and Effects: CSEA seeks to evaluate and strengthen language in the Layoff Reemployment and Effects Article.

Article 22-Grievances: CSEA seeks to evaluate and strengthen language in the Grievances Article.

Article 29-Terms of Agreement: CSEA seeks to evaluate and strengthen language in the Terms of Agreement Article.

Article 30-Campus Assistants: CSEA seeks to evaluate and strengthen language in the Campus Assistants Article.

In the spirit of collaboration, additional articles may be opened as mutually agreed to between both parties.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
- B. Hearings** _____
- C. Consent Agenda** _____
- Agreement Category:**
____ Academic
X **Enrichment**
____ **Special Education**
____ **Support Services**
____ **Personnel**
____ **Legal**
____ **Facilities**
- D. Action Items** _____
- F. Board Policies** **1st Reading** _____ **2nd Reading** _____

Approval of Agreement/MOU #17-199 – Parent Institute for Quality Education (PIQE) (Freeman/Brisbine)

PIQE will provide a parent training course for the Spanish and English speaking parents of the students enrolled at Haydock Academy of Arts & Sciences during the period of November 2, 2017 through June 30, 2018.

FISCAL IMPACT:

Not to Exceed \$5,500.00 – Title I

RECOMMENDATION:

It is the recommendation of the Principal, Haydock Academy of Arts & Sciences, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #17-199 with Parent Institute for Quality Education.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #17-199, Parent Institute for Quality Education (3 Pages)
 Certificate of Insurance (2 Pages)

OSD AGREEMENT #17-199



**SERVICES ACCEPTANCE
MEMORANDUM OF UNDERSTANDING**

To: Greg Brisbine, School Principal
From: Gabriela Eddy, Associate Director
Date: September 27, 2017

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and Haydock Academy of Arts & Sciences agree as follow:

RECITALS

- A. Services: PIQE will provide a parent training course for the parents of the children enrolled in the school above mentioned. PIQE will recruit parents by phone, provide a needs-assessment session, a series of weekly training sessions for parents culminating in a graduation ceremony with certificates given to parents who attend four sessions or more. The training is designed to develop skills and techniques, which will enable parents to address the educational needs of their school-aged children.
- B. Matching Funds: Every school is matched with a private foundation funds or / CSU funds that helps pay for the program. After matching each school with a foundation the District pays the fee minus the portion paid Scope by the foundation.
- C. Location: Haydock Academy of Arts & Sciences
- D. Period of Performance: November, 2017 – June, 2018.
- E. Compensation:

*1. The school agrees to pay a flat fee of \$5,500.00 for the implementation of the PIQE program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 50 parents. In addition, a fee of \$110.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 50 parent maximum. **Initials** _____*

*2. Schools interested in opening an additional class in a language other than Spanish will need to meet a 15 parent minimum and will agree to pay \$110.00 per parent graduate. \$1,650.00 **Initials** _____*

School funding from: Title 1 Funds

In addition, schools where the PIQE program is provided will make available babysitting services as well as any refreshment to be provide to the parents.

I accept these services at Haydock Academy of Arts & Sciences under the terms and conditions noted.

Lisa A. Franz, Director, Purchasing

Date

PIQE Representative

Date



Partnership Agreement

This Partnership Agreement confirms agreement

Between: Haydock Academy of Arts & Sciences

And: Parent Institute for Quality Education (PIQE).

PIQE is a 501(c) tax-exempt nonprofit organization whose **Tax ID number is: 33-0259359**. PIQE is dedicated to achieving economic and social equality for all through education. The Parent Institute for Quality Education mission is to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. The Parent Institute offers a nine-week course to parents of low-income, ethnically diverse backgrounds of Elementary, Middle and High School age children. The topics of study are as follows:

ELEMENTARY SCHOOL CURRICULUM

ESTABLISHING THE COLLABORATION BETWEEN HOME, SCHOOL AND COMMUNITY
FOSTERING SELF ESTEEM AND ACADEMIC ACHIEVEMENT
RELATING POSITIVE DISCIPLINE WITH ACADEMIC ACHIEVEMENT
REVIEWING ACADEMIC STANDARDS AND PREPARING FOR THE TEACHER CONFERENCE
ACQUIRING A BETTRE UNDERSTANDING OF THE SCHOOL SYSTEM
BECOMING FAMILIAR WITH COLLEGE REQUIREMENTS

ELEMENTARY SCHOOL CURRICULUM 2ND PHASE

UNDERSTANDING THE ENVIRONMENT SORROUNDING OUR CHILDREN
SELF-ESTEEM AND ITS RELATION TO EMOTIONAL INTELLIGENCE
THE IMPORTANCE OF VALUES
THE IMPORTANCE OF DEVELOPING A POSITIVE IDENTITY
DEVELOPING THE LOVE OF LEARNING
ELEMENTARY SCHOOL: THE FOUNDATION FOR ACADEMIC SUCCESS

MIDDLE SCHOOL CURRICULUM

SUPPORTING THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS THROUGH THEIR CHANGES
CONNECTING ACADEMIC SUCCESS AND POSITIVE SELF-ESTEEM
OVERCOMING OBSTACLES TO ACADEMIC SUCCES
MOTIVATING TEENAGERS TO READ
REVIEWING KEY ACADEMIC CONCEPTS
PREPARING TO MEET UNIVERSITY ADMISSIIION REQUIREMENTS

MIDDLE SCHOOL CURRICULUM 2ND PHASE

PROVIDING FAMILY AND SOCIAL SUPPORT TO ADOLESCENTS
SUPPORTING YOUTH IN DECISION MAKING THROUGH POSITIVE COMMUNICATION
THE DEVELOPMENT OF EMOTIONS L INTELLIGENCE
STUDY HABITS AND INTELLIGENCE
MIDDLE SHOOOL: THE BRIDGE TO HIGH SCHOOL
PREPARING STUDENTS FOR HIGHER EDUCATION

HIGH SCHOOL CURRICULUM

UNDERSTANDING THE HIGH SCHOOL SYSTEM
IDENTIFYING THE CLASSES THAT FORM PART OF THE A-G REQUIREMENTS
RECOGNIZING THE IMPORTANCE OF THE GRADE POINT AVERAGE (GPA)
OTHER IMPORTANT REQUIREMENTS AND PROGRAMS
DISCUSSING HIGHER EDUCATION OPTIONS
IDENTIFYING THE DIFFERENT FINANCIAL AID OPTIONS

HIGH SCHOOL CURRICULUM 2ND PHASE

BENEFITS OF ATTENDING COLLEGE
EXPLORING CARRER OPTIONS
EMOTIONAL INTELLIGENCE AND STUDENT SUCCESS
MAPPING THE ROAD TO COLLEGE
FINDING THE RIGHT COLLEGE
DISCUSSING FINANCIAL AID OPTIONS

Now Anything is Possible!

825 Colorado Blvd Suite 228 Los Angeles, CA 90041

Telephone: 323.255.2575 Fax: 323.255.5120

www.piqe.org



Amount to be paid:

*A flat fee of \$5,500.00 for the implementation of the PIQE program. The flat fee covers the cost of two instructors during a single time frame and material for a maximum of 50 parents. In addition, a fee of \$110.00 will be accrued for each parent graduate (those who attended four or more classes during the 9-week course) exceeding the 50 parent maximum. **Initials**_____*

*2. Schools interested in opening an additional class in a language other than Spanish will need to meet a 15 parent minimum and will agree to pay \$110.00 per parent graduate. \$1,650.00 **Initials**_____*

Matching Funds: Every school is matched with a private foundation funds or / CSU funds that helps pay for the program. After matching each school with a foundation the District pays the fee minus the portion paid by the foundation.

This agreement shall begin **November, 2017** and remain in full force until **June, 2018**.
Either party calling a meeting to redefine or extend the terms may renegotiate the terms of this agreement.

SIGNATURES

Haydock Academy of Art & Sciences

Name: Lisa A. Franz

Title: Director, Purchasing

Signature: _____

Date: _____

Parent Institute for Quality Education

Name: _____

Title: _____

Signature: _____

Date: _____

Now Anything is Possible!

825 Colorado Blvd Suite 228 Los Angeles, CA 90041
Telephone: 323.255.2575 Fax: 323.255.5120
www.piqe.org





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/09/2017

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 have ADDITIONAL INSURED provisions or 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 Partners of the West Ins Serv RWW Insurance Services, Inc. 9820 Willow Creek Road, #350 San Diego, CA 92131 Ronald W. Wilson		858-578-5200		CONTACT NAME: Ronald W. Wilson PHONE (A/C, No, Ext): 858-578-5200 FAX (A/C, No): 858-578-5699 E-MAIL ADDRESS:	
INSURED Parent Institute for Quality Education Attn: Sonia Rodriguez 22 W 35th Street National City, CA 91950		INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Ins Co INSURER B: Security National Insurance Co INSURER C: INSURER D: INSURER E: INSURER F:		NAIC # 18058 19879	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER: 1

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 INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<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 type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PHPK1643625	06/10/2017	06/10/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK1643625	06/10/2017	06/10/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB581220	06/10/2017	06/10/2018	EACH OCCURRENCE \$ 2,000,000 AGGREGATE \$ 2,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N <input type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below			SWC1119957	09/01/2016	09/01/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab			PHPK1643625	06/10/2017	06/10/2018	Limit: 1,000,000
A	Abuse			PHPK1643625	06/10/2017	06/10/2018	Limit: 25,000

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

Proof of Insurance

CERTIFICATE HOLDER

CANCELLATION

OXNARDS Oxnard School District Attn: Contract Administration 1051 South "A" Street Oxnard, CA 93030	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 
--	---

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
X Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #17-203 - El Centrito Family Learning Centers (Freeman/Mares)

El Centrito Family Learning Centers will provide five (5) parent workshops during the 2017-2018 school year. The purpose of the workshops is to build the capacity of parents to support their children’s educational attainment and respond to the school staff’s assessment of parent needs. Each workshop will provide participants with the knowledge and tools necessary to understand educational topics that are critical to their ability to develop and implement an effective plan for educational success for their children. The workshops will be held on the 3rd Wednesday of the month during the months of November 2017, December 2017, February 2018, March 2018, and April 2018.

FISCAL IMPACT:

\$2,150.00 – School Site Funds Targeted

RECOMMENDATION:

It is the recommendation of the Principal, Marina West School, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #17-203 with El Centrito Family Learning Centers.

ADDITIONAL MATERIAL:

Attached: Agreement #17-203, El Centrito Family Learning Centers (13 pages)
Certificate of Insurance (2 Pages)

**AGREEMENT/MEMORANDUM OF UNDERSTANDING #17-203 BETWEEN
EL CENTRITO FAMILY LEARNING CENTERS AND MARINA WEST ELEMENTARY SCHOOL**

The scope of this document is to define the roles and responsibilities of El Centrito Family Learning Centers & their Padres Promotores de la Educación Project (Service Provider) in providing parent leadership workshops for Marina West Elementary School.

This serves as a Memorandum of Understanding and Responsibility Agreement that El Centrito Family Learning Centers and **Marina West Elementary School** will work together to promote and deliver parent workshops that build leadership capacity and knowledge for the parents of students at Marina West Elementary School. The purpose of the workshops is to build the capacity of parents to support their children's educational attainment and respond to school staff's assessment of parent needs. Each workshop series will provide participants with the knowledge and tools necessary to understand educational topics that are critical to their ability to develop and implement an effective plan for educational success for their child(ren). Both the Service Provider and Marina West Elementary School, according to their defined roles, agree to participate in coordinating, providing and financing the following services for the purpose of this agreement.

- 1) **El Centrito Family Learning Centers agrees to:**
 - a. Provide five (5) workshops of 2 hours in duration covering the nine core topics in the Padres Promotores curriculum.
 - b. Provide light refreshments and curriculum materials to support fulfillment of learning objectives.
 - c. Implement pre- and post-assessments to measure gains in participant knowledge.
 - d. Carry insurance that conforms to the school's requirements for liability, workers compensation, abuse and molestation.

- 2) **Marina West Elementary School agrees to:**
 - a. Provide workshop space that can accommodate workshop participants and also appropriate space to provide child care
 - b. Collaborate with Service provider to promote workshops through flyers and announcements.
 - c. Provide compensation to Service Provider in the amount of \$2,150.00 for five (5) workshops.

This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented November 2, 2017 to June 30, 2018.

OXNARD SCHOOL DISTRICT:

Lisa A. Franz, Director, Purchasing

Date

EL CENTRITO FAMILY LEARNING CENTERS:

Nancy Switzler, Board President
El Centrito Family Learning Centers
450 South K St. Rm. #111
Oxnard, CA 93030
<http://www.elcentrito.org>

Date



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
3/23/2017

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 have ADDITIONAL INSURED provisions or 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).

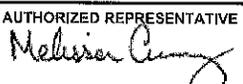
PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc. LIC # 0726293 505 N Brand Blvd, Suite 600 Glendale CA 91203	CONTACT NAME: Mei Chan PHONE (A/C, No., Ext): 818-539-2300 E-MAIL ADDRESS: Mei_Chan@ajg.com	FAX (A/C, No.): 818-539-2301		
	INSURER(S) AFFORDING COVERAGE		NAIC #	
INSURED El Centrito Family Learning Centers P.O. Box 1613 Oxnard, CA 93032	INSURER A: Nonprofits' Insurance Alliance of C			
	INSURER B: New York Marine And General Insuran			16608
	INSURER C:			
	INSURER D:			
	INSURER E:			
INSURER F:				

COVERAGES **CERTIFICATE NUMBER:** 1460065919 **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 INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<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 type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER:		Y	201607868NPO	12/31/2016	12/31/2017	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$500,000
							MED EXP (Any one person)	\$20,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMP/OP AGG	\$2,000,000
							Professional Lia	\$1M/ \$2M
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			201607868NPO	12/31/2016	12/31/2017	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N	WC201600066531	7/1/2016	7/1/2017	<input checked="" type="checkbox"/> PER STATUTE <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
A	Property Sexual Abuse			201607868PROP 201607868NPO	12/31/2016 12/31/2016	12/31/2017 12/31/2017	Deductible: \$500 Per Claim Aggregate	\$149,339 \$1,000,000 \$3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oxnard School District is named additional insured with respect to the operations of the named insured per the attach CG 2026 endorsement. Such insurance is primary and non-contributory. 10 days notice of cancellation for non-payment of premium. Workers Compensation coverage excluded, evidence only.

CERTIFICATE HOLDER Oxnard School District Attn: Lisa Franz 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 

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or
2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Cooperative Agreement #17-169 between the City of Oxnard and the Oxnard School District regarding the Elm Street School Sewer Connection Project (Penanhoat/Fateh/CFW)

At the Elm Street Elementary Reconstruction Project, it was determined that the existing sewer line was inadequate to handle the wastewater flow from the school. After various discussions with the City of Oxnard it was decided that the best solution would be to remove and replace the capacity deficient portions of the sewer grid.

This agreement requires that the District fund the costs of design, inspection and construction management of the "Project". This includes the following: remove and replace approximately 670 feet of existing 8-inch pipe and replace with 12-inch pipe in the capacity deficient areas that are identified in the hydraulic model; install approximately 100 feet of new 12-inch sewer pipe on Iris Street and connect to the trunk line on Saviers Road; remove and replace four (4) sewer manholes; eliminate two (2) sewer manholes; and install one (1) new sewer manhole at the connection point.

FISCAL IMPACT:

One Hundred Twenty-Four Thousand Five Hundred Forty-Five Dollars and No Cents [\$124,545.00] to be paid out of Master Construct & Implementation Funds.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Facilities, in consultation with CFW, that the Board of Trustees approve Cooperative Agreement #17-169 between the City of Oxnard and the Oxnard School District regarding the Elm Street School Sewer Connection Project.

ADDITIONAL MATERIAL(S):

Attached:

- Cooperative Agreement #17-169, City of Oxnard/Oxnard School District (14 Pages)

**COOPERATIVE AGREEMENT BETWEEN THE CITY OF OXNARD
AND THE OXNARD SCHOOL DISTRICT REGARDING THE
ELM STREET SCHOOL SEWER CONNECTION PROJECT**

This Cooperative Agreement (“Agreement”) is entered into by and between the City of Oxnard (“City”) and the Oxnard School District (“District”). The Agreement is effective as of the date of execution by the last party to execute this Agreement (“Effective Date”) for the purposes stated herein.

RECITALS

WHEREAS, the District is proposing a new sewer connection point coming from Elm School, which would connect all wastewater flow from Elm School to the City’s sewer line that is currently capacity deficient, as verified through the City’s hydraulic model;

WHEREAS, connecting Elm School could result in increased maintenance of the relevant sections of pipe and could potentially cause sanitary sewer overflows;

WHEREAS, the City therefore requires that the District: remove and replace approximately 670 feet of existing 8-inch pipe and replace with 12-inch pipe in the capacity deficient areas that are identified in the hydraulic model; install approximately 100 feet of new 12-inch sewer pipe on Iris Street and connect to the trunk line on Saviers Road; remove and replace four (4) sewer manholes; eliminate two (2) sewer manholes; and install one (1) new sewer manhole at the connection point (collectively the “Project”);

WHEREAS, the District benefits from the Project because: the new connection point will allow the District to abandon its existing sewer lateral, which is located in the backyard of a residence on Elm Street; upsizing the City’s sewer will allow the District to discharge at a higher flow rate; the Project will allow for optimal flow conditions at the District site, which will minimize potential sewer blockages and reduce odor issues in the system; this will reduce the District’s maintenance costs; and a new connection point to the City’s wastewater system will be more accessible as compared to existing connection;

WHEREAS, the City benefits from the Project because: it will reduce monthly maintenance costs by wastewater collection staff not having to service these capacity deficient sewer lines as frequently; the Project will reduce the risk for sanitary sewer overflows due to capacity restrictions; and the Project is needed to comply with the City’s Sewer System Management Plan, which addresses capacity enhancement measures related to hydraulic deficiencies; and

WHEREAS, the parties propose a joint effort whereby the City designs and inspects the Project and the District advertises and constructs the Project.

COVENANTS

NOW, THEREFORE, in consideration of the mutual benefits to be derived by the City and the District, the parties agree as follows:

A. The City shall:

1. Prepare the design plans and specifications for the Project that are reasonably acceptable to the District;
2. Pothole and survey the site, which is more specifically identified in the Project map attached hereto and incorporated herein as Exhibit A;
3. Develop a bid and construction schedule that is reasonably acceptable to the District;
4. Respond to requests for information regarding the Project; and
5. Provide construction inspection.

B. The District shall:

1. Advertise, award and administer contract(s) for construction of the Project, including requiring that all such contracts have the following provisions:

a) Insurance language at least as required in Exhibit INS-G, which is attached hereto and incorporated herein by this reference.;

b) Language stating that to the maximum extent permitted by law, the Contractor shall, at its sole cost and expense, defend with competent defense counsel approved by the City Attorney, protect, indemnify, and hold harmless the City, its officials, officers, employees, agents, successors, and assigns (collectively "Indemnitees") from and against any and all claims, demands, charges, obligations, damages, causes of action, proceedings, suits, losses, stop payment notices, judgments, fines, liens, penalties, liabilities, costs and expenses in any manner arising out of, incident to, related to, in connection with or resulting from any negligent, reckless or willful act, failure to act, error or omission of the Contractor or any of its officers, agents, attorneys, servants, employees, Subcontractors, material suppliers or any of their officers, agents, servants or employees, with respect to the contract documents, excluding Indemnitee's sole negligence or willful misconduct to the limited extent that the underlying contract is subject to Civil Code Section 2782(a) or the City's active negligence to the limited extent that the underlying contract is subject to Civil Code Section 2782(b), provided such sole negligence, willful misconduct or active negligence is determined by agreement between the parties or by the findings of a court of competent jurisdiction (individually, a "Claim," or collectively, "Claims"); and

c) Require the payment of prevailing wages and insert all required provisions of the California Labor Code including but not limited to Sections 1725.5, 1771.1, 1771.4(a)(1), 1771.4(a)(2), 1773.2, 1775, 1776, 1777.5, 1777.6, 1777.7, 1781(a)(2)(B), 1810, 1813, 1815, 1860 and 1861;

2. Ensure that all required insurance policies and bonds include the City as an additional insured or bondholder;

3. Review and process all change order requests subject to the written approval of the City;
4. Hold and attend regular construction meetings;
5. Ensure construction safety;
6. Ensure that construction is in accordance with the design plans and specifications and that the construction is advancing on schedule;
7. Complete the Project in compliance with all applicable legal requirements;
8. Respond to all requests for information related to the Project; and
9. Make changes or modifications to final plans, specifications and “as-builts” for the Project as needed throughout construction and turn over all of these documents to the City on or before the District records the deed to the Project in the City’s name.
10. Ensure that the sewer flow to the Montrose connection shall not exceed 92 gallons per minute and that the sewer flow to the Gisler connection shall not exceed 70 gallons per minute.
11. The District shall reimburse the City for all design and post-design services costs in accordance with Exhibit B, which is attached hereto and incorporated herein by this reference.

C. General terms:

1. Once accepted, the District shall give the City the deed to the Project such that all pipelines, connections, manholes and appurtenant infrastructure related to this Project shall be the property of the City.
2. The City and the District agree to cooperate with each other in good faith and acknowledge that, for all matters in this Agreement, time is of the essence.
3. The parties mutually agree to share, to the extent not otherwise prohibited by law or by legal or trade secret privilege, all information required to develop, prepare and submit documents required for the Project. Such sharing shall be subject to any applicable license agreements or other restrictions. All data shared among the parties shall be provided “as is” and without warranties as to accuracy or as to any other characteristic, whether express or implied. The intent of this data-sharing provision is to facilitate the Project. The parties agree not to use such data for tasks not related to the Project, unless required by law or agreed to by both parties in writing.
4. Each party agrees to provide the consultant(s) and contractor(s) for the Project at no cost an encroachment permit and any other legal permission required to enter that party’s property, subject to applicable laws, rules, and policies, and complete the work as described herein.

5. This Agreement shall commence on the Effective Date and shall terminate on the date that the District records the deed to the Project in the City's name.

6. This Agreement, including all exhibits, constitutes the entire and integrated agreement of the parties regarding the subject matter of this Agreement. This Agreement supersedes all prior oral or written communications, negotiations, representations, agreements and promises.

7. In the event of any asserted ambiguity in or dispute regarding the interpretation of any matter herein, the interpretation of this Agreement shall not be resolved by any rules of interpretation holding against the party who causes the uncertainty to exist or against the party who drafted the whole or a portion of the Agreement.

8. If any term, clause, or provision of this Agreement is held to be illegal, invalid, or unenforceable, the remainder of this Agreement shall not be affected, but shall remain in full force and effect in accordance with the terms hereof.

9. This Agreement shall be governed by, interpreted under, and construed and enforced in accordance with the laws of the State of California, excluding California's choice of law rules. Venue for any such action relating to this Agreement shall be in the Ventura County Superior Court.

10. No variation, modification, change, or amendment of this Agreement shall be binding upon either party unless such variation, modification, change, or amendment is in writing and duly authorized and executed by both parties.

11. No waiver of any breach or default by either party shall constitute a waiver of any other breach or default, nor shall any such waiver constitute a continuing waiver.

12. Neither party shall assign this Agreement or any of such party's interest, rights, or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld, except that either party may assign this Agreement or any part thereof to any successor governmental agency legally performing the functions of the assigning party as its successor.

13. The Recitals are hereby incorporated into this Agreement.

14. The parties are and shall at all times remain, as to each other, wholly independent entities. Neither party shall have power to incur any debt, obligation, or liability on behalf of the other party or otherwise act on behalf of any other party as an agent except as expressly provided by this Agreement. No official, employee, agent, or officer of a party shall represent that he, she or anyone else from that party is in any manner an official, agent, employee or officer of the other party.

15. Each person executing this Agreement on behalf of a party warrants and represents that he or she has the authority to execute this Agreement on behalf of that party and has the authority to bind that party to the performance of these obligations.

16. Each party shall indemnify, defend and hold harmless the other party, including its officials, officers, employees, agents, successors and assigns (collectively the "Employees") from and against any and all claims (including, but not limited to, claims for bodily injury, death or property damage), demands, liability, obligations, damages, actions, causes of action, proceedings, suits, losses, judgments, fines, liens, penalties, liabilities, costs and expenses of every kind and nature whatsoever (including, but not limited to attorneys' fees, experts' fees and other litigation expenses) to the extent arising from or incident to the negligent, reckless or willful acts or omissions of the indemnifying party or any of its Employees arising out of the Agreement. This indemnity will survive termination or expiration of the Agreement.

17. Unless otherwise provided in this Agreement, any notice, payment, demand or document from one party to the other authorized or required by this Agreement shall be in writing and be deemed received: (a) on the third business day following deposit in the U.S. Mail, postage prepaid and sent by First Class mail; or (b) on the day of delivery if by overnight courier service or delivered in person, to the addresses listed below or at such other address as one party may notify the other:

To the City:

City of Oxnard
Attn: Greg Nyhoff, City Manager
300 W. Third St., Fourth Floor
Oxnard, CA 93030
Tel.: (805) 385-7430

To the District:

Oxnard School District
Attn: Dr. Cesar Morales, Superintendent
1051 South A Street
Oxnard, CA 93030
Tel.: (805) 385-1501

18. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, when taken together, shall be deemed to be one and the same agreement. A signed copy of this Agreement transmitted by email or by other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original executed copy of this Agreement for all purposes.

[Signatures on next page]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by and through their respective and duly authorized officers on the Effective Date listed above.

CITY OF OXNARD

OXNARD SCHOOL DISTRICT

Greg Nyhoff, City Manager Date

Lisa Franz,
Director of Purchasing Date

ATTEST:

Michelle Ascencion, City Clerk Date

APPROVED AS TO FORM:

Stephen M. Fischer,
City Attorney Date

APPROVED AS TO CONTENT:

Pete Martinez,
Project Manager Date

Thien Ng,
Interim Public Works Director Date

APPROVED AS TO AMOUNT:

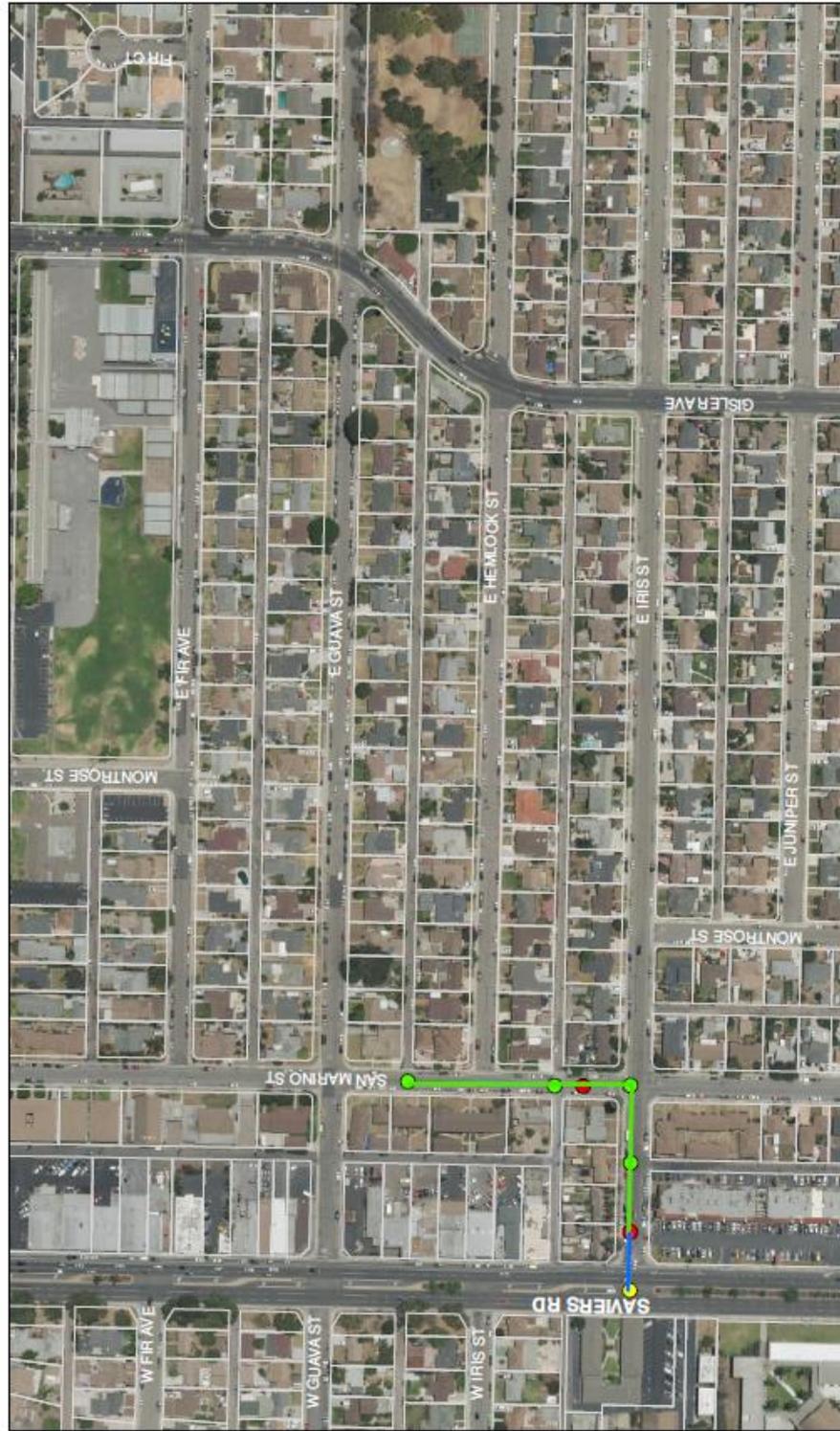
Ruth Osuna,
Assistant City Manager Date

APPROVED AS TO INSURANCE:

Mike More, Risk Manager Date

Exhibit "A": Project Map

ELM SCHOOL SEWER CONNECTION PROJECT



LEGEND :

- REMOVE 670' 8-INCH PIPE AND REPLACE WITH 12-INCH PVC
- INSTALL 100' 12-INCH PVC
- REMOVE AND REPLACE SEWER MANHOLE (4 EA)
- REMOVE AND DISPOSE SEWER MANHOLE (2 EA)
- INSTALL SEWER MANHOLE & CONNECT TO EXIST 21-INCH SEWER MAIN



Exhibit "B": Construction Cost Estimate



CITY OF OXNARD
PUBLIC WORKS - ENGINEERING DIVISION
CONSTRUCTION COST ESTIMATE FOR
Sewerline Rehabilitation Project
 (From _____ To _____)

DESCRIPTION OF WORK:

Remove and replace sewerline by open trench method, 8-inch to 12-inch diameter. Includes bypass/collection of sewage; sewer line cleaning; pre and post CCTV inspection; re-establishment of existing laterals and inverts; remove and replace manholes; and all other work necessary to complete the Work.

Date: July 27, 2017

Item No.	Description	Payment Ref.	Unit of Measure	Estimated QTTY	Unit Cost	Total Cost
1	Mobilization/De-Mobilization	1001-3	LS	1	\$18,700.50	\$18,701
2	Traffic Control	1505-3	LS	1	\$11,220	\$11,220
3	Storm Water Pollution Prevention Plan	1800-3	LS	1	\$11,220	\$11,220
Sewer Rehabilitation					Sub Total	\$41,141
4	Remove 8-Inch VCP and Replace with 12" PVC Gravity Sewer Pipe (SDR 35), Complete-In-Place	1207-5	LF	670	\$250.00	\$167,500
5	Furnish And Install 12" PVC Gravity Sewer Pipe (SDR 35), Complete-In-Place	1201-4	LF	100	\$200.00	\$20,000
6	Remove And Replace Exist Sewer Manhole, Complete-In-Place	1201-4	EA	6	\$12,500.00	\$75,000
7	Install New Sewer Manhole & Connect To Exist 21-Inch Sewer Mains And Dewatering, Complete-In-Place	1201-4	EA	1	\$9,500.00	\$9,500
8	Re-connect Active 8-Inch Sewerline To New Manholes, Complete-In-Place	1207-5	EA	6	\$600.00	\$3,600
9	Re-connect Active Laterals to New 12-Inch Sewer Mains, Complete-In-Place	1206-3	EA	5	\$1,000.00	\$5,000
10	Pre and Post CCTV Inspection	1201-3.1.6	LS	1	\$8,000.00	\$8,000
11	Sewer Main Bypass (For mainline construction)	1200-9	LS	1	\$10,000.00	\$10,000
12	Sewer Lateral Bypass (For Active Sewer Laterals)	1200-9	EA	5	\$1,100.00	\$5,500
13	Sewerline Cleaning/Sewage Pumping	1207-5	LF	700	\$4.50	\$3,150
14	Remove And Dispose Exist Sewer Manhole	1208	EA	2	\$3,000.00	\$6,000
15	Miscellaneous Work (Pavement Striping/Marking - Thermo)	1515-3	LS	1	\$3,000.00	\$3,000
16	Dewatering	1901-3	LS	1	\$5,000.00	\$5,000
17	Trench Safety	1902-3	LS	1	\$5,000.00	\$5,000
RESTORATION WORKS						
18	Cold Mill AC Pavement (2" Max)	1110-3	SY	1,200	\$3.00	\$3,600
19	Furnish & Install 2" Asphalt Concrete, Type III (DGAC-C2-PG 64-10)	1150-10	TON	150	\$120.00	\$18,000
20	Remove & Replace 8' Wide PCC Ribbon Gutter	1174-6	SF	640	\$35.00	\$22,400
						\$0
						\$0
Additive Alternate						
						\$0
21	Trench Stabilization	1903-4	TON	50	\$50.00	\$2,500
22	Unclassified excavation		CY	30	\$42.00	\$1,260
					Sub Total	\$374,010
CONSTRUCTION COST					Total	\$415,151

Design, Inspection, Construction Management **124,545**

Project Contingencies 10% **41,515**

Project Total 581,212

Quantities are purely estimates based off conceptual drawings. Actual quantities will be determined at the conclusion of final design. Unit costs are our best estimate based on similar projects. These costs are not guaranteed. A number of factors may affect these costs when ultimately priced by a contractor.

**INSURANCE REQUIREMENTS FOR CONSTRUCTION PROJECTS
(WITHOUT BUILDER'S RISK REQUIREMENT)**

1. Contractor shall obtain and maintain during the performance of any services under this Contract the following insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of services hereunder by Contractor, its agents, representatives, employees or subcontractors.

a. Commercial General Liability Insurance, including Contractual Liability, in an amount not less than \$2,000,000 combined single limit for bodily injury and property damage for each claimant for general liability with coverage equivalent to Insurance Services Office Commercial General Liability Coverage (Occurrence Form CG 0001). If a general aggregate limit is used, that limit shall apply separately to the project location or shall be twice the occurrence amount;

b. Business Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit for bodily injury and property damage for each claimant for automobile liability with coverage equivalent to Insurance Services Office Automobile Liability Coverage (Occurrence Form CA0001) covering Code No. 1, "any auto;"

c. If architectural, engineering, or electrical work will be performed under the Contract, Professional Liability/Errors and Omissions Insurance appropriate to the work being done in an amount not less than \$1,000,000, with neither Contractor nor listed subcontractors having less than \$500,000 individually. The Professional Liability/Errors and Omissions Insurance must be project specific with at least a one year extended reporting period, or longer upon request.

d. Workers' Compensation Insurance in compliance with the laws of the State of California, and Employer's Liability Insurance in an amount not less than \$1,000,000 per claimant.

2. Contractor shall, prior to performance of any services, file with the Risk Manager certificates of insurance with original endorsements effecting coverage required by this Exhibit INS-G. The certificates and endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf. The certificates and endorsements are to be on the attached forms or on other forms approved by the Risk Manager. All certificates and endorsements are to be received and approved by the Risk Manager before work commences. City reserves the right to require complete certified copies of all required insurance policies at any time. The certificates of insurance and endorsements shall be sent via email (or fax if necessary) to the Risk Manager, addressed as follows (do not send hard copies):

City of Oxnard
Insurance Compliance
Reference No. _____
P.O. Box 100085 – OX
Duluth, GA 30096
Via Email: cityofoxnard@ebix.com
Via Fax: 678-259-1007

3. Contractor agrees that all insurance coverages shall be provided by a California admitted insurance carrier with an A.M. Best rating of A:VII or better and shall be endorsed to state that coverage may not be suspended, voided, canceled by either party, or reduced in coverage or limits without 30 days' prior written notice to the Risk Manager. The Risk Manager shall not approve or accept any endorsement if the endorsement contains "best effort" modifiers or if the insurer is relieved from the responsibility to give such notice.

4. Contractor agrees that the Commercial General Liability and Business Automobile Liability Insurance policies shall be endorsed to name City, its City Council, officers, employees and volunteers as additional insureds as respects: liability arising out of activities performed by or on behalf of Contractor; products and completed operations of Contractor; premises owned, occupied or used by Contractor; or automobiles owned, leased, hired or borrowed by Contractor. The coverage shall contain no special limitations on the scope of protection afforded to City, its City Council, officers, employees and volunteers. **The General Liability Special Endorsement Form and Automobile Liability Special Endorsement Form attached to this Exhibit INS-G or substitute forms containing the same information and acceptable to the Risk Manager shall be used to provide the endorsements (ISO form CG 2010 11/85 or if not available, CG 2010 with an edition date prior to 01/04 and CG 2037).**

5. The coverages provided to City shall be primary and not contributing to or in excess of any existing City insurance or self-insurance coverages (**this must be endorsed**). Additionally, the workers' compensation policy shall include a waiver of all rights of subrogation which the insurer may have against the City. Any failure to comply with reporting provisions of the policies shall not affect coverage provided to City, its City Council, officers, employees and volunteers. The 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.

6. Any deductibles or self-insured retentions must be declared to and approved by the Risk Manager. At the option of the Risk Manager, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects City, its City Council, officers, employees and volunteers, or the Contractor shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses.

7. All insurance standards applicable to Contractor shall also be applicable to Contractor's subcontractors. Contractor agrees to maintain appropriate agreements with subcontractors and to provide proper evidence of coverage upon receipt of a written request from the Risk Manager.

10/17

INSTRUCTION FOR SUBMITTING INSURANCE CERTIFICATES AND ENDORSEMENT FORMS

Certificates of Insurance

The sample accord form on the following page is provided to facilitate your preparation and submission of certificates of insurance. You may use this or any industry form that shows coverage as broad as that shown on the attached sample. **Please note the certificate holder address must be as shown on the attached sample accord form with the contract number and insurance exhibit identification information completed.** Improperly addressed certificates may delay the contract start-up date because the City=s practice is to return unidentifiable insurance certificates to the insured for clarification as to the contract number. **Cancellation provisions must be endorsed to the policy. Modifying the certificate does not change coverage or obligate the carrier to provide notice of cancellation.**

Endorsement Forms

Original endorsements are required for general liability and automobile liability insurance policies and must be attached to the applicable certificate of insurance. City preference is that you use the endorsement forms which are attached. Substitute forms will be accepted, however, as long as they include provisions comparable to the attached.

INS-G.doc

ACORD CERTIFICATE OF INSURANCE

ISSUE DATE (MM/DD/YY)

PRODUCER	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 POLICIES BELOW.
CODESUB-CODE	COMPANIES AFFORDING INSURANCE COVERAGE
INSURED	COMPANY LETTER A SPECIFY COMPANY NAMES IN THIS SPACE
	COMPANY LETTER B

COVERAGES

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.

CO LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	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"/> OWNER'S & CONTRACTOR'S PROT.				GENERAL AGGREGATE \$2,000,000 PRODUCTS COMP/OP AGG. \$2,000,000 PERSONAL & ADV. INJURY \$2,000,000 EACH OCCURRENCE \$2,000,000 FIRE DAMAGE (Any one fire) \$ MED. EXPENSE (Any one person) \$
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS GARAGE LIABILITY				COMBINED SINGLE LIMIT \$1,000,000 BODILY INJURY \$ (Per person) BODILY INJURY \$ (Per accident) PROPERTY DAMAGE \$
A	EXCESS LIABILITY UMBRELLA FORM OTHER THAN UMBRELLA FORM				EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY				STATUTORY LIMITS EACH ACCIDENT \$1,000,000 DISEASE-POLICY LIMIT \$1,000,000 DISEASE-EACH EMPLOYEE \$1,000,000
A	OTHER Errors and omissions insurance or malpractice insurance available for the insured's profession; if architectural, engineering or electrical work will be performed under the Contract				Minimum coverage \$1,000,000 Each consultant/ \$500,000 & listed sub-consultant

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL ITEMS

CERTIFICATE HOLDER CITY OF OXNARD Attn: Insurance Compliance P.O. Box 100085 – OX Duluth, GA 30096 Via Email: cityofoxnard@ebix.com Via Fax: 678-259-1007	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY 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 COMPANY, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE
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OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Agreement #17-208, Kruger Bensen Ziemer Architects Inc. (Penanhoat/Fateh)

On March 2, 2016 the Board approved agreement #15-197 for design services from AE Group Mechanical Engineers Inc. (AE Group) for a new CNG Bus Repair Facility and the renovation of the existing Transportation building. Under Agreement #15-197 the architectural firm Kruger Bensen Ziemer Architects, Inc. (KBZ) provided design services as a consultant to AE Group. The term of Agreement #15-197 ended June 30, 2016. The remaining unused balance of this agreement is \$70,175.00, which will be credited back to the District so that a new agreement can be put in place to continue design services.

District staff has determined an architectural firm (KBZ) is better suited to lead the design efforts in-lieu of an engineering firm (AE Group). The scope of the design has also expanded in size and complexity per City of Oxnard requirements. This new agreement proposes to have KBZ as the lead on the design team with AE Group providing services as a consultant to follow a more traditional design methodology. This approach has been agreed upon by both AE Group and KBZ.

Kruger Bensen Ziemer Architects, Inc. will finalize architectural demolition and renovation plans and specifications for the existing CNG bus bay that will be converted to the training room/restrooms, and for the existing administration area including the expansion of the restrooms. KBZ will also complete the design of the new metal building with an interior office, and connect the new and existing buildings with an accessible path of travel back to the public way (street).

FISCAL IMPACT:

\$98,750.00 – Deferred Maintenance One-Time Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees approve Agreement #17-208 with Kruger Bensen Ziemer Architects, Inc., in the amount of \$98,750.00.

ADDITIONAL MATERIALS:

Attached: Agreement #17-208, Kruger Bensen Ziemer Architects Inc. (13 Pages)
Proposal (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #17-208

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 1st day of November, 2017 by and between the Oxnard School District (“District”) and Kruger Bensen Ziemer Architects, 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 **November 2, 2017** through **December 31, 2019** (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 Ninety-Eight Thousand Seven Hundred Fifty Dollars (\$98,750.00), 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
1055 South C Street
Oxnard, California, 93030
Attention: David Fateh
Phone: (805) 385.1514
Fax: (805) 486.5848

To Consultant: Kruger Bensen Ziemer Architects, Inc.
199 Figueroa Street, Suite 100A
Ventura, CA 93001
Attention: Todd A. Jespersen
Phone: (805) 650.1033
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.** **DAVID FATEH** shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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:

KRUGER BENSEN ZIEMER ARCHITECTS, INC.:

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 #17-208

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #17-208

SERVICES

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

***PER ATTACHED PROPOSAL DATED SEPTEMBER 29, 2017**

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

***PER ATTACHED PROPOSAL DATED SEPTEMBER 29, 2017**

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 PROPOSAL

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

- None.
- SEE ATTACHED PROPOSAL

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 #17-208

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #17-208

COMPENSATION

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

**TOTAL FEE NOT TO EXCEED \$98,750.00

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ ** (See attached Proposal) 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 \$98,750.00, as provided in Section 4 of this Agreement.

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #17-208

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:

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

Not Project Related

Project #17-208

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 #17-208

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #17-208

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, **KRUGER BENSEN ZIEMER ARCHITECTS INC.**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing



Oxnard School District (OSD)
Transportation Building Expansion – to Completion
Proposal/Agreement

29 September 2017

Oxnard School District
Facilities Department
838 E Front St
Ventura, CA 93001

Attn: Orlando De Leon
Re: OSD Transportation Building Expansion

Dear Orlando,

Thank you for inviting KBZ to lead the completion of the Transportation Building Expansion project. This project was originally conceived as merely moving the CNG bus service bay into the existing building, with AE Group Mechanical Engineers as the lead consultant. At the time, this made sense as it was to be primarily a plumbing & ventilation project. During the project's development, it was discovered it was impractical to locate the CNG service bay directly adjacent to Durham's diesel service bay due to code constraints, and that a new, prefabricated stand-alone building for the CNG service bay was the most cost-effective approach. At that point, AE Group added KBZ to the design team and the project moved forward, including resolving planning department issues regarding the existing building being constructed across multiple parcels.

The project has been developed to approximately 100% DD's. In moving forward, the project will be developed in two major phases/documentation packages: one for the 1800± s.f. prefabricated building that will house the new CNG service bay and smaller support spaces, and the second phase which converts the existing OSD service bay into expanded meeting/training facilities and remodels the existing transportation admin area. Each phase will be submitted separately to Building & Safety for permits.

We understand that this project is not a DSA project and will be processed through the City of Oxnard Planning and Building/Safety departments. KBZ will serve as the Owner's agent with respect to City agency interactions, which includes building permit submittal and processing efforts. As this will be constructed with public funds and must be publicly bid, that process becomes more complicated with the introduction of prefabricated metal buildings. Our proposed approach is prepare a complete set of architectural plans & specifications for the admin remodel, including the transformation of the current CNG bus bay into a training room. However, the new pre-engineered metal building will be set up as a deferred approval, similar to a bridging document set used for design-build. KBZ will show the floor plan configuration of the new building, but the building itself will be a deferred approval with respect to the building permit. This will allow bidders to include any manufacturer that meets the performance spec (by Architect and Structural Engineer). KBZ will assist with researching any piggy-back, CMAS, or other contracting methods that might allow for a simplified purchasing process by the District.

Stantec will continue with the Lot Line Adjustment (consolidation) and Planning Department clearances, which I understand to be very close to being finalized. Other consultants include:

- Lawrence Hauer (structural engineer)
- AE Group (mechanical/plumbing engineer)
- C. Hood & Associates (electrical engineer)
- Jacobus & Yang (cost estimator)

OUTLINE OF SERVICES:

1. **Plans:** KBZ will finalize architectural demolition and renovation plans for the existing CNG bus bay that is being converted to the training room/restrooms and for the existing admin area, including the expansion of the restrooms in that area. KBZ will also show the proposed layout of the new metal building with an interior office and connect the new and existing with an accessible path of travel back to the public way (street). The architectural plans for the new building will be schematic in nature as we assume that the metal building manufacturer will provide detailed plans for the new



**Oxnard School District (OSD)
Transportation Building Expansion – to Completion
Proposal/Agreement**

structure and interior improvements. Plan preparation includes (2) District review meetings through the CD process (one at 50% CD completion and the other at 90% CD completion, prior to permit submittal).

- 2. **Specifications:** KBZ will prepare Division 1 General Condition specifications, as well as technical specifications in Divisions 2 through 32 as required for the project. Consultants will prepare their respective technical specification sections.
- 3. **Cost Estimates:** Three cost estimates will be conducted, one at each of the following milestones:
 - 100% Design Development (current plans)
 - 50% Construction Documents
 - 90% or 100% Construction Documents (either at permit submittal, or when plans are approved for permits)
- 4. **Bid/Negotiate:** KBZ will answer RFI's and issue Addenda, as well as participating in one pre-bid walk with bidding contractors.
- 5. **Constr. Admin:** KBZ will attend the pre-construction conference, up to (6) job progress meetings, and the punch list walk and a follow-up verification (if necessary). If additional construction meetings are requested, these can be provided as extra services on a T&M basis or negotiated separately as an additional fixed fee.

TOTAL PROPOSED FEE = \$ 98,750 (see attached sheet for breakdown).

Conditions/Exclusions: This proposal does not include the following: Civil engineering, SWPPP, geotechnical investigations, hazardous material investigations, seismic evaluations, permitting efforts related to prior uncertified/unpermitted construction, City/Agency fees, value engineering, or LEED certification. It is also assumed that the City will process/accept a Negative Declaration (no impact) for CEQA.

To Be Provided by District: Geotechnical Report, hazardous material reports, applicable District standards, access to the site as required.

Proposed fee as noted above shall be billed each month based on percentage of completion.

In the event of termination, suspension, or abandonment of the project, the KBZ shall be equitably compensated for services performed. Failure of Oxnard School District to make payments to KBZ in accordance with this agreement shall be considered substantial nonperformance and is sufficient cause for KBZ to either suspend or terminate services. Either KBZ or the AE Group may terminate this agreement after giving no less than seven days' written notice.

Thank you for requesting our services. This proposal is valid for 60 days. If you have any questions please do not hesitate to call.

Very truly yours,



Todd A Jespersen AIA, LEED AP_{BD+C}
Principal Architect

Agreed:

Signature

Printed name

Date

Attached: Fee Breakdown, KBZ Hourly Rate Sheet 2017, Hauer proposal, AE Group proposal, C. Hood & Assoc. proposal, Jacobus & Yuang proposal.

**OSD Transportation Building Expansion - to Completion
Fee Breakdown**

September 29, 2017

	Principal			KBZ Proj. Mgr.			Arch. Assistant			Structural Engineer	M/P Engineer	Electrical Engineer	Cost Estimator	Total
	Hrs	Rate		Hrs	Rate		Hrs	Rate						
Design Development Phase (Estimate)														
100% DD Estimate	2	\$180			\$140		2	\$115	\$0	\$0	\$0	\$5,600	\$6,190.00	\$590.00
Construction Document Phase														
50% Construction Docs/Review	16	\$180		20	\$140		40	\$115	\$7,600	\$8,500	\$14,500	\$8,200	\$66,940.00	\$10,280.00
100% Construction Docs/Review	16	\$180		20	\$140		40	\$115					\$10,280.00	
(2) CD Review Meetings/Minutes	4	\$180			\$140		4	\$115					\$1,180.00	
City Bldg & Safety pkg. & process	2	\$180		16	\$140		8	\$115					\$3,520.00	
Specifications/Project Manual	16	\$180			\$140			\$115					\$2,880.00	
Bid/Negotiate Phase														
Pre-Bid Conference/Job Walk/Minutes	2	\$180			\$140		2	\$115	\$0	\$0	\$0	\$0	\$2,410.00	\$590.00
RFI Responses/Addenda	4	\$180		2	\$140		4	\$115					\$1,460.00	
Bid Opening/Tabulation	1	\$180			\$140			\$115					\$180.00	
Evaluations/Assessment	1	\$180			\$140			\$115					\$180.00	
Construction Administration Phase														
Resolution of Construction Issues/Misc	4	\$180			\$140			\$115	\$1,500	\$1,400	\$1,500	\$0	\$12,770.00	\$720.00
Construction Meetings (6)		\$180		12	\$140		6	\$115					\$2,370.00	
Resolution of Construction Issues	2	\$180		4	\$140		8	\$115					\$1,840.00	
RFI's / Submittals		\$180		8	\$140			\$115					\$1,120.00	
Metal Building Deferred Appr. Review		\$180		8	\$140			\$115					\$1,120.00	
Closeout Doc Review	2	\$180		2	\$140			\$115					\$640.00	
Punch List		\$180		4	\$140			\$115					\$560.00	
Closeout Phase														
Punch List Completion Confirmation	1	\$180		2	\$140			\$115	\$0	\$0	\$0	\$0	\$740.00	\$460.00
Close-Out Doc review		\$180		2	\$140			\$115	\$9,100	\$9,900	\$16,000	\$13,800	\$89,050.00	\$280.00
Total Fees:								\$40,250					\$89,050.00	
** All City/Agency Fees by District													\$8,500.00	\$1,200.00
LLA/Planning Dept Issues (Stantec):													\$8,500.00	
Reimbursable Allowance:													\$1,200.00	
Total Proposed Fee:													\$98,750.00	

OXNARD SCHOOL DISTRICT

Agreement #17-197

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 1st day of November, 2017 by and between the Oxnard School District (“District”) and City Impact 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 **November 2, 2017** through **December 31, 2018** (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 Sixty Thousand Dollars (\$60,000.00), per attached Counseling Services Rate Sheet, 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: Amelia Sugden
Phone: (805) 385.1501 x2175
Fax: (805) 487.9648

To Consultant: City Impact Inc.
555 South A Street, Suite 185
Oxnard, CA 93030
Attn: Betty Alvarez Ham
Phone: (805) 983.3636
Fax: (805) 983.3636

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.** AMELIA SUGDEN shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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:

CITY IMPACT INC.:

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 #17-197

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #17-197

SERVICES

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

*Provide Individual and/or Group Thera[y Services for the Special Education Services Department during the 2017-2018 school year, per attached Counseling Services Rate Sheet.

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

*Provide Individual and/or Group Thera[y Services for the Special Education Services Department during the 2017-2018 school year, per attached Counseling Services Rate Sheet.

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.	
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 #17-197

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #17-197

COMPENSATION

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

**TOTAL FEE NOT TO EXCEED \$60,000.00 per attached Counseling Services Rate Sheet

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 \$60,000.00, per attached Counseling Services Rate Sheet, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #17-197

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #17-197

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 #17-197

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 #17-197

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #17-197

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, **CITY IMPACT INC.**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing



**COUNSELING SERVICES
RATE SHEET**

SERVICE	RATE PER HOUR
Individual (in school) English	\$60.60
Individual (in school) Spanish	\$70.75
Group (in school) English	\$70.75
Group (in school) Spanish	\$80.75
Counseling (in home) English	\$70.75
Counseling (in home) Spanish	\$80.75
Family Counseling (in home) English	\$80.75
Family Counseling (in home) Spanish	\$90.75

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Agreement #17-198 – Empire Therapeutic & Creative Services (Freeman/Sugden)

Empire Therapeutic & Creative Services will provide Individual and/or Group Therapy Services for the Special Education Services Department during the 2017-2018 school year.

FISCAL IMPACT:

\$60,000.00 (\$5,000.00 per child) - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #17-198 with Empire Therapeutic & Creative Services.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-198, Empire Therapeutic & Creative Services (8 Pages)

**AGREEMENT
INDEPENDENT CONTRACTOR SERVICES**

THIS AGREEMENT, made this November 1, 2017 between Oxnard School District, hereinafter referred to as "*the district*", and, *Empire Therapeutic and Creative Services*, hereinafter referred to as "Contractor".

The district desires to engage the Contractor to render certain technical and/or specialized services and Contractor or Contractor's staff is specifically qualified to perform said services, the parties do therefore agree as follows:

1. SCOPE OF SERVICES

The Contractor shall perform all the necessary services provided under this contract in connection with and respecting the district and shall do, perform, and carry out, in a satisfactory and proper manner, as determined by the district, the following:

- A. School based counseling assessment services to students who may or may not have Individualized Education Plans (IEPS) with attendance at meetings as appropriate.*
- B. Shall provide a licensed Marriage and Family Therapist and/or Masters of Social Work Associates to give School Based Counseling Services Assessment to students, upon referral from Oxnard School District.*
- C. District agrees to pay the Contractor at the rate of \$100.00 per hour of school based counseling assessment services including required time to attend IEP meeting(s).*
- D. New student referrals will be charged an additional \$90.00, one time fee, for additional time spent to create and open files/paperwork.*
- E. Shall submit billing for students receiving services.*
- F. Shall provide professional supervision to Marriage, Family Interns, Trainees, and/or Masters of Social Work Associates and students as required by the California Board of Behavioral Science Examiners.*
- G. Shall communicate with referring district regarding procedures for making a referral.*
- H. Will assure completion of appropriate paperwork in order to document provision of services and to process referral to county mental health as necessary.*
- I. Will provide non-sectarian services to all students referred regardless of race, religion or ethnicity.*

2. TIME OF PERFORMANCE

The services of the Contractor are to commence on the **2nd day of November 2017** and shall be undertaken and completed in such sequence as to assure heir full completion in accordance with the purposes of this agreement, but in any event, all the services required hereunder shall be completed by **June 30, 2018**.

3. COMPENSATION

UPON PROPER INVOICING, District agrees to pay the Contractor at the rate of **\$100.00 per hour of school based counseling assessment services**, not to exceed the total amount of \$5,000.00 without the written authorization of the District, payable within 20 days of approval

by the Program Manager designated below as District's contact. Said payment(s) to be made as follows:

Contractor to provide monthly invoice, with service logs noting hours of service per student.

4. EXPENSES - (Program Manager initial the applicable option.)

- ✓ A. The Contractor will not be reimbursed for travel or other expenses.
- B. In addition to the specified compensation, travel and/or expenses will be reimbursed as follows:

Travel: Mileage at the rate of \$ N/A per mile (*maximum .50*) up to the total of \$ N/A.

Other: Actual air fare (*receipts required - cancelled checks are not accepted as a receipt*) -N/A trips, up to a total maximum of \$ N/A

(*Receipts required - cancelled checks are not accepted as a receipt*)
List authorized expenses, limits and maximum amounts.

5. "DISTRICT" RESPONSIBILITIES

- a. Space with reasonable privacy will be provided for counseling sessions, at the school sites where the interns and trainees are working.

6. TERMINATION

This agreement may be terminated or amended in writing at any time by mutual consent of the parties hereto; or, upon 10 days advance written notice by either party. In the event of cancellation prior to completion of the specified services, all finished or unfinished documents, data, studies, and reports prepared by the Contractor under this agreement shall, at the option of the District, become District's property and the Contractor shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items.

Notwithstanding the above, the Contractor shall not be relieved of liability to the District for damages sustained by the District by virtue of any breach of the contract by the Contractor, and the District may withhold any payments to the Contractor for the purpose of setoff until such time as the exact amount of damages due the District from the Contractor is determined.

7. INDEPENDENT CONTRACTOR

It is expressly understood and agreed that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of District. Contractor further understands and agrees that he or she is an independent contractor and that the filing and acceptance of this declaration creates a rebuttable presumption of his or her status as an independent contractor and that, as such, Contractor and its interns, trainees and/or Masters of Social Work Associates are not

entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance or any other benefit normally conveyed to District's employees. Contractor will be personally responsible for payment of all amounts due for Federal and State income taxes and Social Security taxes and for deduction of said taxes for its employees since these taxes will not be withheld from payments under this agreement.

Both Contractor and the District's Manager shall initial the attached "*IRS 20 Factor Check list*" indicating they have reviewed the "*Checklist*" and, by signing this contract, certify that the duties, terms and conditions of this agreement meet the definition of an Independent Contractor per IRS Guidelines.

8. SUBCONTRACTING

None of the services covered by this contract shall be subcontracted without the prior written consent of the District. The Contractor shall be as fully responsible to the District for the acts and omissions of his/her subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

9. INSURANCE

If requested, Contractor shall, at Contractor's sole cost and expense, provide for and maintain in force and effect, from the commencement of services until expiration of this agreement, a policy or policies of insurance covering Contractor's services. All insurance shall be with an insurance company with a rating of A or better, as rates by the current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858 and authorized to conduct business in the State of California.

Required Insurance coverage shall include: Comprehensive general liability and property damage insurance and comprehensive automobile liability insurance covering activities and operations of the Contractor. Such liability insurance shall provide a minimum coverage of \$1,000,000.

If requested, Contractor shall furnish to District, prior to commencement of services under this agreement, Certificates of Insurance as evidence of the coverage and limits stated above. Certificates of Insurance shall:

- A. Name the district as additional Insured.
- B. Provide a minimum for 30 days advance written notice of cancellation or material changes.
- C. State that coverage afforded the District as additional insured shall apply as primary and not excess to any insurance issued the District and districts referring students under this agreement.

10. COPYRIGHT

Contractor hereby agrees that District shall be the sole owner of the copyright for any publications, writings, materials or product developed by or as a result of this agreement.

Contractor shall maintain the confidentiality of any such materials produced.

11. 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.

12. OBEY ALL LAWS

Contractor hereby agrees he/she will obey all local, state and federal laws in the performance of this contract, including prohibitions against discrimination.

13. INDEMNIFICATION

Contractor shall indemnify and hold harmless the District, its officers, agents and employees from every claim or demand made, and every liability, loss, damages, or expense of any nature whatsoever, which may be Incurred as a result of Contractor's performance under this agreement, except for liability resulting from the sole negligence or willful misconduct of the District, its officers, employees, or agents who are directly employed by the District, and except for liability resulting from the active negligence of the District.

IN WITNESS WHEREOF, the District and Contractor have executed this agreement as of the date first written above.

District: Requested by: Amelia Sugden

Date:

Charge to Account:

010-5800-6500-0-5001-2100-001-380-0000-0

Approved by:

Title: Lisa A. Franz, Director, Purchasing

Date:

CONTRACTOR

Signature

Date:

Tax I.D. #: 474342172

(W-9 form must be on file)

Contractor's Mailing Address:

260 Maple Court Ste. 125, Ventura, Ca. 93003

Email: _

wflanaganmft@gmail.com

Phone: (805) 798-3723

IRS 20 FACTOR CHECKLIST

Below are the 20 factors used by the IRS to determine whether the control over a worker is sufficient to constitute an employer-employee relationship. If the relationship is an Independent Contractor, you should only be concerned with the results of the work, not the way in which it is performed. Though these rules are intended only as a guide (*the IRS says the importance of each factor depends on the individual circumstances*) they should be helpful in determining whether enough control is exercised to show an employer-employee relationship.

If you answer “**Yes**” to **all** of the first four questions, you're probably dealing with an independent contractor: “**Yes**” to any of the questions 5 through 20 means your worker is probably an employee.

1. Profit or Loss

Can the worker make a profit or suffer a loss as a result of the work aside from the money earned from the project? *This should involve real economic risk - not just the risk of not getting paid.*)

2. Investment

Does the worker have an investment in the equipment and facilities used to do the work? *The greater the investment, the more likely independent contractor status.*)

3. Works for More than One Firm

Does the person work for more than one company at a time? *(This tends to indicate independent contractor status, but employees can also work for more than one business.)*

4. Services Offered to the General Public

Does the worker offer services to the general public?

5. Instructions

Do you have the right to give the worker instructions about when, where, and how to work? *This shows control over the worker.*)

6. Training

Do you train the worker to do the job in a particular way? *(Independent contractors are already trained.)*

7. Integration

Are the worker's services so important to your business that they have become a necessary part of the business? *This may show that the worker is subject to your control.*)

8. Services Rendered Personally

Must the worker provide the services personally, as opposed to delegating tasks to someone

else? *This indicates that you are interested in the methods employed, and not just the results.*)

9. Hiring Assistants

Do you hire, supervise, and pay the worker's assistants? *Independent contractors hire and pay their own staffs.*)

10. Continuing Relationship

Is there an ongoing relationship between the worker and yourself? *(A relationship can be considered ongoing if services are performed frequently, but irregularly.)*

11. Work Hours

Do you set the worker's hours? *(Independent contractors are masters of their own time.)*

12. Full-Time Work

Must the worker spend all of his or her time on your job? *(Independent contractors choose when and where they will work.)*

13. Work Done on Premises

Must the individual work on your premises. or do you control the route or location where the work must be performed? *(Answering "no" doesn't by itself mean independent contractor status.)*

14. Sequence

Do you have the right to determine the order in which services are performed? *(This shows control over the worker.)*

15. Reports

Must the worker give you reports accounting for his or her actions? *This may tend to show Lack of independence.)*

16. Pay Schedules

Do you pay the worker by the hour, week, or month? *Independent contractors are generally paid by the job or on commission, although by industry practice, some are paid by the hour.)*

17. Expenses

Do you pay the worker's business or travel costs? *This tends to show control.)*

18. Tools and Materials

Do you provide the worker with equipment, tools or materials? *Independent contractors generally supply the materials for the job and use their own tools and equipment.)*

19. Right to Fire

Can you fire the worker? *(An independent contractor can't be fired without subjecting you to the risk of a breach of contract lawsuit, so long as the results meet specifications.)*

20. Workers Right to Quit

Can the worker quit at any time, without incurring liability? *(An independent contractor has a legal obligation to complete the contract.)*

By affixing my initials below, I certify I have reviewed the above "***Checklist***".

Program Manager

Contractor

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement/MOU #17-207 – Butte County Office of Education/California Mini-Corps (Vaca)

The California Migrant Mini-Corps Program provides Migrant students in our district with tutoring services. The tutors are hired through, and supervised by the Butte County Office of Education. The tutoring services can occur during the regular school day, summer school, after school, or Saturday school. There is no cost to Oxnard School District for these services.

FISCAL IMPACT:

None

RECOMMENDATION:

It is recommended by the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees ratify Agreement/MOU #17-207 with Butte County Office of Education/California Mini-Corps.

ADDITIONAL MATERIALS:

Attached: Agreement/MOU #17-207, Butte County Office of Education/California Mini-Corps (6 Pages)

**MEMORANDUM OF UNDERSTANDING
FOR BUTTE COUNTY OFFICE OF EDUCATION/CALIFORNIA MINI-CORPS
AND OXNARD SCHOOL DISTRICT
(2017-2018 FISCAL YEAR)**

This Agreement for Services ("Agreement") is made and entered into as of the _____ day of November _____, 20 17, by and between the BUTTE COUNTY OFFICE OF EDUCATION/CALIFORNIA MINI-CORPS ("BCOE"), a component of the California Master Plan for Migrant Education, P.L. 98-211, and OXNARD SCHOOL DISTRICT ("DISTRICT"), (together, "Parties").

1st

WHEREAS, the primary objective of this agreement is for the purpose of providing California Mini-Corps program services for migratory students in the district.

NOW, THEREFORE, in order to implement and conduct the program during the 2017-2018 fiscal year, the Parties agree as follows:

1. **Services.** This Agreement is made and entered into for the provision of Program services for migratory students grades K-12 located within the Region, as further described in **Exhibits "A" and "B,"** attached hereto and incorporated herein by this reference ("Services").
2. **Term.** The term of this agreement is contingent upon BCOE's receipt of funding. Services shall commence under this Agreement on July 1, 2017 and will continue until June 30, 2018, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** In the event additional Mini-Corps Tutors are requested beyond what is available to the region per BCOE's contract with the California Department of Education (CDE), District shall pay BCOE for the actual cost of the Services as described in **Exhibits "A" and "B"**.
4. **Termination.** It is expressly understood and mutually agreed that the success of the program is the condition for the continuation of this agreement. Either party may, at any time, with or without reason, terminate this Agreement. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Indemnification.** To the furthest extent permitted by California law, each party shall defend, indemnify, and hold harmless the other party, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the indemnifying party. The indemnifying party shall have the right to accept or reject any legal representation that the other party proposes to defend the indemnified parties.
6. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business. Certificates and insurance policies for each party shall name the other party and Tutors provided under this Agreement as additional insureds, and provide for not less than thirty (30) days' notice of cancellation or material charge. Parties shall provide each other with a certificate of insurance stating these conditions prior to the commencement of services under this Agreement. Such insurance shall be maintained with insurance carriers licensed to transact business in the State of California.
7. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition,

marital status, sexual orientation, gender, or age and therefore District agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy.

8. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
9. **Limitation of BCOE Liability.** Other than as provided in this Agreement, BCOE's financial obligations under this Agreement shall be limited to the provision of funding and expenses provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall BCOE be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or the Services performed in connection with this Agreement.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

BCOE:

Butte County Office of Education
Mini-Corps Director
1760 Creekside Oaks Drive, Suite 190
Sacramento, CA 95833
FAX: (916) 929-2739
ATTN: Juana Zamora

DISTRICT:

Oxnard School District
Assistant Superintendent
Human Resources & Support Services
1051 South A Street
Oxnard, CA 93030
FAX:
ATTN: Dr. Jesus Vaca

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Independent Contractor.** The BCOE, in the performance of its obligations under this Agreement, shall be and act as an independent contractor and at no time be considered the agent of District.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein

contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
18. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
19. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
21. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
22. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
23. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
24. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: October 3, 2017

Dated: _____, 20____

BUTTE COUNTY OFFICE OF EDUCATION

OXNARD SCHOOL DISTRICT

By: Juana Zamora

By: _____

Print Name: Juana Zamora

Print Name: _____

Print Title: Director

Print Title: _____

EXHIBIT "A"
BUTTE COUNTY OFFICE OF EDUCATION/CALIFORNA MINI-CORPS
DUTIES AND OBLIGATIONS

UNDER THIS AGREEMENT BCOE AGREES TO:

1. Provide 4 or more Mini-Corps Tutors, subject to funding availability, to work with migratory students at select schools within the district, during the 2017-2018 fiscal year.
2. Most Tutors will use DIBELS assessment with select migrant students served. In some cases, 3rd – 12th grade students may be surveyed for the purpose of assessing our program services.
3. If puppetry tutors are requested for summer school, puppetry presentations may be conducted during summer school programs, depending on availability of trained Mini-Corps Tutors.
4. Provide the District with a Program Coordinator that will directly supervise Mini-Corps Tutors assigned to the region and will monitor Mini-Corps Tutors' work hours.
5. Ensure the Program Coordinator meets with District Administrator or designee to review the placement list and provide program updates as needed.
6. Ensure Mini-Corps Tutors are assigned to work under the direct supervision of a credentialed teacher and preferably in a classroom setting.
7. Provide professional development for Mini-Corps Tutors that will include but it is not limited to:
 - a. A minimum of 54 hours of training.
 - b. A Summer Institute Training in Sacramento, or alternate location, in June.
8. Develop all necessary recruitment announcements, posters, brochures, applications, etc.
9. Provide presentation(s) by Program Coordinator and Mini-Corps Tutor(s) at the local sites of the district on the Mini-Corps Program as needed.
10. Recruit former migratory high school students.
11. Recruit, select, and hire the Mini-Corps Tutors.
12. Ensure that all Mini-Corps staff obtains DOJ/FBI clearances before they are assigned to work at a school. If necessary, provide verification letters of fingerprint clearances to the district.
13. Ensure all Mini-Corps staff is covered under workmen's compensation insurance.
14. Ensure that all Mini-Corps Tutors have TB and Fingerprint clearance and have successfully passed a basic skills assessment set forth by BCOE hiring guidelines.
15. Work with Priority for Service (PFS) and other migratory students and be involved in traditional and non-traditional school activities.
16. Work cooperatively with District designee in making Mini-Corps Tutor placements during the fiscal year.
17. Communicate with designated staff regarding any problems or issues with Mini-Corps Tutor placements.
18. Take immediate action to remedy any problems regarding Mini-Corps program at all placement sites.
19. Supervise, observe, and monitor Mini-Corps Tutors that are providing instructional services to migratory students.
20. Complete an evaluation of the Mini-Corps Tutor with input from the master teacher for school year and summer program.
21. The Program Coordinator and Mini-Corps Tutors will attend local in-service trainings conducted by the region if needed.
22. Provide information to the district regarding Mini-Corps activities.

23. Meet with District staff as needed.
24. Schedule and provide presentations to Migrant Parent Advisory Council(s) if needed.
25. Schedule state staff business meetings and training sessions for the Program Coordinators so they can use the Trainer of Trainers model with the tutors that provide tutorial support to the migratory students served.
26. Additional Tutors:
 - a. If District requests additional Mini-Corps Tutor hours, BCOE shall invoice District for any additional Tutor slots/hours beyond the allocation in item number 1 above as provided in this section.
 - b. Rate: District will be invoiced for the actual cost of additional Mini-Corps Tutor hours at the rate of \$11.00 including statutory benefits and the CDE approved indirect rate for BCOE.
27. Mini-Corps will provide District with a progress report from DIBELS assessment.
28. BCOE agrees to defend and hold District and its officers, agents and employees free and harmless from any and all liabilities, claims, demands, actions, losses, damages, and costs, including all costs of defense thereof, caused by arising out of, or in any way related to "BCOE's" actions or omissions in the performance of this agreement. Butte County Office of Education shall maintain a liability insurance policy in amounts of not less than \$5 million per occurrence for bodily injury and \$5 million for property less than thirty (30) days notice of cancellation or material charge. A certificate of insurance stating these conditions shall be issued to the District by BCOE's insurance carrier. Such insurance shall be maintained with insurance carriers licensed to transact business in the State of California, which carries shall be reasonably satisfactory to the District. At the inception of the Agreement, BCOE shall furnish to the District a certificate of insurance or other evidence that such insurance is in effect.

EXHIBIT "B"
DISTRICT DUTIES AND OBLIGATIONS

UNDER THIS AGREEMENT DISTRICT AGREES TO:

1. Identify the schools to be served by Mini-Corps Tutors where there is an academic need to provide tutorial and progress monitoring services to select migratory students.
2. District will identify schools to be served by Mini-Corps Tutors if puppetry tutors are requested for summer school. This request will be dependent on availability of trained Mini-Corps Tutors.
3. Distribute recruitment forms to their area staff and high school seniors.
4. Inform the Program Coordinator of regional parent meetings where the Program Coordinator can distribute program information.
5. Provide a list of graduating migratory students to Program Coordinator for recruitment purposes.
6. Assist in recruiting prospective Mini-Corps Tutors and participate in the interview panel as needed.
7. Inform schools, as needed, that Mini-Corps Tutors completed a basic skills assessment adopted by BCOE that meets the paraprofessional ESSA (Every Student Succeeds Act) requirement guidelines and Department of Justice (DOJ)/Federal Bureau of Investigation (/FBI) clearances.
8. Submit a request for Mini-Corps Tutors for college/university based and/or special projects with dates of program, work hours, site contact person, etc., if applicable.
9. Collaborate and coordinate with Program Coordinator to ensure that Mini-Corps Tutors assist and participate in educational activities such as Student/Parent Conferences, Saturday Schools, or Leadership Conferences.
10. Ensure Mini-Corps Tutors are assigned to work under the direct supervision of a credentialed teacher and preferably in a classroom setting.
11. Confer with the Program Coordinator on the placement, program schedule changes and reassignments of Mini-Corps Tutors during the fiscal year.
12. Notify the Program Coordinator of local trainings in which Mini-Corps staff can attend.
13. Notify the Program Coordinator of meetings where the Program Coordinator's presence is required.
14. Contact the Mini-Corps Program when there is a problem impacting the programs.
15. Provide Mini-Corps Tutors with instructional material to work with migrant children during special projects or summer programs.
16. If District requests additional Mini-Corps Tutor slots/hours, as provided in **Exhibit "A"**, District will be invoiced for the actual costs beyond the allocation stipulated in **Exhibit "A"**.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
X Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement/MOU #17-204 – Adam Poirier (Freeman/McDaniels)

Adam Poirier will provide 30 weeks of music lessons in K-8th grades during the 2017-2018 school year, from October 19, 2017 through June 15, 2018. K-8th grades will be engaged in music fundamentals that would be interactive lecture style with music and movement, rhythm instrument use, drum circles, and recorders in an age-appropriate and fun manner while preparing for a year-end musical performance. Lessons will be provided on Monday-Wednesdays, 8:00 AM-2:10 PM, for 30-45 minutes each. Lessons will take place in classrooms in order to accommodate each grade level.

FISCAL IMPACT:

\$26,000.00 – School Site Funds Targeted

RECOMMENDATION:

It is the recommendation of the Principal, Curren School, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement/MOU #17-204 with Adam Poirier.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-204, Adam Poirier (1 Page)
Certificate of Insurance (1 Page)

**AGREEMENT/MEMORANDUM OF UNDERSTANDING #17-204 BETWEEN
ADAM POIRIER, MUSIC CONSULTANT, AND OXNARD SCHOOL DISTRICT
FOR CLASSROOM MUSIC INSTRUCTION**

This Agreement/Memorandum of Understanding (MOU) is entered into by **Adam Poirier** and **Oxnard School District (OSD)** to facilitate music instruction in the classroom. The MOU sets forth the respective roles and responsibilities each bring to the program.

Mr. Poirier will:

1. Provide musical services at Curren School in the amount not to exceed \$26,000.00.
2. Name **OSD** additionally insured in the amount of (\$1,000,000 per occurrence, \$2,000,000 aggregate) from October 19, 2017 through June 30, 2018.
3. Provide the following services: curriculum based songs, grade-level musical concepts (K/8), musical instruments for the students (recorders, bells, percussion, ukuleles, etc.), handouts to accompany the lessons, and live demonstrations on various instruments that he plays – keyboard, recorder, ukulele, and guitar.

OSD will:

1. Be solely responsible for making all arrangements with the Music Consultant including but not limited to, specified times and dates for instruction.
2. Be solely responsible for the payment of Consultant's monthly fee based on the invoice and timesheet completed at the school site.
3. Keep on file current liability insurance certificate verifying insurance compliance naming **OSD** as additionally insured.

This MOU is for the period of October 19, 2017 to June 15, 2018.

We hereby agree to this MOU and certify that agreements made herein will be honored.

Lisa A. Franz, Director, Purchasing
Oxnard School District

Date

Adam Poirier, Music Consultant

Date



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/31/2017

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 have ADDITIONAL INSURED provisions or 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 K&K Insurance Group, Inc. 1712 Magnavox Way Fort Wayne IN 46804	CONTACT NAME: Mass Merchandising	
	PHONE (A/C, No, Ext): 1-800-328-2317	FAX (A/C, No): 1-260-459-5502
E-MAIL ADDRESS: info@eventinsurance-kk.com		
PRODUCER CUSTOMER ID:		
INSURED 2000824420 CP# 449 Adam Poirier 5424 West Washington Boulevard Los Angeles, CA 90016 A Member of the Sports, Leisure & Entertainment RPG		INSURER(S) AFFORDING COVERAGE
		INSURER A: Nationwide Mutual Insurance Company
		INSURER B:
		INSURER C:
		INSURER D:
		INSURER E:
		INSURER F:
		NAIC # 23787

COVERAGES **CERTIFICATE NUMBER:** 2000323224 **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 INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<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 type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:	X		6BRPG000006071400	09/07/17 12:01 AM	09/07/18 12:01 AM	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea Occurrence)	\$1,000,000
							MED EXP (Any one person)	\$5,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$5,000,000
							PRODUCTS - COMP/OP AGG	\$1,000,000
							PROFESSIONAL LIABILITY	\$1,000,000
							LEGAL LIAB TO PARTICIPANTS	\$1,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> Not provided while in Hawaii						COMBINED SINGLE LIMIT (Ea accident)	
							BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION						EACH OCCURRENCE	
							AGGREGATE	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					PER STATUTE <input type="checkbox"/> OTHER	
							E.L. EACH ACCIDENT	
							E.L. DISEASE - EA EMPLOYEE	
							E.L. DISEASE - POLICY LIMIT	
	MEDICAL PAYMENTS FOR PARTICIPANTS						PRIMARY MEDICAL	
							EXCESS MEDICAL	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Instructor of: Instrumental music, Piano, keyboard and/or organ, Vocals
 The certificate holder is added as an additional insured, but only for liability caused, in whole or in part, by the acts or omissions of the named insured.

CERTIFICATE HOLDER Oxnard School District 1051 South A Street Oxnard, CA 93030 Owner/Manager/Lessor of Premises	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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Coverage is only extended to U.S. events and activities.

** NOTICE TO TEXAS INSURED: The Insurer for the purchasing group may not be subject to all the insurance laws and regulations of the State of Texas.

ACORD 25 (2016/03)

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BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ **2nd Reading** _____

Ratification of Amendment #1 to Agreement # 16-282 Nolte Associates, Inc. (NV5) (Penanhoat/Fateh)

At the Board meeting of June 7, 2017, the Board of Trustees approved Agreement #16-282 with Nolte Associates, Inc. (NV5) for Geotechnical Soils Observation and testing as well as Materials Testing and Inspection for the San Miguel Pre-School – New Portable Classrooms Project in the amount of \$12,711.30.

Nolte Associates, Inc. (NV5) has completed Testing and Inspection Services for this project. The project was phased to accommodate delivery and installation of modular buildings and playground equipment. The additional phasing as well as encountering unforeseen conditions during excavation required additional testing and inspection services. The project is now complete and therefore Nolte Associates, Inc. (NV5) is requesting a ratification of this amendment for the additional services mentioned above.

Amendment #1 increases the original agreement amount by \$9,826.95. The new total agreement amount is a not-to-exceed amount of \$22,538.25.

FISCAL IMPACT:

\$9,826.95 – Deferred Maintenance One-Time Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Amendment #1 to Agreement #16-282 with Nolte Associates, Inc. (NV5) in the amount of \$9,826.95.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
Agreement #16-282, Nolte Associates, Inc. (NV5) (24 Pages)

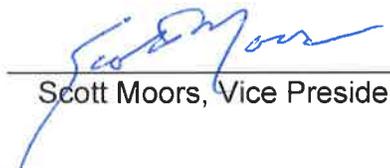
**AMENDMENT #1 TO AGREEMENT #16-282 with
Nolte Associates, Inc. (NV5)
November 1, 2017**

At the Board meeting of June 7, 2017, the Board of Trustees approved Agreement #16-282 with Nolte Associates, Inc. (NV5) for Geotechnical Soils Observation and testing as well as Materials Testing and Inspection for the San Miguel Pre-School – New Portable Classrooms Project in the amount of \$12,711.30.

Nolte Associates, Inc. (NV5) has completed Testing and Inspection Services for this project. The project was phased to accommodate delivery and installation of modular buildings and playground equipment. The additional phasing as well as encountering unforeseen conditions during excavation required additional testing and inspection services. The project is now complete and therefore Nolte Associates, Inc. (NV5) is requesting a ratification of this amendment for the additional services mentioned above.

Amendment #1 increases the original agreement amount by \$9,826.95. The new total agreement amount is a not-to-exceed amount of \$22,538.25.

Nolte Associates, Inc. (NV5):

By:  Date: 10-19-17
Scott Moors, Vice President

Oxnard School District:

By:  Date: 10-24-17
Janet Penanhoat,
Assistant Superintendent, Business & Fiscal Services

OXNARD SCHOOL DISTRICT

Agreement #16-282

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 7th day of June, 2017 by and between the Oxnard School District ("District") and Nolte Associates 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:

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. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **June 17, 2017 through October 31, 2017** (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
3. **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.
4. **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, shall not exceed Twelve Thousand Seven Hundred Eleven Dollars and 30 Cents (\$12,711.30), 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 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 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. **Indemnification for Professional Liability.** Where the law establishes a professional standard of care for Consultant's Services, to the fullest extent permitted by law, Consultant shall indemnify, protect, defend and hold harmless District and any and all of its officials, elected board members, employees and agents ("Indemnified Parties") from and against any and all losses, liabilities, damages, costs and expenses, including attorney's fees and costs to the extent same are caused in whole or in part by any negligent or wrongful act, error or omission of Consultant, its officers, agents, employees or sub-

consultants (or any entity or individual that Consultant shall bear the legal liability thereof) in the performance of professional services under this Agreement.

- b. Indemnification for Other than Professional Liability. To the full extent permitted by law, Consultant shall indemnify, protect, defend and hold harmless the Indemnified Parties from and against any liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, whether actual, alleged or threatened, including attorneys fees and costs, court costs, interest, defense costs, and expert witness fees), arising out of or in any way attributable to the performance of this Agreement by Consultant or by any individual or entity for which Consultant is legally liable, including but not limited to officers, agents, employees or sub-contractors of Consultant.
- c. General Indemnification Provisions. Consultant agrees to obtain executed indemnity Agreements with provisions identical to those set forth here in this section from each and every sub-contractor or any other person or entity involved by, for, with or on behalf of Consultant in the performance of this Agreement. In the event Consultant fails to obtain such indemnity obligations from others as required here, Consultant agrees to be fully responsible according to the terms of this section. 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. This obligation to indemnify and defend District as set forth here is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement.

 (Initials)

- d. 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: David Fateh
Phone: (805) 385.1514 x2501
Fax: (805) 486.5848

To Consultant: Nolte Associates Inc.
1868 Palma Drive, Suite A
Ventura, CA 93003
Attention: Scott Moors
Phone: (805) 656.6074
Fax: (805) 650.6264

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.** DAVID FATEH shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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. This Agreement supersedes any prior understanding or agreement, oral or written, of the parties with respect to said matters.

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:

Lisa A. Franz
Signature

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

6-9-17
Date

Tax Identification Number: 95-6002318

NOLTE ASSOCIATES INC.:

Scott Moors
Signature

Scott Moors Vice Pres
Typed Name/Title

5-29-2017
Date

Tax Identification Number: 27-1979620

Not Project Related

Project #16-282

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #16-282

SERVICES

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

PER ATTACHED PROPOSAL DATED 5/19/17

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

PER ATTACHED PROPOSAL DATED 5/19/17

III. During performance of the Services, Consultant will keep the District apprised 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.	
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 #16-282

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #16-282

COMPENSATION

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

Total Compensation Not to Exceed \$12,711.30

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 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 \$12,711.30 as provided in Section 4 of this Agreement.

Not Project Related

Project #16-282

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-282

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, _____ \$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 #16-282

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 #16-282

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #16-282

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).

Consultants 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, NOLTE ASSOCIATES INC., who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 6-9-17

By: 
Lisa A. Franz
Director, Purchasing

May 19, 2017

Oxnard School District
1055 South C Street
Oxnard, California 93030

Project No: 2017.06.0134
DSA App. No.: 03-117806
File No.: 56-22

ATTENTION: David Fatch, Director of Facilities

Email: dfatch@oxnardsd.org

SUBJECT: **Proposal for Construction Materials Engineering and Testing Services for San Miguel PreSchool New Portable Classrooms**

NV5 West, Inc. is pleased to submit this proposal for the referenced project. Our estimated scope of services and estimated costs are detailed below.

<u>Scope of Services and Cost Estimate</u>	<u>Rate</u>	<u>Units</u>	<u>Total</u>
<u>Submittal Review & PreCon Meeting</u>			
Sr. Engineer	\$ 155.00 hr	4	\$ 620.00
<u>Material Sampling, Testing & Inspection - Soils & Pavement</u>			
Sr. Technician - Soil/Base/Asph./Conc. (assume 4 to 8 hr/trip x 8 trips) (Compaction testing on soil, base, asph.; sample concrete every 150 yards)	\$ 98.00 hr	80	\$ 7,840.00
Mileage - Inspector & Technician	\$ 0.65 mi	192	\$ 124.80
Soil Max. Density	\$ 185.00 ea	3	\$ 555.00
Agg. Base Max Density	\$ 210.00 ea	1	\$ 210.00
Asphalt Max Density / Bulk Specific Gravity Testing	\$ 220.00 ea	1	\$ 220.00
Concrete Batch Plant & Concrete Technician (if required) (estimate batch plant inspector follow truck and cast cylinders)	\$ 96.00 hr	4	\$ 384.00
Concrete Compression Test (1 sets of 5)	\$ 20.00 ea	5	\$ 100.00
Concrete Cylinder Pickup	\$ 9.50 ea	5	\$ 47.50
Technician - Ground Rod Tests	\$ 200.00 ea	3	\$ 600.00
<u>Misc.</u>			
Engineering (Final Report, QC, and Project Management)	\$ 155.00 hr	8	\$ 1,240.00
DSA Form 293 (GVR), 291 interim & final (LVRs)	\$ 385.00 ea	2	\$ 770.00
TOTAL:			\$ 12,711.30

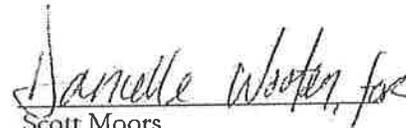
Notes:

- 1 Proposal is based on information provided by Client.
- 2 The estimate is provided for budgetary purposes only and is not a lump sum / not to exceed cost.
Billing will be for actual service provided.
- 3 Estimate assumes Prevailing Wage rates apply.
- 4 Added charges will be charged in accordance with the attached 2017 Schedule of Fees and prevailing wages.

NV5 appreciates the opportunity to be of service. If you have any questions, please do not hesitate to contact us.

Respectfully Submitted,
NV5 WEST, INC.


Carol Harrison
DSA Project Manager


Scott Moors
Vice President

NV5

2017 GEOTECHNICAL / MATERIAL TESTING FEE SCHEDULE

GENERAL CONDITIONS

Testing Samples - An hourly preparation charge will be added to all samples submitted that are not ready for testing.

Turn-Around-Time - Standard TAT indicated in superscript.

RUSH: 50% surcharge. Sample prioritized over other samples in que.

PRIORITY: 100% surcharge: Completed as fast as possible per method. See notes regarding TAT at bottom of page 3.

Project Setup - A \$165 fee applies for setup and administration of On-Call agreements and contracts less than \$3,000.

Scheduling - A minimum of 24-hour notice is required to schedule personnel (48-hour for DSA projects). For same-day scheduling, a 50% premium applies. Same-day cancellations will incur a 2-hour charge for technicians or a 4-hour charge for inspectors.

Minimum Charges - Special Inspections: A minimum charge of 4 hours applies to inspection call-out between 0 and 4 hours. Eight (8) hours will be charged for work performed over 4 hours up to 8 hours.

Technicians: Minimum charge of 2 hours applies to technician call-out between 0 and 2 hours. Additional time charged in 2-hour increments.

Travel - Hourly travel is charged portal-to-portal for technicians. Travel charges are normally waived for special inspectors within 25 miles of our laboratory. Mileage/Trip Charges charged at rates listed below.

Per Diem - Per diem will be charged at 1.15 times the Federal (GSA) rate for all out-of-town assignments unless otherwise arranged.

Overtime Rates - Rates are based on an 8-hour workday between the hours of 7:00 a.m. and 4:00 p.m., Monday through Friday. Work outside of these hours or in excess of 8 hours in one day or over 40 hours in one week will be charged at 1.5 times the listed rates. Work

over 12 hours in one day or over 8 hours on the 7th consecutive day, or work on holidays will be charged at 2.0 times quoted rates.

Holidays - New Year's Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day and the following Friday, and Christmas Day. For holidays falling on Saturday or Sunday, the closest previous or following regular workday will be observed.

Project Management & Report Distribution - All assignments are under the supervision of a Registered Professional Engineer. Engineering time of 0.1 hour per inspection day or 1/2-hour/week (min) will be included for scheduling, report review, and data evaluation. Up to 2 hard copies of reports are provided at no additional charge. Additional hard copies will be billed at \$2 per report.

Outside Services / Drillers-CPT / Subcontractors - Cost plus 15%.

Prevailing Wage - Client agrees to notify the Laboratory, in writing, of any requirement for payment of California Prevailing Wages or other predetermined contract wage condition. Client agrees to indemnify NV5 against all costs related Client's failure to notify Lab of predetermined wage requirements.

Sample Disposition - Unless previously arranged, all samples will be disposed of upon completion of testing. Any samples suspected of contamination will be returned to Client. If requested, retained samples may be archived for a specified period for an agreed monthly fee.

Certified Payroll - A \$45 per week, per project processing fee for Certified Payroll will be assessed on Prevailing Wage Projects.

Escalation - Listed rates are subject to annual escalation consistent with the Consumer Price Index (www.bls.gov). Prevailing Wage labor rates will be adjusted in accordance with DIR mandated increases plus 50%. (<http://www.dir.ca.gov/dlsr/DPreWageDetermination.htm>)

I. PROFESSIONAL, TECHNICAL, & SUPPORT STAFF

(Hourly rates unless otherwise indicated. Charges are portal-to-portal from/to NV5's Lab)

A. Professional Staff		<u>Standard</u>
Principal Engineer/Geologist/Consultant		\$185
Senior Engineer/Geologist/Consultant (PE, CEG)		\$160
Project Engineer/Geologist/Consultant		\$135
Project Manager		\$120
Staff Engineer/Geologist/Consultant		\$110
B. Field Sampling, Inspection & Testing		<u>Prevailing Wage</u> <u>Standard</u>
Special (Deputy) Inspector	\$100	\$86
<i>(Concrete, P/T Concrete, Masonry, Structural Steel, Fireproofing, Pile Driving)</i>		
Public Works Inspector	\$110	\$98
Roofing/Waterproofing Inspector	\$100	\$92
Concrete/Asphalt Batch Plant Inspection	\$100	\$88
Technician* (Soil/Asphalt/Special Testing)	\$100	\$88
Nondestructive Exam/Testing (UT/Mag Part /Dye Pen.)	\$100	\$90
C. DSA / OSHPD Inspection & Testing		<u>Prevailing Wage / Standard</u>
Project Inspector / IOR, DSA Class I		\$110
Project Inspector / IOR, DSA Class II/III		\$100
DSA Masonry / Shotcrete Inspection	\$104	\$92
DSA 5 SI (Inspector Qualifications)		\$75 ea.
Special Inspection Verified Report (SIVR/VR)		\$225 (min.) ea.
Laboratory / Geotech. Verified Rpt (DSA 291/293 - Test Only)		\$395 (min.) ea.
Combined Lab Verified Report (DSA 291 - Tests & Inspections)		\$545 (min.) ea.
D. Sample Pickup Delivery, & Mileage		<u>Standard</u>
Sample Pickup/Delivery (>25mi. radius of Lab) - plus applicable unit price		\$60/hr
Saturday Pickup (hourly, 4 hr minimum, plus mileage)		\$90/hr
Mileage - Field Vehicle (\$30/day minimum charge)		\$0.65/mi
Mileage - Coring Truck		\$0.75/mi
Vehicle - Field Truck		\$55/day
Trip Charge (within 25 radius of Lab; if >25 mi hourly + mileage)		\$35/trip

E. Support Staff & Special Services	<u>Prevailing Wage</u>	<u>Standard</u>
Laboratory Technician		\$90/hr
File Search, Reissue of Report		\$45/hr (min.)
Certified Payroll Admin. (0.5 hr min./wk)		\$70/hr
Court Appearance and Depositions (4 hr min)		\$295/hr
Drafting/CADD		\$70/hr
Clerical		\$60/hr

II. MATERIALS AND EQUIPMENT

A. Equipment	<u>Rate</u>
1. Air Meter (Concrete)	\$45/day
2. Calibrated Ram (Pull test)	\$95/day
3. Ceiling Wire Dead-Weight Equip.	\$160/day
4. Concrete Relative Humidity Meter	\$265/day
5. Concrete Slab Moisture Emission Kit	\$55/ea
6. Floor Flatness (plus labor - 4 hr min)	\$575/day
7. Generator	\$65/day
8. Ground Penetrating Radar (GPR) - (plus labor - 4 hr min)	\$400/dy
9. Magnetic Particle Equipment & Consumables	\$50/day
10. Nuclear Gauge	\$25/day
11. Pachometer (Rebar) Survey Equipment	\$95/day
12. Schmidt Hammer	\$65/day
13. Skidmore Wilhelm, per day	\$195/day
14. Torque Wrench (Large), per day	\$55/day
15. Torque Wrench (Small), per day	\$15/day
16. Ultrasonic Equipment & Consumables	\$60/day
B. Diamond Coring (min. charge = field time w/travel + 1 hr. mob./demob.)	
1. Machine, truck & 1 operator (accessible flatwork only)	\$195/hr \$160/hr.
2. Machine, truck, operator and helper	\$290/hr 245/hr.
3. Coring Bit Charge	\$3/inch
4. Coring truck mileage (portal to portal)	\$0.75/mi
5. Traffic Control	Per Quote



III. LAB TESTS: AGGREGATE & SOIL.

A Soils - Geotechnical

1. Atterberg Limits (LL and PL) - ASTM D4318, CTM 204 ^B	\$ 150
2. Consolidation (up to 9 Load/Rebound Pts) - ASTM D2435 ^E	\$ 340
3. Collapse - ASTM D4546 ^B	\$ 165
4. additional Load Increment (Consol./Collapse) - per pt.	\$ 40
5. Direct Shear, remolded sample - ASTM D3080 ^D	\$ 285
6. Direct Shear, undisturbed (ring) sample - ASTM D3080 ^D	\$ 265
7. Expansion Index - ASTM D4829 ^B	\$ 160
8. Permeability, Constant Head - remolded - ASTM D2434, CT 220 ^D	\$ 445
9. pH (soil) - ASTM D4972 ^C	\$ 35
10. Resistivity - ASTM G57 ^C	\$ 60
11. Resistivity (Minimum), includes pH - CTM 643 ^C	\$ 155
12. Soil Cement - Moist.-Dens. or Sample Prep set of 3 - ASTM D558	\$ 240
13. Soil Cement - Wet-Dry Durability - ASTM D559	\$ 1100
14. Soil Cement - Compressive Strength - ASTM D1633	\$ 60
15. Soil Classification - ASTM D2488 - Visual-Manual ^A	\$ 45
16. Soluble Chloride (soils) ^F	\$ 80
17. Soluble Sulfate (soils) ^C	\$ 80
18. Unconfined compression on prepared specimens	\$ 120

B Particle Size Analysis

1. Sand equivalent (ASTM 2419, CTM 217) ^A	\$ 115
2. Sieve #200 wash only (ASTM D1140, CTM 202) ^A	\$ 85
3. Sieve (coarse or fine only, no wash - ASTM C136, CTM 202) ^A	\$ 95
4. Sieve (coarse & fine w/ wash - ASTM C136, CTM 202) ^A	\$ 135
5. Hydrometer w/ Fine Sieve (ASTM D422, CTM 203) ^B	\$ 185
6. Hydrometer w/ Fine & Coarse Sieve (ASTM D422, CTM 203) ^B	\$ 210

C Moisture Density Relationship

1. Max. Density-Opt. Moisture (4 in. mold) - ASTM D1557, D698 ^A	\$ 185
2. Max. Density-Opt. Moisture (6 in. mold) - ASTM D1557, D698 ^A	\$ 210
3. Max. Density-Opt. Moist. w/ Rock Corr. - ASTM D1557, D4718 ^A	\$ 295
4. Maximum Density Checkpoint (4 in. mold) ^A	\$ 75
5. Moisture & Dry Density (ring samples) ^A	\$ 22
6. Moisture determination (aggregate samples) ^A	\$ 35
7. Caltrans Relative Compaction (Wet Density) - CTM 216 ^A	\$ 225

D Aggregate, Soil & Rock

1. Abrasion Resistance by LA Rattler - ASTM C131, CTM 211 ^D	\$ 185
2. Absorption, sand or gravel - ASTM C127, C128 ^B	\$ 60
3. California bearing ratio (CBR) with expansion - ASTM D1883 ^C	\$ 410
4. Cement Treated Base (CTB), compact, cure & test ^E	\$ 260
5. Cement Treated Base - compression (make, cure, test - 3 spec)	\$ 565
6. Cement Treated Base - stability	\$ 525
7. Clay lumps and friable particles, per primary size - ASTM C142 ^C	\$ 115
8. Cleanness Test - CTM 227 ^A	\$ 130
9. Crushed particles, per primary size ^C	\$ 165
10. Durability Index (\$120 per size fraction) - CTM 229 ^A	\$ 215
11. Flat & Elongated Particles (per bin size) - ASTM D4791 ^C	\$ 190
12. Lightweight pieces, per size fraction - ASTM C123 ^C	\$ 400
13. Lime content of treated materials (by titration)	
a. Lime content curve determination, for each material	\$ 495
b. Lime content, including untreated control sample	\$ 245
14. Mortar making properties of Sand ASTM C87 ^D	\$ 380
15. Relative Mortar Strength - CTM 515 ^D	\$ 410
16. Organic Impurities - ASTM C40, CTM 213 ^B	\$ 80
17. Petrographic Analysis of Gravel - ASTM C295 (single grading) ^E	\$ 450
18. Petrographic Analysis of WC Sand - ASTM C295 (pre-graded) ^E	\$ 850
19. Potential Reactivity Test ASTM C289 Chemical Method ^D	\$ 495
20. Potential Reactivity ASTM C227 Mortar Bar Method (3 month) ^E	\$ 785
Each additional month	\$ 118
21. Potential Reactivity Test ASTM C1260 Rapid Method ^E	\$ 625
22. Potential Reactivity ASTM C1293 Mortar Bar w/ Pozz (12 month) ^E	\$ 1600
Extend to 24-months add (C1293 requires Sp Grav. & Unit Weight)	\$ 800
23. Potential Reactivity Test ASTM C1567 Rapid-Cement Combo ^E	\$ 760
24. 'R' Value - ASTM D2888, CT 301 (Treated material by quote) ^B	\$ 315
25. Rip Rap, Slope Protection, Quarry Stone Acceptance	Per Quote
26. Specific gravity w/ absorption - coarse (ASTM C127, CTM 206) ^B	\$ 110
27. Specific gravity w/ absorption - fine (ASTM C128, CTM 207) ^B	\$ 130
28. Sulfate Soundness, 5 cycle test per primary size - ASTM C88 ^D	\$ 365
29. Uncompacted Void Content of Fine Aggregate - AASHTO T304 ^A	\$ 175

30. Unit weight - ASTM C29	\$ 72
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E Dimensional Stone Tests

1. Compressive Strength - ASTM C170 ^D	\$ 95
2. Water Absorption & Density - ASTM C97 (3 required) ^D	\$ 65
3. Modulus of Rupture - ASTM C99 ^D	\$ 115
4. Flexural Strength - ASTM C880 ^D	\$ 130

(Comp., MOR & Flex Str. require 5 samples ea. in wet & dry conditions // & 1 to rift.)
(All prices are for prepared samples. Cutting and machining charges are extra.)

IV. LAB TESTS: CEMENT, CONCRETE, & MASONRY

A Cement

1. Grab sample (CCR Title 24) includes 1 year storage	\$ 55
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B Concrete

1. Concrete compression: 6x12 cylinders - ASTM C39 ^A	\$ 26
2. Concrete compression: 4x8 cylinders - ASTM C39 ^A	\$ 22
3. Concrete cylinder pickup: 6x12 (>25mi. radius of Lab add hourly pickup rate)	\$ 12.50
4. Concrete cylinder pickup: 4x8 (>25mi. radius of Lab add hourly pickup rate)	\$ 9.50
5. Concrete cylinder mold (w/ lid - spare)	\$ 6
6. Concrete core compression test - ASTM C42 ^C	\$ 45
7. Concrete Trial Batch (includes 6 compression tests)	\$765
8. Concrete Mix Design Review (excludes testing & revisions)	\$230
9. Concrete mix proportion revision	\$150
10. Density of concrete cylinder (unit weight) ^C	\$64
11. Drying shrinkage - ASTM C157 (set of 3, 5 ages) ^E	\$495
12. End preparation of cores, diamond sawing, per cut	\$15
13. Flexural beam pick-up (>25mi. radius of Lab add hourly pickup rate)	\$38 ea
14. Flexural strength, 6"x6" beam - ASTM C78 & C293 ^A	\$80
15. Shotcrete/Gunite core compression test (not including coring)	\$35
16. Coring of Shotcrete/Gunite panel in laboratory, each core	\$50
17. Shotcrete/Gunite panel pick-up (>25mi. radius of Lab add hourly pickup rate)	\$38
18. Lab trial batch, not including specimen tests - ASTM C192	Per Quote
19. Lightweight, insulating concrete compress, 4 req. - ASTM C495	\$50
20. Lightweight insulating concrete - unit weight (oven dry)	\$95
21. Modulus of elasticity, 4"x8" cylinder - ASTM C469 ^D	\$215
22. Petrographic analysis of hardened concrete - ASTM C856 (per core) ^E	\$950
23. Poisson's Ratio on 6"x12" cylinders - ASTM C469 ^D	Per Quote
24. Splitting tensile - ASTM C496 ^D	\$175
25. Non-Shrink (Dry-Pack) Grout - 2"x2"x2"; set of 3	\$96

C Masonry

1. Absorption - brick, 5 required - ASTM C67 ^D	\$ 75
2. Absorption - masonry unit, 3 required - ASTM C140 ^D	\$ 54
3. Compressive strength, brick, 5 required - ASTM C67 ^D	\$ 45
4. Compression - masonry core ^C	\$ 45
5. Compression - masonry prisms 8"x8" - ASTM C1314	
(other sizes by quote - may require cutting charge)	\$ 150
6. Compression - masonry unit, 3 required - ASTM C140 ^D	\$ 80
(requires absorption/unit weight tests for Net Area)	
7. Dimensions - masonry unit, 3 required ^D	\$ 42
8. Masonry Prism Pickup (ea.)	\$ 45
9. Masonry Unit Acceptance Test - ASTM C140 ^D	\$ 585
(includes absorption, compression, dimensions, unit weight)	
10. Compression test, grout specimens	\$ 30
11. Compression test, mortar specimens	\$ 30
12. Diamond sawing of masonry specimens, if required (minimum)	\$ 30
13. Efflorescence, first unit @ \$125, each additional @	\$ 54
14. Linear shrinkage, masonry unit, 3 required - ASTM C426 ^E	\$ 98
15. Modulus of rupture, brick, 5 required - ASTM C67 ^D	\$ 42
16. Moisture content - masonry unit (as received), 3 req'd - ASTM C140 ^D	\$ 42
17. Shear test on masonry core - CBC 2105A.4 ^B	\$ 105
18. Tensile test on masonry block	\$ 190
19. Unit weight, masonry unit, 3 required - ASTM C140 ^D	\$ 45
20. Visual Examination & Photo-document Core - CBC 2105A.4 ^B	\$ 45

Standard Turn-Around-Times (where applicable TAT indicated in superscript):

A - 3 working days B - 5 working days C - 7 working days
D - 10 working days E - >10 working days

TAT indicates testing time under typical conditions and is subject to change.

V. LAB TESTS: REINFORCING & STRUCTURAL STEEL

VII. ASPHALT & ASPHALTIC CONCRETE

A. General Testing

1. Processing mill certification (each size & heat)	\$20 ea.
2. Rockwell or Brinell Hardness, average of three readings	\$35 ea.
3. Zinc coating, each item (includes Haz Mat Fee) ^C	\$215

B. Reinforcing Steel

1. Deformation, reinforcing steel ^C	\$60
2. Pre-stress, strand or wire, tensile & elongation ^D	Per Quote
3. Proof test on post-tension assembly	Per Quote
4. Bend Test (rebar) ^C	\$50
5. Tensile test (rebar), up to & including #8 ^C	\$55
6. Tensile test (rebar) #9, #10, #11 ^D	\$95
7. Tensile test (rebar) #14, #18 ^D	\$215
8. Rebar Mechanical Coupler (Tension) Test (up to #11 bar) ^D	\$215

C. Structural Steel

1. Cutting & machining charges	cost + 15%
2. Bend test, structural, all sizes	\$75
3. Tensile test, structural, <3/4" cross-section (cutting & machining extra)*	\$75
4. Tensile test, structural, >3/4" cross-section (cutting & machining extra)*	\$125
5. Flattening test of pipe	\$65

*Tensile and yield by percent offset, add \$85

D. High Strength Bolts

1. DSA-Certified High Strength Bolt Set ea. (Bolt, Nut, & Washer) ^D	\$335
2. Bolts – proof load (non-DSA) ^D	\$ 45
Bolts – ultimate load ^D	\$ 65
Bolts – hardness ^D	\$ 35
3. Nuts – proof load ^D	\$ 45
Nuts – hardness ^D	\$ 35
4. Washers – hardness ^D	\$ 35

E. Welding Procedure and Welder Qualification Tests

	<i>Coupon thickness (mild steel only)</i>	<i>to 3/8"</i>	<i>over 3/8"</i>
1. Fracture bend (fillet)			\$45
2. Macroetch		\$55 ea.	
3. Free bend			\$65
4. Nick break		\$45 ea.	\$35
5. Side, face or root bend		\$28 ea.	\$35
6. Tensile		\$40 ea.	\$50
7. Welder Qualification Records			\$115

Includes evaluation of test specimens and preparation of Stamped Welder/Procedure Qualification Records per applicable code.

**Welder qualification examinations are given in our laboratory or at fabricator's shop with 4-hour minimum witnessing charge.*

***Fees listed are for tests only. Sample preparation, coupon machining, etc., will be charged at applicable hourly lab rates and cost plus 15% for Outside Direct Costs.*

VI. MISCELLANEOUS CONSTRUCTION MATERIALS TESTS

1. Calibration Certificates	Per Quote
2. Density of Sprayed Fireproofing	\$85
3. Roof Tile Strength	\$95
4. Roof Tile Absorption	\$75
5. Roof Cut Tests (total weight only)	\$85
6. Jobsite Trailer or Mobile Laboratory	Per Quote
7. Universal Testing Machine (Hourly)	\$210
8. Ground Rod Test (plus travel)	\$175

A. Emulsions And Slurry Seals

1. Consistency test – ASTM D3910 ^A	\$95
2. pH determination ^B	\$75
3. Oven cook off (% residue) ^A	\$100
4. Solids content by evaporation and ignition extraction (slurry) ^A	\$225
5. Wet Track Abrasion – ASTM D3910 (prep, not included) ^A	\$270

B. Asphaltic Concrete, Aggregate And Mixes

1. Bulk Specific Gravity (HVEEM – 3 pt. LTMD) CT308 / T166 ^A	\$220
2. Coring of asphaltic concrete – See Section E Diamond Coring	
3. Extraction, % bitumen and sieve analysis	
Ignition Oven Method – CTM 382, 202 ^A	\$235
Solvent Extraction Method – ASTM D2172 ^B	\$395
4. Extraction, % bitumen only	
Ignition Oven Method – CTM 382 ^A	\$155
Solvent Extraction Method – ASTM 2172 ^B	\$305
5. Film stripping – CTM 302 ^C	\$165
6. Gyrotory Compaction, 6" specimen, Lab Mix* – AASHTO T312 ^B	\$350
7. Gyrotory Compaction, 6" specimen, Plant Mix* – AASHTO T312 ^B	\$300
* Add \$110 for Asphalt Rubber	
8. Hamburg Wheel Track – AASHTO T324 ^B	\$1,450
9. Ignition Oven Correction Factor – CTM 382 ^B	\$650
10. Marshall - Stability and flow (core) – ASTM D1559 ^A	\$125
11. Marshall - Stability and flow (bulk) – ASTM D1559 ^B	\$325
12. Marshall - Specific Gravity ^A	\$225
13. Mix proportion - Marshall Method ^D	\$2,900
with R.A.P. ^E	\$3,700
14. Mix proportion - HVEEM Method ^D	\$2,700
with R.A.P. ^E	\$3,500
15. Theoretical Maximum Specific Gravity (RICE) – D-2041, CT 309 ^A	\$200
16. Moisture content – ASTM D-1461 ^A	\$115
17. Moisture Susceptibility – AASHTO T283 ^D	\$2,550
18. Recovery of Extraced Asphalt (extraction only) - ASTM D5404 ^D	\$250
19. Recovery of rubber from ARHM extraction ^D	\$315
20. Specific gravity of core – ASTM D2726 ^A	\$60
21. HVEEM Stabilometer test on premixed sample – CTM 366 ^A	\$185
Stabilometer test and mixing of sample ^B	\$400
22. Surface Abrasion – CTM 360 ^C	\$525
23. Resistance to Moisture Induced Damage (untreated) – T-283, CT 371 ^D	\$2,650
24. Resistance to Moisture Induced Damage (lime) – T-283, CT 371 ^D	\$1,850

NOTE: Where prices are listed for mix proportions, the necessary specific gravity tests and sieve analyses are included; however, aggregate and asphalt qualification tests are not.

Standard Turn-Around-Times: (where applicable TAT indicated in superscript following method):

A – 3 working days; B – 5 working days; C – 7 working days;
D – 10 working days; E – >10 working days

Standard TAT indicates anticipated testing time under typical conditions and is subject to change. RUSH TAT prioritizes testing over other samples. PRIORITY TAT dedicates technician to complete test as quickly as possible per the method specifications – hourly charges will apply for weekend or holiday work.

ADDITIONAL TESTS: NV5 performs a broad spectrum of field and laboratory testing. This Fee Schedule lists only the most common tests performed. For information regarding additional testing services, please contact our laboratory.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

DESIGNATED INSURED

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM
GARAGE COVERAGE FORM
MOTOR CARRIER COVERAGE FORM
TRUCKERS COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by this endorsement.

This endorsement identifies person(s) or organization(s) who are "insureds" under the Who Is An Insured Provision of the Coverage Form. This endorsement does not alter coverage provided in the Coverage Form.

SCHEDULE

Name of Person(s) or Organization(s):

Any person or organization where the named insured has agreed by written contract to include such person or organization as a designated insured.

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to the endorsement.)

Each person or organization shown in the Schedule is an "insured" for Liability Coverage, but only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured Provision contained in **Section II** of the Coverage Form.

Policy No: AS7Z91462442027
Effective Date: 05/01/2017
Expiration Date: 05/01/2018
Sales Office: 0237

Issued By: Liberty Insurance Corp.

A. Coverage

1. Paragraph B.7. of SECTION IV - BUSINESS AUTO CONDITIONS is amended by the addition of the following:

The coverage territory is extended to include Mexico but only if all of the following criteria are met:

- a. The "accidents" or "loss" occurs within 25 miles of the United States border; and
 - b. While on a trip into Mexico for 10 days or less.
2. For coverage provided by this section of the endorsement, Paragraph B.5. Other Insurance in SECTION IV - BUSINESS AUTO CONDITIONS is replaced by the following:

The insurance provided by this endorsement will be excess over any other collectible insurance.

- B. Physical Damage Coverage is amended by the addition of the following:

If a "loss" to a covered "auto" occurs in Mexico, we will pay for such "loss" in the United States. If the covered "auto" must be repaired in Mexico in order to be driven, we will not pay more than the actual cash value of such "loss" at the nearest United States point where the repairs can be made.

C. Additional Exclusions

The following additional exclusions are added:

This insurance does not apply:

1. If the covered "auto" is not principally garaged and principally used in the United States.
2. To any "insured" who is not a resident of the United States.

XXIII. WAIVER OF SUBROGATION

Paragraph A.5. in SECTION IV - BUSINESS AUTO CONDITIONS does not apply to any person or organization where the Named Insured has agreed, by written contract executed prior to the date of "accident", to waive rights of recovery against such person or organization.

Policy Number: AS7Z91462442027
Issued by: Liberty Insurance Corporation
Effective 05/01/2017

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

DESIGNATED INSURED - NONCONTRIBUTING

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM
GARAGE COVERAGE FORM
MOTOR CARRIERS COVERGE FORM
TRUCKERS COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by this endorsement.

This endorsement identifies person(s) or organization(s) who are "insureds" under the Who Is An Insured Provision of the Coverage Form. This endorsement does not alter coverage provided in the Coverage form.

Schedule

Name of Person(s) or Organizations(s):

All persons or organizations with whom you have entered into a written contract or agreement prior to a loss

Regarding Designated Contract or Project:

Any contract or project as required by a written contract or agreement entered into prior to a loss.

Each person or organization shown in the Schedule of this endorsement is an "insured" for Liability Coverage, but only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured Provision contained in Section II of the Coverage Form.

The following is added to the **Other Insurance Condition:**

If you have agreed that this policy will be primary and without right of contribution from any insurance in force for an Additional Insured for liability arising out of your operations and the agreement was executed prior to the "bodily injury" or "property damage", then this insurance will be primary and we will not seek contribution from such insurance.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

BLANKET ADDITIONAL INSURED (ARCHITECTS, ENGINEERS AND SURVEYORS)

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

1. The following is added to **SECTION II – WHO IS AN INSURED:**

Any person or organization that you agree in a "written contract requiring insurance" to include as an additional insured on this Coverage Part, but:

- a. Only with respect to liability for "bodily injury", "property damage" or "personal injury"; and
- b. If, and only to the extent that, the injury or damage is caused by acts or omissions of you or your subcontractor in the performance of "your work" to which the "written contract requiring insurance" applies, or in connection with premises owned by or rented to you.

The person or organization does not qualify as an additional insured:

- c. With respect to the independent acts or omissions of such person or organization; or
- d. For "bodily injury", "property damage" or "personal injury" for which such person or organization has assumed liability in a contract or agreement.

The insurance provided to such additional insured is limited as follows:

- e. This insurance does not apply on any basis to any person or organization for which coverage as an additional insured specifically is added by another endorsement to this Coverage Part.
- f. This insurance does not apply to the rendering of or failure to render any "professional services".
- g. In the event that the Limits of Insurance of the Coverage Part shown in the Declarations exceed the limits of liability required by the "written contract requiring insurance", the insurance provided to the additional insured shall be limited to the limits of liability required by that "written contract requiring insurance". This endorsement does not increase the limits of insurance described in Section III – Limits Of Insurance.

- h. This insurance does not apply to "bodily injury" or "property damage" caused by "your work" and included in the "products-completed operations hazard" unless the "written contract requiring insurance" specifically requires you to provide such coverage for that additional insured, and then the insurance provided to the additional insured applies only to such "bodily injury" or "property damage" that occurs before the end of the period of time for which the "written contract requiring insurance" requires you to provide such coverage or the end of the policy period, whichever is earlier.

2. The following is added to Paragraph 4.a. of **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS:**

The insurance provided to the additional insured is excess over any valid and collectible other insurance, whether primary, excess, contingent or on any other basis, that is available to the additional insured for a loss we cover. However, if you specifically agree in the "written contract requiring insurance" that this insurance provided to the additional insured under this Coverage Part must apply on a primary basis or a primary and non-contributory basis, this insurance is primary to other insurance available to the additional insured which covers that person or organizations as a named insured for such loss, and we will not share with the other insurance, provided that:

- (1) The "bodily injury" or "property damage" for which coverage is sought occurs; and
- (2) The "personal injury" for which coverage is sought arises out of an offense committed;

after you have signed that "written contract requiring insurance". But this insurance provided to the additional insured still is excess over valid and collectible other insurance, whether primary, excess, contingent or on any other basis, that is available to the additional insured when that person or organization is an additional insured under any other insurance.

3. The following is added to Paragraph 8., **Transfer Of Rights Of Recovery Against Others To Us**, of SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS:

We waive any right of recovery we may have against any person or organization because of payments we make for "bodily injury", "property damage" or "personal injury" arising out of "your work" performed by you, or on your behalf, done under a "written contract requiring insurance" with that person or organization. We waive this right only where you have agreed to do so as part of the "written contract requiring insurance" with such person or organization signed by you before, and in effect when, the "bodily injury" or "property damage" occurs, or the "personal injury" offense is committed.

4. The following definition is added to the DEFINITIONS Section:

"Written contract requiring insurance" means that part of any written contract under which you are required to include a person or organization as an additional insured on this Coverage Part, provided that the "bodily injury" and "property damage" occurs and the "personal injury" is caused by an offense committed:

- a. After you have signed that written contract;
- b. While that part of the written contract is in effect; and
- c. Before the end of the policy period.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
X **Special Education**
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Amendment #1 to Agreement #16-209 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (Freeman/Sugden)

At the Board meeting of January 18, 2017, the Board of Trustees ratified Agreement #16-209 with the Ventura County Office of Education (VCOE) to provide support from Special Circumstances Paraeducators (SCP's) for Special Education student #JP030904 including Extended School Year, in the amount of \$4,435.11.

The original cost was miscalculated and it is necessary to increase Agreement #16-209 in the amount of \$2,221.42 for a total contract amount of \$6,656.53 for the 2016-17 school year.

Student: JP030904

FISCAL IMPACT:

\$2,221.42 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #16-209 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of \$2,221.42.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
 Agreement #16-209, Ventura County Office of Education (4 Pages)

AMENDMENT #1 TO OSD AGREEMENT #16-209

AMENDMENT TO AGREEMENT

September 12, 2017

Oxnard School District
Amendment to Agreement # OX51A

JP030904

Amendment to Special Circumstance Educational Support as specified below:

Estimated amount on original agreement was not accurately calculated.

4. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized educational support shall consist of Special Circumstances Paraeducator during transportation to and from school, 60 minutes a day.

6. The term of this contract shall begin 9/15/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	Previous: <u>2016-2017</u> (9/15/2016-6/30/2017)	+	CURRENT: <u>2017-2018</u>
	\$ <u>6,656.53</u>		\$ _____

Original estimated cost: \$ 4,435.11
Amount added/owed: \$ 2,221.42
Revised Total of Estimated Cost: \$ 6,656.53

Requested by: 
Program Manager

Date: 9.24.17

Approved by: _____
Director, Business Services

Date: _____

Accepted by: _____

Date: _____

Title: Director, Purchasing



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective **May 27, 2016** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard [REDACTED] School District**, hereinafter referred to as DISTRICT. GG111606

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, **Triton** School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 1944 min weekly.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 5/27/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2016-2017</u> (5/27/2016-6/30/2017)	UPCOMING: <u>2017-2018</u>
(including ESY, if applicable)	\$ <u>5,014.22</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 11/8/16

Estimated Cost \$ 5,014.22 (2016-2017 fiscal year)

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective September 15, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard [REDACTED] School District, hereinafter referred to as DISTRICT.

JP030904

1. This agreement pertains to providing exceptional service(s) for, [REDACTED], a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 60 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 day notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 9/15/2016 (IEP date: 9/14/2017), and continue thereafter on a continuing basis until the IEP/ of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2016-2017</u> (9/15/2016-6/30/2017)	UPCOMING: <u>2017-2018</u>
(including ESY, if applicable)	\$ <u>4,435.11</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD [REDACTED] SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 11/8/16

Estimated Cost \$ 4,435.11 (2016-2017 fiscal year)

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective **September 12, 2016** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard [REDACTED] School District**, hereinafter referred to as DISTRICT.

EN071309

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, **Los Nogales** School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of **Paraeducator performing Special Circumstances services through out the school day, 390 min daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin **9/12/2016** (IEP date=12/9/2015), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2016-2017</u> (9/12/2016-12/9/2016)	UPCOMING: <u>2017-2018</u>
(including ESY, if applicable)	\$ <u>15042.66</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD [REDACTED] SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 10/24/16

Estimated Cost \$ 15042.66 (for fiscal year 2016-2017)

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective August 18, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

JS010805

1. This agreement pertains to providing exceptional service(s) for, [redacted], a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services during transportation, Bus Aide 60 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 day notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 8/18/2016 (IEP date=5/10/2016), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2016-2017</u> (8/18/2016-5/10/2017)	UPCOMING: <u>2017-2018</u>
(including ESY, if applicable)	\$ <u>4,435.11</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 11/8/16

Estimated Cost \$ 4,435.11 (2016-2017 fiscal year)

Please submit **two** original copies Oxnard School District-Purchasing Department

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Amendment #1 to Agreement #16-264 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (Freeman/Sugden)

At the Board meeting of May 3, 2017, the Board of Trustees ratified Agreement #16-264 with the Ventura County Office of Education (VCOE) to provide support from Special Circumstances Paraeducators (SCP's) for Special Education student #OL083008 including Extended School Year, in the amount of \$14,125.89.

Amendment #1 in the amount of \$377.88 is necessary to cover additional costs through the end of the 2016-17 fiscal year, bringing the total contract amount to \$14,503.77.

Student: OL083008

FISCAL IMPACT:

\$377.88 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #16-264 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of \$377.88.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
 Agreement #16-264, Ventura County Office of Education (1 Page)



AMENDMENT #1 TO OSD AGREEMENT #16-264

AMENDMENT TO AGREEMENT

September 12, 2017

Oxnard School District

OL083008

Amendment to Agreement # OX72A

Amendment to Special Circumstance Educational Support as specified below:

Invoices have exceeded the original agreement's estimated amount.

4. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized educational support shall consist of Special Circumstances Paraeducator during transportation to and from school, 330 minutes a day.

6. The term of this contract shall begin 6/1/2017 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	Previous: <u>2016-2017</u> (6/1/2017-6/30/2017)	+	CURRENT: <u>2017-2018</u>
	\$ <u>377.88</u>		\$ _____

Original estimated cost: \$ 14,125.89

Amount added/owed: \$ 377.88

Revised Total of Estimated Cost: \$ 14,503.77

Requested by: [Signature]
Program Manager

Date: 9.24.17

Approved by: _____
Director, Business Services

Date: _____

Accepted by: _____

Date: _____

Title: Director, Purchasing



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective **March 20, 2017** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

OL083008

1. This agreement pertains to providing exceptional service(s) for [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, Penfield School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 330 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 3/20/2017 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2016-2017</u> (3/20/2017-6/30/2017)		UPCOMING: <u>2017-2018</u>
	\$ <u>14,125.89</u>	+	\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Lisa A. Franz
Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: 5-9-17

Date: 5/12/17

Estimated Cost \$ 14,125.89 (2016-2017 fiscal year)

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
X **Special Education**
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items** _____
F. Board Policies **1st Reading** _____ **2nd Reading** _____

**Ratification of Amendment #1 to Agreement #17-35 – Casa Pacifica School
(Freeman/Sugden)**

At the Board meeting of September 6, 2017, the Board of Trustees ratified Agreement #17-35 with Casa Pacifica, for Non-Public School services for student below for the 2017-2018 school year, in the amount not to exceed \$44,254.40.

Amendment #1 is required to cover the cost of Speech Therapy Services not included in the original agreement as follows:

\$128.00 hourly rate x 89 hours (.5 hours/day x 178 days) = \$11,392.00
(Including Extended School Year; ESY)

This increase brings the total agreement amount for 2017-18 to \$55,646.40.

Student: AS020603

FISCAL IMPACT:

\$11,392.00 – Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-35 with Casa Pacifica School, NPS, in the amount not to exceed \$11,392.00.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
 Agreement #17-35, Casa Pacifica School (4 Pages)

**AMENDMENT #1 TO AGREEMENT #17-35 with
CASA PACIFICA, NON-PUBLIC SCHOOL
November 1, 2017**

At the Board meeting of September 6, 2017, the Board of Trustees approved Agreement #17-35 with Casa Pacifica, for Non-Public School services for student below for the 2017-2018 school year, in the amount not to exceed \$44,254.40.

Amendment #1 is required to cover the cost of Speech Therapy Services not included in the original agreement as follows:

\$128.00 hourly rate x 89 hours (.5 hours/day x 178 days) = \$11,392.00
(Including Extended School Year; ESY)

This increase brings the total agreement amount for 2017-18 to \$55,646.40.

Student: AS020603

CASA PACIFICA, NON-PUBLIC SCHOOL, OXNARD, CA

By: _____
Michael Redard, Chief Financial Officer

Date: _____

OXNARD SCHOOL DISTRICT

By: _____
Lisa A. Franz, Director, Purchasing

Date: _____



OXNARD SCHOOL DISTRICT

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

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #17-35

THIS AGREEMENT made and entered into this 6th day of September 2017, by and between the OXNARD SCHOOL DISTRICT, hereinafter referred to as the District, and CASA PACIFICA SCHOOL, hereinafter referred to as the nonpublic, nonsectarian school.

WITNESSETH:

WHEREAS, the District is authorized by the provisions of the California Education Code, Section 56155 et seq., to contract with a nonpublic, nonsectarian school to provide services for certain pupils who are unable to benefit from regular education; and

WHEREAS, the District has determined, through evaluation and individual educational plans, that the following pupils are in need of such services;

Student: AS051306

NOW, THEREFORE, in consideration of their mutual promises contained herein, the parties hereto enter into a fixed price contract as follows:

1. The nonpublic school will provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the individual service agreement attached hereto and made a part hereof, and that the nonpublic, nonsectarian schools basic educational program and designated instruction and services shall be described in a written statement to be provided to the school district prior to the execution of this agreement.
2. Services shall be provided for the **2017-2018** school year at a daily rate of \$176 for 200 days; this includes 20 days of extended school year through July 13, 2018; individual counseling \$60.60 per hour for 2 hours a month for 12 months and a \$38 daily rate for round trip transportation; services not to exceed **\$44,254.40.**
3. The nonpublic school shall keep attendance of each pupil daily and shall report attendance monthly to the school district. Such attendance records shall be kept in a California State school register and copies of such register shall be filed with monthly invoices to the district within thirty (30) days after the close of the school month. Separate attendance registers shall be submitted for all designated instruction and services.



OXNARD SCHOOL DISTRICT

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AGREEMENT #17-35

Page 2

4. The nonpublic school will notify the school district of any change in a pupil's placement and/or address within three (3) days after the nonpublic school is informed of such changes.

5. The nonpublic school will report within three (3) days to the school district if a pupil is removed from the school by the placement agency, parent or legal guardian, or if a pupil absents himself/herself from school without permission for more than five (5) consecutive school days. For the purposes of the contract, a parent is the natural or adoptive parent, legal guardian or surrogate parent appointed by the district of residence when the courts have removed the parents educational rights.

6. The nonpublic school shall notify the school district when a pupil is absent for five (5) consecutive school days because of illness. Notification will be in writing.

7. *The nonpublic school will not be paid for excused absences due to changes in the ADA laws. These absences shall count as non-instructional days and not compensated at the daily rate.*

8. The nonpublic school shall prepare and submit to the school district year-end reports and other data required for the annual review on or before April 15 of the current school year. Forms for year-end and other required reports shall be provided by the school district via the computerized special education support program (SESP).

9. In consideration of the services to be rendered by the nonpublic, nonsectarian school, the district agrees to payment as follows:

All cost for this service, including intake, testing, tuition, and elective not to exceed **\$44,254.40** for **Student: AS051306.**

10. While engaged in carrying out and complying with the terms of this agreement, the nonpublic, nonsectarian school is an independent contractor and not an officer, agent, or employee of the district. The independent contractor will obtain a criminal record summary from the Department of Justice or a Department of Justice approved agency on all employees or contracted service providers who potentially have contact with students. This clearance will be completed prior to the person(s) first day of employment. No individual who has been convicted of a violent or serious felony as listed in subdivision C, of Section 1192.7 of the California Penal Code will be employed in any capacity that potentially involves contact with students. Nor will any person be employed who has been convicted of, or entered a plea of nolo contendere to charges of any sex offense as defined in Education Code 44011.



OXNARD SCHOOL DISTRICT

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AGREEMENT #17-35

Page 3

11. The school district may withhold payment to the nonpublic, nonsectarian school when, in the opinion of the district: (1) nonpublic school's performance in whole or in part, either has not been sufficient or is insufficiently documented, or: (2) nonpublic school has neglected, failed, or refused to provide information or to cooperate with the inspection, review or audit of the program conducted by nonpublic school or records relating thereto. The school district shall not withhold payments as specified in this paragraph unless the school district has notified the nonpublic, nonsectarian school, in writing, that nonpublic, nonsectarian school has not performed as specified herein. The notice shall specify that nonpublic, nonsectarian school has fourteen (14) days to make the required corrections. If, after the expiration of the fourteen (14) days, nonpublic, nonsectarian school has not corrected the situation as specified in the district's notice, the affected payments will be withheld and this agreement may be canceled for cause.

12. During the entire term of this agreement and any extension or modification thereof, the nonpublic school shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned automobiles operated by nonpublic school for the purposes of this agreement, of at least \$1,000,000 for each person and \$1,000,000 for each accident or occurrence from all damages arising out of death, bodily injury, sickness, or disease from any one accident or occurrence, and \$3,000,000 for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this contract, the nonpublic school shall provide the District with satisfactory evidence of insurance, naming the District as additional insured, including a provision for a twenty (20) calendar day written notice to District before cancellation or material change, evidencing the above specified coverage. The Nonpublic school shall at its own cost and expense, procure and maintain insurance under the Worker's Compensation Law of California. Said certificates shall specify that insurance shall not be canceled or changed in required limits unless the school district has been provided forty-five (45) days advance written notification of cancellation or change. The nonpublic, nonsectarian school shall also maintain Workers' Compensation Insurance coverage as required by law.

13. This Agreement, or any of its rights, obligations, provisions, or conditions, may not be assigned by either party without the written consent of the party.

14. This Agreement may be amended by mutual agreement of the parties and may be terminated by either party upon twenty (20) days advance notification.



OXNARD SCHOOL DISTRICT

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AGREEMENT #17-35

Page 4

IN WITNESS WHEREOF, the parties hereto have set their hands on the day and year first above written.

Date

Lisa A. Franz, Director, Purchasing
Oxnard School District

Date

Michael Redard, Chief Financial Officer
Casa Pacifica School, Nonpublic, Nonsectarian School

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Amendment #1 to Agreement #17-92 – Haynes Education Center & S.T.A.R. Academy (Freeman/Sugden)

At the Board meeting of August 23, 2017, the Board of Trustees ratified Agreement #17-92 with S.T.A.R. Academy and Haynes Education Center for Independent Education Evaluator services for the 2017-2018 school year, in the amount not to exceed \$30,000.00.

Amendment #1 increases the number of students who will receive compensatory services through the remainder of the 2017-18 fiscal year, in the amount not to exceed \$170,000.00, for a new total agreement amount of \$200,000.00.

FISCAL IMPACT:

\$170,000.00 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-92 with Haynes Education Center & S.T.A.R. Academy.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
Agreement #17-92, Haynes Education Center & S.T.A.R. Academy (18 Pages)

**AMENDMENT #1 TO AGREEMENT #17-92 with
S.T.A.R Academy and Haynes Education Center, IEE Provider
November 1, 2017**

At the Board meeting of August 23, 2017, the Board of Trustees ratified Agreement #17-92 with S.T.A.R. Academy and Haynes Education Center for Independent Education Evaluator services for the 2017-2018 school year, in the amount not to exceed \$30,000.00.

Amendment #1 increases the number of students who will receive compensatory services through the remainder of the 2017-18 fiscal year, in the amount not to exceed \$170,000.00, for a new total agreement amount of \$200,000.00.

S.T.A.R. Academy and Haynes Education Center

By: _____
Daniel Maydeck, CEO/President

Date: _____

OXNARD SCHOOL DISTRICT

By: _____
Lisa A. Franz, Director, Purchasing

Date: _____

OXNARD SCHOOL DISTRICT

Agreement #17-92

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 23rd day of August, 2017 by and between the Oxnard School District ("District") and Haynes Education Center & S.T.A.R Academy ("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 July 1, 2017 through June 30, 2018 (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 shall not exceed Thirty Thousand Dollars (\$30,000.00), per the hourly rate sheet attached, 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.

d (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: Amelia Sugden
 Phone: 805.385.1501, x2175
 Fax: 805.487.9648

To Consultant: Haynes Education Center & S.T.A.R. Academy
 PO Box 400
 La Verne, CA 91750
 Attention: Daniel Maydeck
 Phone: 909.593.2581
 Fax: 909.992.3018

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.** AMELIA SUGDEN shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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:

HAYNES EDUCATION CENTER & S.T.A.R. ACADEMY:

Lisa A. Franz
Signature

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

8-25-17
Date

Tax Identification Number: 95-6002318

[Signature]
Signature

Janet S. Maydek, CEO
Typed Name/Title

8/2/17
Date

Tax Identification Number: 95-1506150

- Not Project Related
- Project #17-92

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #17-92

SERVICES

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

***PER ATTACHED PROPOSAL/RATE SHEET**

III. During performance of the Services, Consultant will keep the District apprised 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 #17-92

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #17-92

COMPENSATION

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

Total compensation shall not exceed Thirty Thousand Dollars (\$30,000.00), per the hourly rate sheet attached, unless additional compensation is approved in writing by the District.

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 \$30,000.00, per the hourly rate sheet attached, as provided in Section 4 of this Agreement.

Not Project Related

Project #17-92

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #17-92

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 #17-92

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 #17-92

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #17-92

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, HAYNES EDUCATION CENTER & S.T.A.R. ACADEMY, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 8-25-17

By: 
Lisa A. Franz
Director, Purchasing



HAYNES

FAMILY OF PROGRAMS

EDUCATION CENTER
S.T.A.R. ACADEMY

Non-Public School & Non-Public Agency Services

Haynes Education Center (NPS) & S.T.A.R. Academy (NPA)

Rate Sheet – Home Based Services 2017-2018

(1) Academic Tutoring or Transition Services	\$80.00	Per Hour
(2) In-Home & Hospital (IHH) Services**	\$110.00	Per Hour
(3) Educational Counseling & Guidance – Individual	\$80.00 to \$120.00	Per Hour
a. Parent Training	\$80.00	Per Hour
b. Educational Counseling		
a. E.R.I.C.S. or E.R.M.H.S.	\$120.00	Per Hour
(4) Language and Speech Therapy – Individual		
a. Language & Speech Therapy	\$150.00	Per Hour
b. Language and Speech Assessment	\$1,750.00	Per Student
c. Language and Speech Assessment – Includes AAC Assessment	\$1,950.00	Per Student
(5) Occupational Therapy – Individual		
a. Occupational Therapy	\$150.00	Per Hour
b. Occupational Therapy Assessment	\$1,750.00	Per Student
(6) Behavior Intervention - School or Home Based		
a. Behavior Intervention Implementation (BII)	\$85.00	Per Hour
b. Behavior Intervention Development (BID) or Consultation	\$120.00	Per Hour
c. Functional Behavioral Assessment – One Location	\$1,750.00	Per Student
d. Functional Behavioral Assessment – Two Locations (School & Home)	\$1,950.00	Per Student
e. Functional Analysis Assessment	\$1,950.00	Per Student
(7) Orientation and Mobility Instruction, Visual Impairment or Deaf/Hard of Hearing	\$100.00	Per Hour
(8) Academic Achievement Test or Transition Assessment		
a. Woodcock Johnson III or IV	\$400.00	Per Student
b. Transition Assessment	\$1,700.00	Per Student
(9) Staff Placement (Daily Rate)		
a. Special Education Teachers	\$295	Per Diem

**In Home and Hospital (IHH) Services are provided by our Non-Public School (NPS) - Haynes Education Center. NPS Contract must be created.



CALIFORNIA DEPARTMENT OF EDUCATION
NOTICE OF NONPUBLIC, NONSECTARIAN AGENCY CERTIFICATION

Date: April 13, 2017
Site Administrator: Amy Deloera
Nonpublic Agency: S.T.A.R. Academy
NPA ID: 1A-19-497
Site Address: 233 W. Baseline Road
City: La Verne CA 91750
Maximum Capacity: 76+

2017 CERTIFICATION STATUS:

APPROVED [] Amended

Certified related services must be provided according to Title 5 of the California Code of Regulations, Section 3051 et. seq. Related services may not be provided in lieu of core academic direct instruction unless specifically stated on student IEPs.

EFFECTIVE DATES:

January 01, 2017 through December 31, 2017

Authorized Sites to Serve: [x] LEAs [x] NPA Sites [x] NPS Sites [] Virtual Services

Authorized to Provide the Following Related Services:

- [] APE [x] BII [x] LSDR [x] OT [] RS [x] VS [] LI
[] AS [x] CG [] MT [x] PCT [] SDTI [x] VECD [x] Other Services Authorized: Academic Tutoring
[] ATS [x] EE [] NMCRB [] PS [x] SW
[x] BID [] HNS [x] OM [] PT [] TS

Nonmedical Care Room and Board Approved Sites: [x] Residential Provider

The Leroy Haynes Center

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code Section 56366.

THOMAS WILLIAMSON

Interagency Nonpublic Schools and Agencies Unit
Special Education Division

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B. With respect to the insurance afforded to these additional insureds, the following is added to Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

**Ratification of Amendment #1 to Agreement #17-122 – MyTherapyCompany, LLC
(Freeman/Sugden)**

At the Board meeting of September 6, 2017, the Board of Trustees ratified Agreement #17-122 with MyTherapyCompany, LLC. to provide supplemental staffing to Special Education Services for the 2017-2018 school year, in the amount not to exceed \$30,000.00.

Amendment #1 increases Special Education funding in the amount of \$62,160.00 for a total agreement cost of \$92,160.00. The amendment is required to adjust the total expected cost through the end of the 2017-18 fiscal year.

FISCAL IMPACT:

\$62,160.00 (per attached rate sheet) - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #17-122 with MyTherapyCompany, LLC.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
 Agreement #17-122, MyTherapyCompany, LLC (17 Pages)

**AMENDMENT #1 TO AGREEMENT #17-122 with
MyTherapyCompany, LLC.**

November 1, 2017

At the Board meeting of September 6, 2017, the Board of Trustees ratified Agreement #17-122 with MyTherapyCompany, LLC. to provide supplemental staffing to Special Education Services for the 2017-2018 school year, in the amount not to exceed \$30,000.00.

Amendment #1 increases Special Education funding in the amount of \$62,160.00 for a total agreement cost of \$92,160.00. The amendment is required to adjust the total expected cost through the end of the 2017-18 fiscal year.

MyTherapyCompany, LLC.:

By: _____
Anthony Rintala, CEO

Date: _____

OXNARD SCHOOL DISTRICT

By: _____
Lisa A. Franz, Director, Purchasing

Date: _____

OXNARD SCHOOL DISTRICT

Agreement #17-122

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 6th day of September, 2017 by and between the Oxnard School District ("District") and MyTherapyCompany, LLC ("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 July 1, 2017 through July 30, 2018 (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 shall not exceed Thirty Thousand Dollars (\$30,000.00), per the hourly rate on attached rate sheet, 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: Amelia Sugden
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: MyTherapyCompany, LLC
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Attn: Pradeesh Thomas
Phone: 866.447.6916
Email: erobinson@thestepingstonesgroup.com

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.** AMELIA SUGDEN shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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:

Lisa A. Franz
Signature

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

9-29-17
Date

Tax Identification Number: 95-6002318

MYTHERAPYCOMPANY, LLC:

[Signature]
Signature

Anthony Rintala, CEO
Typed Name/Title

8/31/17
Date

Tax Identification Number: 20-8730727

- Not Project Related
- Project #17-122

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #17-122

SERVICES

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

Provide temporary service providers to Oxnard School District including Speech Language Pathologist, Speech Language Pathologist Assistant, Occupational Therapist and School Psychologist.

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

N/A

III. During performance of the Services, Consultant will keep the District apprised 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 #17-122

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #17-122

COMPENSATION

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

Total compensation shall not exceed Thirty Thousand Dollars (\$30,000.00), per the hourly rate on attached rate sheet, unless additional compensation is approved in writing by the District.

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 \$30,000.00, per the hourly rate on attached rate sheet, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #17-122

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-260

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 #17-122

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 #17-122

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #17-122

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, MYTHERAPYCOMPANY, LLC, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 9-29-17

By: Lisa A. Franz

Lisa A. Franz
Director, Purchasing

MTC THERAPY RATES

17-18SY

SLPA, COTA, PTA

Rate of \$64/hour

Speech and Language Services

Rate of \$82/hour

Occupational Therapy Services

Rate of \$72.50/hour

Physical Therapy Services

Rate of \$70/hour

School Psychologist Services

Rate of \$85/hour

SPED Instructors, SDC Teachers

Rate of \$67/hour



**CALIFORNIA DEPARTMENT OF EDUCATION
NOTICE OF NONPUBLIC, NONSECTARIAN AGENCY CERTIFICATION**

Date: November 18, 2016
 Site Administrator: Molly Shams
 Nonpublic Agency: My Therapy Company
 NPA ID: 2A-CO-001
 Site Address: 207 W Canyon Boulevard, Ste. 202
 City: Boulder CO 80302

Maximum Capacity: 75+

2017 CERTIFICATION STATUS:

CONDITIONAL *Amended*

A conditional certification indicates that the applicant has not met all the certification requirements. However, the applicant can continue serving publically placed students throughout the term of the certification.

EFFECTIVE DATES:

January 01, 2017 *through* December 31, 2017

Authorized Sites to Serve: LEAs NPA Sites NPS Site Virtual Services

Authorized to Provide the Following Related Services:

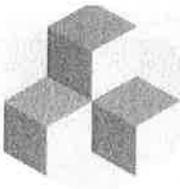
- | | | | | | | |
|------------------------------|------------------------------|--|--|-------------------------------|-------------------------------|---|
| <input type="checkbox"/> APE | <input type="checkbox"/> BII | <input checked="" type="checkbox"/> LSDR | <input checked="" type="checkbox"/> OT | <input type="checkbox"/> RS | <input type="checkbox"/> VS | <input type="checkbox"/> LI: |
| <input type="checkbox"/> AS | <input type="checkbox"/> CG | <input type="checkbox"/> MT | <input type="checkbox"/> PCT | <input type="checkbox"/> SDTI | <input type="checkbox"/> VECD | <input type="checkbox"/> Other Services Authorized: |
| <input type="checkbox"/> ATS | <input type="checkbox"/> EE | <input type="checkbox"/> NMCRB | <input checked="" type="checkbox"/> PS | <input type="checkbox"/> SW | | |
| <input type="checkbox"/> BID | <input type="checkbox"/> HNS | <input type="checkbox"/> OM | <input checked="" type="checkbox"/> PT | <input type="checkbox"/> TS | | |

Nonmedical Care Room and Board Approved Sites: Residential Provider

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code Section 56366.

DEBRA HESEMAN

Interagency Nonpublic Schools and Agencies Unit
 Special Education Division



ASSIGNMENT CONFIRMATION

August 1, 2017

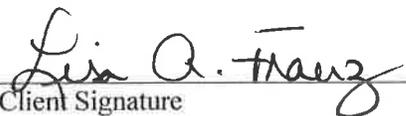
This Assignment Confirmation ("Agreement") made as of ~~July 27, 2017~~ by and between MyTherapyCompany, LLC a subsidiary of Pediatric Therapy Services, LLC, d/b/a The Stepping Stones Group ("Contractor") and, Oxnard School District ("Client"). The purpose of this Agreement is to establish rate and billing information for the candidate and their services listed below:

Employee's Name:	Jessica Campbell
Discipline:	Speech Language Pathologist Assistant
Billable Hours/Week:	8 hrs. per day/ 40 hrs. per week (180 days)
Bill Rate:	\$64.00 per hr.
Additional Info:	Kristin Haidet, Manager, Special Education 805-487-3918

Billing Information

A/P Contact Name and Title: Nida Fierro/Tony Johnson		
A/P Email Address: nfierro@oxnardsd.org/ajohnson@oxnardsd.org		
Mailing Address: 1051 South A St		
City: Oxnard	State: CA	Zip: 93030
A/P Phone Number: 805-385-1501 x2471/x2472		
<i>Client will be invoiced every two weeks via email unless otherwise indicated below. Invoices shall include a summary listing of employee hours for each of Contractor's employees contracted to Client during the bi-weekly billing period. If any specific billing requirements are desired by Client, please note them in the Special Billing Instructions below, otherwise standard bi-weekly invoicing delivered via email will be provided.</i>		
Special Billing Instructions:		

Non-Solicitation: During the term of this Agreement and for a period of two years after the termination of this Agreement, Client agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to Client or any candidate submitted by Contractor to Client. Client agrees that if they directly hire any contracted employee provided by the Contractor or candidate submitted by the Contractor there is a one-time fee equal to 20% of the employee's salary.


Client Signature

Director, Purchasing
Title

Lisa A. Franz
Name

9-29-17
Date



OXNARD SCHOOL DISTRICT

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

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #17-183

THIS AGREEMENT, made and entered into this 1st day of November 2017, by and between the OXNARD SCHOOL DISTRICT, hereinafter referred to as the District, and CASA PACIFICA SCHOOL, hereinafter referred to as the nonpublic, nonsectarian school.

WITNESSETH:

WHEREAS, the District is authorized by the provisions of the California Education Code, Section 56155 et seq., to contract with a nonpublic, nonsectarian school to provide services for certain pupils who are unable to benefit from regular education; and

WHEREAS, the District has determined, through evaluation and individual educational plans, that the following pupils are in need of such services;

Student: JE112705

NOW, THEREFORE, in consideration of their mutual promises contained herein, the parties hereto enter into a fixed price contract as follows:

1. The nonpublic school will provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the individual service agreement attached hereto and made a part hereof, and that the nonpublic, nonsectarian schools basic educational program and designated instruction and services shall be described in a written statement to be provided to the school district prior to the execution of this agreement.
2. Services shall be provided for the **2017-2018** school year at a daily rate of \$176 for 200 days; this includes 20 days of extended school year through July 13, 2018; Intensive Individualized services (1:1 Paraeducator) at a rate of \$30 per hour for 1500 minutes a week for 42 weeks, and a \$38 daily rate for round trip transportation for 200 days; services not to exceed **\$74,300.00.**
3. The nonpublic school shall keep attendance of each pupil daily and shall report attendance monthly to the school district. Such attendance records shall be kept in a California State school register and copies of such register shall be filed with monthly invoices to the district within thirty (30) days after the close of the school month. Separate attendance registers shall be submitted for all designated instruction and services.



OXNARD SCHOOL DISTRICT

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

AGREEMENT #17-183

Page 2

4. The nonpublic school will notify the school district of any change in a pupil's placement and/or address within three (3) days after the nonpublic school is informed of such changes.

5. The nonpublic school will report within three (3) days to the school district if a pupil is removed from the school by the placement agency, parent or legal guardian, or if a pupil absents himself/herself from school without permission for more than five (5) consecutive school days. For the purposes of the contract, a parent is the natural or adoptive parent, legal guardian or surrogate parent appointed by the district of residence when the courts have removed the parents' educational rights.

6. The nonpublic school shall notify the school district when a pupil is absent for five (5) consecutive school days because of illness. Notification will be in writing.

7. *The nonpublic school will not be paid for excused absences due to changes in the ADA laws. These absences shall count as non-instructional days and not compensated at the daily rate.*

8. The nonpublic school shall prepare and submit to the school district year-end reports and other data required for the annual review on or before April 15 of the current school year. Forms for year-end and other required reports shall be provided by the school district via the computerized special education support program (SESP).

9. In consideration of the services to be rendered by the nonpublic, nonsectarian school, the district agrees to payment as follows:

All cost for this service, including intake, testing, tuition, and elective not to exceed **\$74,300.00** for **Student: JE112705**

10. While engaged in carrying out and complying with the terms of this agreement, the nonpublic, nonsectarian school is an independent contractor and not an officer, agent, or employee of the district. The independent contractor will obtain a criminal record summary from the Department of Justice or a Department of Justice approved agency on all employees or contracted service providers who potentially have contact with students. This clearance will be completed prior to the person(s) first day of employment. No individual who has been convicted of a violent or serious felony as listed in subdivision C, of Section 1192.7 of the California Penal Code will be employed in any capacity that potentially involves contact with students. Nor will any person be employed who has been convicted of, or entered a plea of nolo contendere to charges of any sex offense as defined in Education Code 44011.



OXNARD SCHOOL DISTRICT

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

AGREEMENT #17-183

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11. The school district may withhold payment to the nonpublic, nonsectarian school when, in the opinion of the district: (1) nonpublic school's performance in whole or in part, either has not been sufficient or is insufficiently documented, or: (2) nonpublic school has neglected, failed, or refused to provide information or to cooperate with the inspection, review or audit of the program conducted by nonpublic school or records relating thereto. The school district shall not withhold payments as specified in this paragraph unless the school district has notified the nonpublic, nonsectarian school, in writing, that nonpublic, nonsectarian school has not performed as specified herein. The notice shall specify that nonpublic, nonsectarian school has fourteen (14) days to make the required corrections. If, after the expiration of the fourteen (14) days, nonpublic, nonsectarian school has not corrected the situation as specified in the district's notice, the affected payments will be withheld and this agreement may be canceled for cause.

12. During the entire term of this agreement and any extension or modification thereof, the nonpublic school shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned automobiles operated by nonpublic school for the purposes of this agreement, of at least \$1,000,000 for each person and \$1,000,000 for each accident or occurrence from all damages arising out of death, bodily injury, sickness, or disease from any one accident or occurrence, and \$3,000,000 for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this contract, the nonpublic school shall provide the District with satisfactory evidence of insurance, naming the District as additional insured, including a provision for a twenty (20) calendar day written notice to District before cancellation or material change, evidencing the above specified coverage. The Nonpublic school shall at its own cost and expense, procure and maintain insurance under the Worker's Compensation Law of California. Said certificates shall specify that insurance shall not be canceled or changed in required limits unless the school district has been provided forty-five (45) days advance written notification of cancellation or change. The nonpublic, nonsectarian school shall also maintain Workers' Compensation Insurance coverage as required by law.

13. This Agreement, or any of its rights, obligations, provisions, or conditions, may not be assigned by either party without the written consent of the party.

14. This Agreement may be amended by mutual agreement of the parties and may be terminated by either party upon twenty (20) days advance notification.



OXNARD SCHOOL DISTRICT
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AGREEMENT #17-183
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IN WITNESS WHEREOF, the parties hereto have set their hands on the day and year first above written.

Date

Lisa A. Franz, Director, Purchasing
Oxnard School District

Date

Michael Redard, Chief Financial Officer
Casa Pacifica School, Nonpublic, Nonsectarian School



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/1/2016

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 Tolman & Wiker Insurance Services LLC #0E52073 196 S. Fir Street PO Box 1388 Ventura CA 93002-1388		CONTACT NAME: Mirna Hubbs PHONE (A/C, No, Ext): (805) 585-6739 E-MAIL ADDRESS: mhubbs@tolmanandwiker.com FAX (A/C, No): (805) 585-6839															
INSURED Casa Pacifica Centers for Children and Families 1722 South Lewis Road Camarillo CA 93012-8520		<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A: Nonprofits' Insurance Alliance of</td> <td>11845</td> </tr> <tr> <td>INSURER B: Admiral Ins Co</td> <td>24856</td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Nonprofits' Insurance Alliance of	11845	INSURER B: Admiral Ins Co	24856	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
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INSURER E:																	
INSURER F:																	

COVERAGES CERTIFICATE NUMBER: 16/17 GL/AU/UMB/E&O 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 SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY		2016-03300-NPO	11/1/2016	11/1/2017	EACH OCCURRENCE	\$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR					DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000
	<input checked="" type="checkbox"/> INCLUDES SOCIAL SERVICES	<input checked="" type="checkbox"/>				MED EXP (Any one person)	\$ 20,000
	<input checked="" type="checkbox"/> PROFESSIONAL LIABILITY					PERSONAL & ADV INJURY	\$ 1,000,000
GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	\$ 3,000,000
POLICY <input type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC						PRODUCTS - COMP/OP AGG	\$ 3,000,000
OTHER:							\$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY		2016-03300-NPO	11/1/2016	11/1/2017	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO					BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS				BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS	<input type="checkbox"/> NON-OWNED AUTOS				PROPERTY DAMAGE (Per accident)	\$
							\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB	<input type="checkbox"/> OCCUR	2016-03300-UMB	11/1/2016	11/1/2017	EACH OCCURRENCE	\$ 10,000,000
	<input type="checkbox"/> EXCESS LIAB	<input type="checkbox"/> CLAIMS-MADE				AGGREGATE	\$ 10,000,000
	DED <input checked="" type="checkbox"/>	RETENTION \$ 10,000					\$
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	OTH-ER
ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH)						Y/N	N/A
If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. EACH ACCIDENT	\$
						E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
B	<input checked="" type="checkbox"/> MEDICAL PROFESSIONAL LIABILITY CLAIMS-MADE		E0000002683-13	11/1/2016	11/1/2017	PER CLAIM:	\$1,000,000
			RETRO DATE 10/5/2004			AGGREGATE:	\$3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Re: 2015-16 & 2016-17 NPS/NPA Master Contract with the Ventura County SELPA GL: Certificate Holder and VCOE are Additional Insured as respects to referenced project per form CG20260413. This Insurance is Primary to any other Insurance per form CG00010798. Endorsements apply only as required by written contract during the policy term.

CERTIFICATE HOLDER (805) 437-1599 msamples@vcoe.org Ventura County SELPA Attn: Mary Samples 5100 Adolfo Road Camarillo, CA 93012	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 Judy Diaz, ARM/MIRNAH 
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SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS

1. Bankruptcy

Bankruptcy or insolvency of the insured or of the insured's estate will not relieve us of our obligations under this Coverage Part.

2. Duties In The Event Of Occurrence, Offense, Claim Or Suit

a. You must see to it that we are notified as soon as practicable of an "occurrence" or an offense which may result in a claim. To the extent possible, notice should include:

- (1) How, when and where the "occurrence" or offense took place;
- (2) The names and addresses of any injured persons and witnesses; and
- (3) The nature and location of any injury or damage arising out of the "occurrence" or offense.

b. If a claim is made or "suit" is brought against any insured, you must:

- (1) Immediately record the specifics of the claim or "suit" and the date received; and
- (2) Notify us as soon as practicable.

You must see to it that we receive written notice of the claim or "suit" as soon as practicable.

c. You and any other involved insured must:

- (1) Immediately send us copies of any demands, notices, summonses or legal papers received in connection with the claim or "suit";
- (2) Authorize us to obtain records and other information;
- (3) Cooperate with us in the investigation or settlement of the claim or defense against the "suit"; and
- (4) Assist us, upon our request, in the enforcement of any right against any person or organization which may be liable to the insured because of injury or damage to which this insurance may also apply.

d. No insured will, except at that insured's own cost, voluntarily make a payment, assume any obligation, or incur any expense, other than for first aid, without our consent.

3. Legal Action Against Us

No person or organization has a right under this Coverage Part:

a. To join us as a party or otherwise bring us into a "suit" asking for damages from an insured; or

b. To sue us on this Coverage Part unless all of its terms have been fully complied with.

A person or organization may sue us to recover on an agreed settlement or on a final judgment against an insured obtained after an actual trial; but we will not be liable for damages that are not payable under the terms of this Coverage Part or that are in excess of the applicable limit of insurance. An agreed settlement means a settlement and release of liability signed by us, the insured and the claimant or the claimant's legal representative.

4. Other Insurance

If other valid and collectible insurance is available to the insured for a loss we cover under Coverages **A** or **B** of this Coverage Part, our obligations are limited as follows:

a. Primary Insurance

This insurance is primary except when **b.** below applies. If this insurance is primary, our obligations are not affected unless any of the other insurance is also primary. Then, we will share with all that other insurance by the method described in **c.** below.

b. Excess Insurance

This insurance is excess over:

- (1) Any of the other insurance, whether primary, excess, contingent or on any other basis:
 - (a) That is Fire, Extended Coverage, Builder's Risk, Installation Risk or similar coverage for "your work";
 - (b) That is Fire insurance for premises rented to you or temporarily occupied by you with permission of the owner;
 - (c) That is insurance purchased by you to cover your liability as a tenant for "property damage" to premises rented to you or temporarily occupied by you with permission of the owner; or
 - (d) If the loss arises out of the maintenance or use of aircraft, "autos" or watercraft to the extent not subject to Exclusion **g.** of Section **I** – Coverage **A** – Bodily Injury And Property Damage Liability.
- (2) Any other primary insurance available to you covering liability for damages arising out of the premises or operations for which you have been added as an additional insured by attachment of an endorsement.

When this insurance is excess, we will have no duty under Coverages **A** or **B** to defend the insured against any "suit" if any other insurer has a duty to defend the insured against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the insured's rights against all those other insurers.

When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:

- (1) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and
- (2) The total of all deductible and self-insured amounts under all that other insurance.

We will share the remaining loss, if any, with any other insurance that is not described in this Excess Insurance provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage Part.

c. Method Of Sharing

If all of the other insurance permits contribution by equal shares, we will follow this method also. Under this approach each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any of the other insurance does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.

5. Premium Audit

- a. We will compute all premiums for this Coverage Part in accordance with our rules and rates.
- b. Premium shown in this Coverage Part as advance premium is a deposit premium only. At the close of each audit period we will compute the earned premium for that period. Audit premiums are due and payable on notice to the first Named Insured. If the sum of the advance and audit premiums paid for the policy period is greater than the earned premium, we will return the excess to the first Named Insured.
- c. The first Named Insured must keep records of the information we need for premium computation, and send us copies at such times as we may request.

6. Representations

By accepting this policy, you agree:

- a. The statements in the Declarations are accurate and complete;
- b. Those statements are based upon representations you made to us; and
- c. We have issued this policy in reliance upon your representations.

7. Separation Of Insureds

Except with respect to the Limits of Insurance, and any rights or duties specifically assigned in this Coverage Part to the first Named Insured, this insurance applies:

- a. As if each Named Insured were the only Named Insured; and
- b. Separately to each insured against whom claim is made or "suit" is brought.

8. Transfer Of Rights Of Recovery Against Others To Us

If the insured has rights to recover all or part of any payment we have made under this Coverage Part, those rights are transferred to us. The insured must do nothing after loss to impair them. At our request, the insured will bring "suit" or transfer those rights to us and help us enforce them.

9. When We Do Not Renew

If we decide not to renew this Coverage Part, we will mail or deliver to the first Named Insured shown in the Declarations written notice of the nonrenewal not less than 30 days before the expiration date.

If notice is mailed, proof of mailing will be sufficient proof of notice.

SECTION V – DEFINITIONS

1. "Advertisement" means a notice that is broadcast or published to the general public or specific market segments about your goods, products or services for the purpose of attracting customers or supporters.
2. "Auto" means a land motor vehicle, trailer or semi-trailer designed for travel on public roads, including any attached machinery or equipment. But "auto" does not include "mobile equipment".
3. "Bodily injury" means bodily injury, sickness or disease sustained by a person, including death resulting from any of these at any time.
4. "Coverage territory" means:
 - a. The United States of America (including its territories and possessions), Puerto Rico and Canada;

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B.** With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
 Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ **2nd Reading** _____

Ratification of Agreement #17-186 – Briggs Elementary School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Briggs Elementary School District student #VH121010 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement.

Student: VH121010

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

Tuition Base Rate for 180 days:	\$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
Extended School Year.(ESY):	\$88.00 per diem x 20 days = \$1,760.00
Transportation:	Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-186 with Briggs Elementary School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-186, Briggs Elementary School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 8-16-17 is made by and between the Oxnard School District and the Briggs Elementary School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for, **VH121010**, a Special Education pupil (“Student”) who is a resident of Briggs Elementary School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. BRIGGS ELEMENTARY SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = **\$25,768.59** (*Does not include a one-time **\$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2015-2016 for above named student.**)

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- One-time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: VH121010

Services:

Oxnard School District will receive the following reimbursement:

Base Rate for 180 days:	\$25,768.59 – \$9,964.00 (ADA) = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760.00

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-*based on IEP date*: CURRENT: 2017-2018

UPCOMING: 2018-2019

Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by the VCOE and will be billed to the district of residence by the SELPA. Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies BRIGGS ELEMENTARY SCHOOL DISTRICT on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin 2017-2018 (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, Section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other

reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

- 9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

BRIGGS ELEMENTARY SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

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

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Briggs Elementary School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Briggs Elementary School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Briggs Elementary School District** pupils being served in the Oxnard program; (L) providing to **Briggs Elementary School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Briggs Elementary School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
 - Closed Session _____
 - A-1. Preliminary _____
 - A-II. Reports _____
 - B. Hearings _____
 - C. Consent Agenda _____
 - D. Action Items _____
 - F. Board Policies 1st Reading _____ 2nd Reading _____
- Agreement Category:**
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities

Ratification of Agreement #17-188 – Fillmore Unified School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Fillmore Unified School District student #JC111411 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement.

Student: JC111411

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

- Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
- Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
- Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-188 with Fillmore Unified School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-188, Fillmore Unified School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 08-16-17 is made by and between the Oxnard School District and the Fillmore Unified School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for **JC111411**, a Special Education pupil (“Student”) who is a resident of Fillmore School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. FILLMORE UNIFIED SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = **\$25,768.59 (*Does not include a one-time \$1,700.00 per student cost for Personal Equipment Setup as this was already contributed in 2016-2017 for above named student.)**

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- One time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: JC111411

Services:

Base Rate for 180 days:	\$25,768.59 – 9,964.00 = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760.00

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-based on IEP date: CURRENT: 2017-2018

UPCOMING: 2018-2019

Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by the VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of

each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Fillmore Unified School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin 2017-2018 (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

FILLMORE UNIFIED SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

Typed Name/Title

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Fillmore Unified School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Fillmore Unified School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Fillmore Unified School District** pupils being served in the Oxnard program; (L) providing to **Fillmore Unified School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Fillmore Unified School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
 - Closed Session _____
 - A-1. Preliminary _____
 - A-II. Reports _____
 - B. Hearings _____
 - C. Consent Agenda _____
 - D. Action Items _____
 - F. Board Policies 1st Reading _____ 2nd Reading _____
- Agreement Category:**
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities

Ratification of Agreement #17-189 – Hueneme School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Hueneme School District student #VN042612 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement.

Student: VN042612

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

- Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
- Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
- Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-189 with Hueneme School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-189, Hueneme School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 8-16-17 is made by and between the Oxnard School District and the Hueneme School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for **VN042612**, a Special Education pupil (“Student”) who is a resident of Hueneme School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. HUENEME SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = \$25,768.59 (***Does not include a one-time \$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2016-2017 for above named student.**)

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88.00 per diem
- One time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: VN042612

Services:

Base Rate for 180 days:	\$25,768.59 – \$9,964.00 (ADA) = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760.00

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-based on IEP date:	CURRENT: <u>2017-2018</u>	UPCOMING: <u>2017-2018</u>
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Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of

each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Hueneme School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin **2017-2018** (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

HUENEME SCHOOL DISTRICT

OXNARD SCHOOL DISTRICT

Signature

Signature

Typed Name/Title

Typed Name/Title

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Hueneme School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Hueneme School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Hueneme School District** pupils being served in the Oxnard program; (L) providing to **Hueneme School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Hueneme School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
 - Closed Session _____
 - A-1. Preliminary _____
 - A-II. Reports _____
 - B. Hearings _____
 - C. Consent Agenda _____
- Agreement Category:**
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
 - F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #17-190 – Hueneme School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Hueneme School District student #SP061913 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement.

Student: SP061913

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

- Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
- Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
- Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-190 with Hueneme School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-190, Hueneme School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 8-16-17 is made by and between the Oxnard School District and the Hueneme School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for **SP061913**, a Special Education pupil (“Student”) who is a resident of Hueneme School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. HUENEME SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = \$25,768.59 (***Does not include a one-time \$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2016-2017 for above named student.**)

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- One time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: SP061913

Services:

Base Rate for 180 days:	\$25,768.59– \$9,964.00 (ADA) = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-based on IEP date:	CURRENT: <u>2017-2018</u>	UPCOMING: <u>2018-2019</u>
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Total:	\$17,564.59
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All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Hueneme School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin **2017-2018** (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to

indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

- 9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

HUENEME SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT"

Signature

Signature

Typed Name/Title

Typed Name/Title

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Hueneme School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Hueneme School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Hueneme School District** pupils being served in the Oxnard program; (L) providing to **Hueneme School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Hueneme School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
 - Closed Session _____
 - A-1. Preliminary _____
 - A-II. Reports _____
 - B. Hearings _____
 - C. Consent Agenda _____
 - D. Action Items _____
 - F. Board Policies 1st Reading _____ 2nd Reading _____
- Agreement Category:**
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities

Ratification of Agreement #17-191 – Hueneme School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Hueneme School District student #SM081713 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement.

Student: SM081713

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

- Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
- Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
- Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-191 with Hueneme School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-191, Hueneme School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 8-16-17 is made by and between the Oxnard School District and the Hueneme School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for **SM081713**, a Special Education pupil (“Student”) who is a resident of Hueneme School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. HUENEME SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = \$25,768.59 (***Does not include a one-time \$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2016-2017 for above named student.**)

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- One time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: SM081713

Services:

Base Rate for 180 days:	\$25,768.59 – \$9,964.000 (ADA) = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-*based on IEP date:* CURRENT: 2017-2018 UPCOMING: 2018-2019

Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Hueneme School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin **2017-2018** (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to

indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

- 9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

HUENEME SCHOOL DISTRICT

OXNARD SCHOOL DISTRICT

Signature

Signature

Typed Name/Title

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

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Hueneme School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Hueneme School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Hueneme School District** pupils being served in the Oxnard program; (L) providing to **Hueneme School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Hueneme School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary.

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #17-192 – Ocean View School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Ocean View School District student #JM060311 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil’s individual educational plan as specified in the Individual Service Agreement.

Student: JM060311

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-192 with Ocean View School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-192, Ocean View School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 8-16-17 is made by and between the Oxnard School District and the Ocean View School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for student **JM060311**, a Special Education pupil (“Student”) who is a resident of Ocean View School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. OCEAN VIEW SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = **\$25,768.59** (*Does not include a one-time **\$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2015-2016 for above named student**).

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ _____

Student: JM060311

Services:

Base Rate for 180 days: \$25,768.59 – \$9,964.00 (ADA) = \$15,804.59

Extended School Yr. (ESY): \$88 per diem x 20 days = \$1,760.00

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-*based on IEP date*: CURRENT: 2017-2018

UPCOMING: 2017-2018

Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by the VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Ocean View School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin 2017-2018 (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other

reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

- 9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

OCEAN VIEW SCHOOL DISTRICT

OXNARD SCHOOL DISTRICT

Signature

Signature

Typed Name/Title

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

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Ocean View School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Ocean View School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Ocean View School District** pupils being served in the Oxnard program; (L) providing to **Ocean View School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Ocean View School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
 Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #17-193 – Pleasant Valley School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Pleasant Valley School District student #LA101809 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement.

Student: LA101809

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59
Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00
OT Services: \$78.72 per hour x 640 minutes (10.666 hrs) yearly = \$839.63
Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for Educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$18,404.22**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-193 with Pleasant Valley School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-193, Pleasant Valley School District (3 Pages)

previous year; and (b) Oxnard School District notifies Pleasant Valley School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin **2017-2018** (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

PLEASANT VALLEY SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Date

Date

Total Cost: \$18,404.27

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Pleasant Valley School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Pleasant Valley School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Pleasant Valley School District** pupils being served in the Oxnard program; (L) providing to **Pleasant Valley School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Pleasant Valley School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
 Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #17-194 – Pleasant Valley School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Pleasant Valley School District student #AL082012 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement.

Student: AL082012

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59

Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00

Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for Educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-194 with Pleasant Valley School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-194, Pleasant Valley School District (3 Pages)

fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin **2017-2018** (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any

of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

PLEASANT VALLEY SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

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

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Pleasant Valley School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Pleasant Valley School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Pleasant Valley School District** pupils being served in the Oxnard program; (L) providing to **Pleasant Valley School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Pleasant Valley School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- | | | | |
|--------------|--|-------|-------------------------------------|
| | Study Session: | _____ | |
| | Closed Session | _____ | |
| A-1. | Preliminary | _____ | |
| A-II. | Reports | _____ | |
| B. | Hearings | _____ | |
| C. | Consent Agenda | _____ | Agreement Category: |
| | | | ___ Academic |
| | | | ___ Enrichment |
| | | | <u>X</u> Special Education |
| | | | ___ Support Services |
| | | | ___ Personnel |
| | | | ___ Legal |
| | | | ___ Facilities |
| D. | Action Items | _____ | |
| F. | Board Policies 1st Reading | _____ | 2nd Reading _____ |

Ratification of Agreement #17-195 – Rio School District for Oxnard School District to provide DHH Services (Freeman/Sugden)

Oxnard School District will provide services for Rio School District student #SG092208 for the 2017-2018 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction, which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement.

Student: SG092208

FISCAL IMPACT:

Oxnard School District will receive the following reimbursement:

Tuition Base Rate for 180 days: \$25,768.59 - \$9,964.00 (*ADA) = \$15,804.59

Extended School Yr. (ESY): \$88.00 per diem x 20 days = \$1,760.00

Transportation: Responsibility of District of Residence

**Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for Educating Student while placed in OSD and receiving exceptional services.*

Grand Total: **\$17,564.59**

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-195 with Rio School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-195, Rio School District (3 Pages)



INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement (“Agreement”), effective 08-16-17 is made by and between the Oxnard School District and the Rio School District (“District of Residence”).

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for, **SG092208**, a Special Education pupil (“Student”) who is a resident of Rio School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student’s individualized education program (“IEP”).
3. RIO SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2017-2018 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = \$25,768.59 **(*Does not include a one-time \$1,700.00 per student cost for Personal Equipment Setup, as this was already contributed in 2016-2017 for above named student.)**

*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$86.47 per hour
- Counseling Services: \$82.75 per hour
- Occupational Therapy (Nonpublic Agency provided): \$78.72 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$89.49 per hour
- ESY Rate: \$88 per diem
- One time Equipment Fee, \$1,700 (Future fees dependent on actual cost)
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$_____

Student: SG092208

Services:

Prorated Base Rate for 180 days:	\$25,768.59 – \$9,964.00 (ADA) = \$15,804.59
Extended School Yr. (ESY):	\$88 per diem x 20 days = \$1,760

*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-*based on IEP date*: CURRENT: 2017-2018 UPCOMING: 2018-2019

Total: **\$17,564.59**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by the VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.

The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Rio School District on or before June 30th of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin 2017-2018 (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:

RIO SCHOOL DISTRICT:

OXNARD SCHOOL DISTRICT:

Signature

Signature

Typed Name/Title

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

Date

Date

Total Cost: \$17,564.59

SCOPE OF SERVICES

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Rio School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Rio School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Rio School District** pupils being served in the Oxnard program; (L) providing to **Rio School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Rio School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
 X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #17-196 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (Freeman/Sugden)

It is recommended that the Board of Trustees ratify the service agreements with Ventura County Office of Education (VCOE) for the 2017-2018 school year, to provide exceptional services to special education students that consist of support from Special Circumstances Paraeducators (SCP's), including Extended School Year.

Students 2017-2018:

BE053005	\$68,678.40
JP030904	\$63,974.40
IO111109	\$26,028.80

FISCAL IMPACT:

\$158,681.60 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-196 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of \$158,681.60.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-196, Ventura County Office of Education (3 Pages)



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **August 16, 2017** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
BE053005

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 330 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 8/16/2017 (IEP date=5/23/2017), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: <u>2017-2018</u> (8/16/2017-6/30/2018)	UPCOMING:
	\$ <u>68,678.40</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 68,678.40 (2017-2018 fiscal year)

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective **September 7, 2017** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
IP030904

1. This agreement pertains to providing exceptional service(s) for, [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, Foster School a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 60 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 day notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 9/7/2017 (IEP date), and continue thereafter on a continuing basis until the IEP/ of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2017-2018</u> (9/7/2017-6/30/2018)	UPCOMING: <u>2018-2019</u>
(including ESY, if applicable)	\$ <u>63,974.40</u>	+ \$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD ELEMENTARY SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 63,974.40 (2017-2018 fiscal year)

Please submit **two** original copies Oxnard School District-Purchasing Department



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Supports

This Agreement, effective **August 16, 2017** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT. IO111109

1. This agreement pertains to providing exceptional service(s) for [REDACTED] a Special Education pupil who is a resident of DISTRICT and currently attends, **Dwire School** a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of **Paraeducator performing Special Circumstances Educational Support through out the school day, 330 minutes daily.**

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin **8/16/2017** (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: (including ESY, if applicable)	CURRENT: 2017-2018 (8/16/2017 – 12/15/2017)		UPCOMING: 2018-2019
	\$ <u>26,028.80</u>	+	\$ _____

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 26,028.80 (fiscal year 2017-2018 only)

Please submit **two** original copies Oxnard School District-Purchasing Department

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

**Ratification of Agreement #17-200 – Hayden Consultation Services Inc.
(Freeman/Sugden)**

Hayden Consultation Services Inc. will provide Independent Educational Evaluation Services to the Special Education Department during the 2017-2018 academic year to complete comprehensive independent educational evaluations.

FISCAL IMPACT:

Not to exceed \$30,000.00 (per attached Rate Sheet) - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #17-200 with Hayden Consultation Services Inc.

ADDITIONAL MATERIAL(S):

Attached: Agreement #17-200, Hayden Consultation Services Inc. (13 Pages)
Rate Sheet (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #17-200

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 1st day of November, 2017 by and between the Oxnard School District (“District”) and Hayden Consultation Services 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 August 1, 2017 through June 30, 2018 (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 shall not exceed Thirty Thousand Dollars (\$30,000.00), per hourly fees as listed, 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: Amelia Sugden
Phone: 805.385.1501, x2175
Fax: 805.487.9648

To Consultant: Hayden Consultation Services Inc.
1000 Paseo Camarillo, Suite 114
Camarillo, CA 93010
Attention: Jeffery Hayden
Phone: (805) 701.1254
Fax: (805) 445.2926
Email: jlh@haydenconsultants.org

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.** AMELIA SUGDEN shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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:

HAYDEN CONSULTATION SERVICES INC.:

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 #17-200

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #17-200

SERVICES

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

***Provide Independent Educational Evaluation Services during the 2017-18 school year per attached Proposal/Rate Sheet**

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

***Provide Independent Educational Evaluation Services during the 2017-18 school year per attached Proposal/Rate Sheet**

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 #17-200

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #17-200

COMPENSATION

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

Total compensation shall not exceed Thirty Thousand Dollars (\$30,000.00), per hourly fees as listed, unless additional compensation is approved in writing by the District.

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 \$30,000.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #17-200

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #17-200

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.~~ ***NOTE: Consultant's insurance does not include Abuse/Molestation coverage and Consultant will be accompanied by a Special Education Services Department employee while performing Evaluation services covered under this agreement.**

(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 #17-200

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 #17-200

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #17-200

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, **HAYDEN CONSULTATION SERVICES INC.**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

Hayden Consultation Services, Inc.

Lisa J. Hayden, Psy.D.

PSY 17034

Jeffery L. Hayden, Ph.D., BCBA-D

BACB 01-04-1834

HCSI Fee Structure

CLIENT SERVICES	HOURLY RATE					
	BCBA-D Director-Level	BCBA-D	BCBA	BCABA*/ BMA*	RBT/Beh. Consultant	Beh. Therapist
Assessment & Program Development						
FBA (Record review, stakeholder interviews, assessment [indirect, descriptive and/or functional analysis], data analysis, written report, meeting attendance, BIP collaboration)	\$200.00	\$175.00	\$125.00	N/A	N/A	N/A
Behavioral Assessment/Consultation (record review, stakeholder interview, observation/assessment, written report, meeting attendance, support plan collaboration)	\$200.00	\$175.00	\$125.00	\$70.00	N/A	N/A
Support Plan Development	\$200.00	\$175.00	\$125.00	\$70.00	N/A	N/A
Program Management					N/A	N/A
Case Supervision/Oversight (fidelity assessment, staff training, data collection/analysis, report writing)	\$200.00	\$175.00	\$125.00	\$70.00	N/A	N/A
Meeting attendance	\$200.00	\$175.00	\$125.00	\$70.00	\$60.00	\$50.00
Stakeholder training (e.g., parent)	\$200.00	\$175.00	\$125.00	\$70.00	N/A	N/A
Program Implementation (i.e., Treatment)						
One-to-one services	\$200.00	\$175.00	\$125.00	\$70.00	\$60.00	\$50.00
Group Services (per client)						
Behavioral Treatment	\$70.00	\$60.00	\$50.00	\$35.00	\$30.00	\$25.00
Social Skills Training/Facilitation	\$70.00	\$60.00	\$50.00	\$35.00	\$30.00	\$25.00
Parent Training/Psycho-ed	\$70.00	\$60.00	\$50.00	\$35.00	N/A	N/A

***** Please note that we enter into specially negotiated contracts with school districts and with insurance carriers. These contracted rates often differ from those published here and may not be disclosed to the public.**

HCSI Fee Structure

OTHER PROFESSIONAL SERVICES	RATE PER HOUR			NOTES/COMMENTS
	BCBA-D Director-Level	BCBA-D	BCBA	
Agency or Individual Consultation	\$200.00	\$175.00	\$125.00	Both onsite and remote
Group Training (staff, parent, etc.)	\$200.00	\$175.00	\$125.00	Does not include cost of training materials; Customized package training available at negotiated rate
Independent Evaluation	\$200.00	N/A	N/A	
Expert Witness	\$250.00	N/A	N/A	
OTHER FEES	ALL STAFF			NOTES/COMMENTS
Travel				
Airfair	Cost			At economy rate for travel of 3 hours or less
Mileage	.50 per mile			
Per Diem	\$60.00			
Lodging	Cost			
Parking	Cost			
Rental Car/Ground Transportation/Fuel	Cost			Economy rate
Travel Time	\$50.00			rate per hour of travel time outside operating areas

***** Please note that we enter into specially negotiated contracts with school districts and with insurance carriers. These contracted rates often differ from those published here and may not be disclosed to the public.**

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Lease-Leaseback Agreements #17-209, #17-210, and #17-211 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Brekke Kindergarten Project (Dr. Morales/Fateh/CFW)

The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Brekke Kindergarten Project (“Project”). The Project includes the construction of a modular two-classroom building at the existing Norman R. Brekke Elementary School site.

This Agenda Item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the Brekke Kindergarten Project.

The LLB delivery method requires three separate agreements, the Construction Services Agreement, the Site Lease, and a Sublease:

- The Construction Services Agreement sets forth the terms, conditions, and scope of work indicated in the DSA approved construction and contract documents for the school site.
(Construction Services Agreement #17-209)
- The Site Lease Agreement leases the Norman R. Brekke Elementary School (property) to Viola Inc., and requires that they complete the facilities improvements as indicated in the Construction Services Agreement under the terms of the Lease
(Site Lease Agreement #17-210)
- The Sublease Agreement subleases the property from Viola Inc., back to the Oxnard School District for operational use and access to the facilities after completing construction. The Sublease requires the District to make lease payments to Viola Inc. that constitute the financing provided by the contractor under the LLB model.

(Site Sublease Agreement #17-211)

FISCAL IMPACT

The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Brekke as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price ("GMP") of:

Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00) to be paid out of Master Construct and Implementation Funds.

The GMP Contingency amount indicated above is included in the total GMP amount. The GMP Contingency is controlled by the District to accommodate scope gaps, unforeseen conditions and/or discrepancies in the plans and specifications (including the Architect's errors and omissions) without requiring an amendment to the GMP.

The Agreements will be funded using the Master Construct & Implementation Funds. All expenditures related to the proposed agreements will be cost coded to Brekke Kindergarten Project under the object code 06270 – Main Construction Costs.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve Lease-Leaseback Agreements #17-209, #17-210 and #17-211, with Viola Inc., to provide Construction Services related to the Brekke Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code.

ADDITIONAL MATERIAL(S):

Attached:

- *Construction Services Agreement #17-209 (25 Pages)*
- *Site Lease Agreement #17-210 (9 Pages)*
- *Site Sublease Agreement #17-211 (14 Pages)*

#17-209

CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this 1st day of November, 2017, by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") and Viola Inc., a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93030 (hereinafter referred to as "Contractor").

WHEREAS, the District will operate Brekke Elementary School, located at 1400 Martin Luther King Jr. Drive, Oxnard, California 93030 (hereinafter referred to as the "School Facility"); and

WHEREAS, the District desires to construct new facilities and improvements (as more fully described below) at those portions of the School Facility identified in the Site Lease, as defined in Section 1H below (the "Site"); and

WHEREAS, the District has determined that it is in its best interests to pursue the improvements to the School Facility through the lease-leaseback method of project delivery pursuant to California Education Code §17406 which permits the governing board of the District, without advertising for bids, to lease to Contractor property owned by the District if the instrument by which property is leased requires the lessee to construct, or provide for the construction, on the leased property, of a facility for the use of the District during the term of the lease, and provides that title to that facility shall vest in the District at the expiration of the lease; and

WHEREAS, the District desires to finance a portion of the improvements utilizing the lease/leaseback methodology; and

WHEREAS, the District has conducted an RFQ process by which it selected Contractor; and

WHEREAS, the District intends to undertake work to improve the School Facility, the scope of which is generally described in **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended, which is

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incorporated herein (the "General Conditions"), and the Construction Documents. The term "Contract Documents" shall include all modifications and addenda thereto.

- D. **Guaranteed Maximum Price.** The term "Guaranteed Maximum Price" or "GMP" as used in this Agreement means the Guaranteed Maximum Price established pursuant to Section 5 of this Agreement to be used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease, subject only to any adjustments for Extra Work/Modifications as provided in Section 10 of this Agreement.
- E. **Preconstruction Services.** The term "Preconstruction Services" as used in this agreement means to retain a professional construction firm (hereafter "CONTRACTOR") to provide certain professional pre-construction services, as described in **Exhibit B** related to the Project plans and specifications for the purpose of designing the project within budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect.
- F. **Project.** The term "Project" shall mean the improvements and facilities to be constructed and installed by Contractor at the School Facility which will result in complete and fully operational facilities as more fully set forth on **Exhibit A** attached hereto.
- G. **Project Manual.** The term "Project Manual" shall mean the compilation of the Specification sections including Division 0, Procurement and Contracting Requirements, Division 1 General Requirements, and technical specifications Division 2 through 33 prepared by the Architect and approved by the District, the DSA, or other regulatory agencies which show or describe the location, character, dimensions or details for the Project, which shall be delivered to Contractor upon execution of this Agreement.
- H. **Site.** The term "Site" as used in this Agreement shall mean those certain parcels of real property and improvements thereon (if any) more particularly described in **Exhibit A** to the Site Lease.
- I. **Site Lease.** The term "Site Lease" as used in this Agreement shall mean the certain Site Lease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District leases the Site to Contractor.

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- J. **Specifications.** The term “Specifications” shall mean those numbered specifications set forth in the Project Manual which shall accompany this Agreement and which are incorporated by reference herein. Individual Specifications may be referred to by their specification number as set forth in the Project Manual.
- K. **Subcontractor.** As used in this Agreement, the term “Subcontractor” means any person or entity, including trade contractors, who have a contract with Contractor to perform any of the Construction.
- L. **Sublease.** The term “Sublease” as used in this Agreement shall mean the certain Sublease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District subleases the Site from Contractor.
- M. **Sublease Payments.** The term “Sublease Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.
- N. **Tenant Improvement Payments.** The term “Tenant Improvement Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.

SECTION 2. CONTRACTOR’S DUTIES AND STATUS

Contractor covenants with the District to furnish reasonable skill and judgment in constructing the Project. Contractor agrees to furnish efficient business administration and superintendence and to furnish at all times an adequate supply of professionals, workers, and materials and to perform the work appropriately, expeditiously, economically, and consistent with the Contract Documents.

SECTION 3. ADDITIONAL SERVICES

If the District requests Contractor to perform additional services not described in this Agreement, Contractor shall provide a cost estimate and a written description of the additional work necessary to complete such additional services. The cost for such additional services shall be negotiated and agreed upon in writing in advance of Contractor performing or contracting for such additional services, and such cost shall be used to adjust the GMP established pursuant to Section 5 hereof. In the absence of a written agreement, the District will not compensate Contractor for additional services, will not adjust the GMP for such additional services, and Contractor will not be required to perform them. It is understood and agreed that if Contractor performs any services that it claims are additional services without receiving prior written approval from the District Board of Trustees, Contractor shall not be paid for such claimed additional services and the GMP will not be adjusted. Nothing in this Agreement shall be construed as

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limiting the valuation of such additional services and amount that the GMP will be adjusted for such additional services, should a written agreement for such services be executed by the parties. Notwithstanding the foregoing, Contractor shall not be entitled to compensation, nor will the GMP be adjusted, for additional services required as a result of Contractor's acts, errors or omissions.

SECTION 4. OWNERSHIP OF PLANS AND DOCUMENTS

All original field notes, written reports, drawings, specifications, Construction Documents, and other documents, produced or developed for the Project are the property of the District, regardless of whether the Project is constructed, and shall be furnished to the District. Such documents are not to be used by Contractor or by the Subcontractors on other work nor shall Contractor nor the Subcontractors claim any right to such documents. This shall not deprive Contractor from retaining electronic data or other reproducible copies of the Construction Documents or the right to reuse information contained in them in the normal course of Contractor's professional activities.

SECTION 5. ESTABLISHMENT OF GUARANTEED MAXIMUM PRICE

The "GMP" for the Project shall be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. The GMP consists of (1) a Preconstruction Fee only in the amount of **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. (2) a Sublease Tenant Improvement and (3) a Contractor Contingency and Sublease Payments to be negotiated as an amendment to this agreement pursuant to terms and payment schedule as amended and set forth in the Sublease. THE "GMP" WILL NOT BE ESTABLISHED UNTIL DSA HAS APPROVED THE FINAL PLANS AND SPECIFICATIONS AND THE BOARD APPROVES IT PRIOR TO NTP FOR CONSTRUCTION. The GMP will then be brought to the Board of Trustees as an amendment to this section of this agreement. Until such time this section will remain as a Preconstruction Fee only, the Site Lease and Sublease will not begin and the Contractor will proceed with Preconstruction Services as set forth in **Exhibit B** with an NTP for Preconstruction from the District.

The GMP is based upon the DSA approved plans and specifications to exist after this Agreement is entered into between Contractor and the District, and more fully described and referenced in the Scope of Work to be set forth in **Exhibit A** attached hereto. Prior to DSA approval Contractor will perform Preconstruction Services to assist in designing the project and as set forth in **Exhibit B**. After preconstruction services, DSA approval of plans and specifications, and the establishment of the GMP the Contractor shall assume the risk of cost overruns which were not foreseeable at the time this Agreement was entered into and the GMP determined, except for undocumented events of the type set forth in Section 19 hereof, work mandated by an outside agency after issuance of Construction Documents that could not have been reasonably foreseen from review of the Contract Documents, or costs arising from

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undocumented geotechnical issues. Contractor acknowledges that (i) Contractor has conducted a site inspection and is familiar with the site conditions based on records, studies and visible conditions relating to construction and labor and (ii) Contractor has reviewed the Contract Documents and is familiar with the contents thereof. District directed changes to the scope of the Project not contemplated in the Scope of Work shall be deemed Extra Work/Modifications pursuant to the procedures set forth in Section 10 of this Agreement. The GMP shall include, but not be limited to, increases in labor and materials. The GMP has been used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease. The GMP includes the cost of all labor, materials, equipment, general conditions, overhead, profit and a Contractor Contingency as indicated above.

The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH PRECONSTRUCTION AND CONSTRUCTION

Prior to an approved GMP, the District shall issue a notice to Contractor to proceed with the Preconstruction of the Project. The Preconstruction Agreement in **Exhibit B** will serve as the whole agreement between the Contractor and the District until a GMP is established.

Upon receipt of an approved GMP, the District shall issue a notice to Contractor to proceed with the Construction of the Project. In the event that a Notice to Proceed with Construction is

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not issued for the Project, the Site Lease and the Sublease shall terminate upon written notice from the District to Contractor that a Notice to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the competitive bid procedures set forth in the California Public Contract Code, including specifically Public Contract Code section 20110, et seq., or that it will utilize an informal bidding process established by Contractor which also incorporates competitive bid procedures. Regardless of the method Contractor employs, Contractor will make a good faith effort to contact and utilize DVBE contractors and suppliers in securing bids for performance of the Project in accordance with the procedures set forth in Section 1.77 of the General Conditions. In the event that Contractor chooses to select Subcontractors pursuant to an informal bidding process, Contractor shall ensure that it receives at least three competitive quotes from potential subcontractors for each trade component of the Project, unless the parties agree otherwise on a trade-by-trade basis. The District reserves the right to oversee the bidding process. Contractor shall inform all bidders that the District will not be a party to any contracts for construction services executed by Contractor and selected bidders. Contractor shall submit a listing of proposed subcontractors to the District for the District's review. In no case, will Contractor award any sub-contracts until the District has concurred in the scope and price of the sub-contracted services. In addition, Contractor shall provide the District with full documentation regarding the bids or competitive quotes received by Contractor. In no event, shall such documentation be redacted or obliterated. In the event Contractor does not comply with this provision, the District may terminate this Agreement in accordance with the provisions of the General Conditions. Subcontractors awarded contracts by Contractor shall be afforded all the rights and protections of listed subcontractors under the provisions of the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100, et seq.).

SECTION 9. CONSTRUCTION SCOPE OF WORK

- A. Prior to commencing Construction, Contractor shall comply with the initial schedule requirements set forth in the General Conditions.
- B. Contractor shall complete the Construction pursuant to the Construction Documents as amended subject to any additional DSA or other regulatory approvals as may be required, performing all work set forth in the Scope of Work, and shall make reasonable efforts in scheduling to prevent disruption to classes.
- C. Contractor shall be responsible for complying with all applicable building codes, including without limitation mechanical codes, electrical codes, plumbing codes and fire codes, each of the latest edition, required by the regulatory agencies and for arranging and overseeing all necessary inspections and tests including inspections by the DSA or regulatory agencies, permits and occupancy permits, and ensuring compliance with any Federal and State laws, including, but not limited to, safety procedures and requirements, and construction employee training programs which cover among other items, hazardous chemicals and materials.
- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss, of vandalism, theft of property or other property damage ("Vandalism") which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing School Facility, including procedures to control on-site noise, dust, and pollution during construction.
- F. The District shall cause the appropriate professionals to stamp and sign, as required, the original Construction Documents or parts thereof and coordinate the Project's design with all utilities.
- G. Contractor shall, for the benefit of the Subcontractors, attend pre-construction orientation conferences in conjunction with the Architect to set forth the various reporting procedures and site rules prior to the commencement of actual construction. Contractor shall also attend construction and progress meetings with District

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representatives and other interested parties, as requested by the District, to discuss such matters as procedures, progress problems and scheduling. Contractor shall prepare and promptly distribute official minutes of such meetings to all parties in attendance, including without limitation the District, the Architect and the District Inspector of Record.

- H. Contractor shall incorporate approved changes as they occur, and develop cash flow reports and forecasts for submittal to the District as requested. Contractor shall provide regular monitoring of the approved estimates for Construction costs, showing actual costs for activities in progress, and estimates for uncompleted tasks. Contractor shall maintain cost accounting records on authorized additional services or work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, and for other work requiring accounting records.
- I. Contractor shall record the progress of the Project and shall submit monthly written progress reports to the District and the Architect including information on the entire Project, showing percentages of completion and the number and amounts of proposed Extra Work/Modifications and their effect on the construction costs as of the date of each respective report.
- J. Contractor shall keep a log containing a record of weather, Subcontractors, work on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the District may require. Contractor shall make the log available to the District, the Architect, and the District's project manager. The District shall be promptly advised on all anticipated delays in the Project.
- K. The District shall bear the cost for the DSA Inspector, soils testing, DSA or other regulatory agency fees, and special testing required in the construction of the Project. If additional review or permits become necessary for reasons not due to Contractor's fault or because of DSA or regulatory agency requirements or regulations implemented after the date the Final GMP is established and not reasonably anticipated at the time the Final GMP is established, Contractor may seek additional compensation for the cost of that review as an additional cost. In the alternative, the District may pay such costs directly.

SECTION 10. EXTRA WORK/MODIFICATIONS

- A. The District may prescribe or approve additional work or a modification of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents ("Extra Work/Modifications");

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and for such purposes the District may at any time during the life of this Agreement, by written order, make such changes as it shall find necessary in the design, line, grade, form, location, dimensions, plan, or material of any part of the work or equipment specified in this Agreement or in the Construction Documents, or in the quantity or character of the work or equipment to be furnished. In the event conditions develop which, in the opinion of Contractor, make strict compliance with the specifications impractical, Contractor shall notify the District of the need for Extra Work/Modifications by placing the matter on the agenda of regularly scheduled construction meetings with the District for discussion as soon as practicable after the need for the Extra Work/Modifications is determined. Additionally, Contractor shall submit to the District for its consideration and approval or disapproval, a written request for Extra Work/Modifications before such work is performed. If the District approves the request in writing, the costs of the Extra Work/Modification shall be added to or deducted from the GMP or the Scope of Work shall be modified to complete the Project within the GMP, as applicable. Any adjustments to the GMP will result in an adjustment of the Tenant Improvement Payment and, if applicable, the Sublease Payments.

- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted.

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Contractor's failure to notify the District within such ten (10) day period shall be deemed a waiver and relinquishment of the claim against the District.

- D. Expenses of reconstruction and/or costs to replace and/or repair damaged materials and supplies, provided that Contractor is not fully compensated for such expenses and/or costs by insurance or otherwise, shall be included in an increase to the GMP if said expenses are the result of the negligent acts or omissions of the District, or its principals, agents, servants, or employees.

SECTION 11. NOT USED

SECTION 12. PERSONNEL ASSIGNMENT

- A. Contractor shall assign _____ as Project Manager/Superintendent for the Project. So long as _____ remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to the Project except as provided in this Section. In the event Contractor deems it necessary, Contractor shall replace the manager and/or the superintendent for the Project with a replacement with like qualifications and experience, subject to the prior written consent of the District, which consent shall not be unreasonably withheld. Any violation of the terms of paragraph A of this Section 12 shall entitle the District to terminate this Agreement for breach, pursuant to the provisions of the General Conditions.
- B. Notwithstanding the foregoing provisions of paragraph A of Section 12, above, if any manager and/or superintendent proves not to be satisfactory to the District, upon written notice from the District to Contractor, such person(s) shall be promptly replaced by a person who is acceptable to the District in accordance with the following procedures: Within five (5) business days after receipt of a notice from the District requesting replacement of any manager and/or superintendent or discovery by Contractor that any manager and/or superintendent is leaving their employ, as the case may be, Contractor shall provide the District with the name of an acceptable replacement/substitution together with such information as the District may reasonably request about such replacement/substitution. The replacement/substitution shall commence work on the Project no later than five (5) business days following the District's approval of such replacement, which approval shall not be unreasonably withheld. If the District and Contractor cannot agree as to the replacement/substitution, the District shall be entitled to terminate this Agreement for breach pursuant to the provisions of the General Conditions.

SECTION 13. BONDING REQUIREMENTS

Contractor shall fully comply with the requirements set forth in Section 6.9 of the General Conditions.

SECTION 14. PAYMENTS TO CONTRACTOR

- A. Contractor shall finance the cost of construction of the Project which costs shall not exceed the GMP, which shall not be adjusted except as otherwise provided in this Agreement. The District shall pay Contractor Tenant Improvement Payments and Sublease Payments pursuant to the terms and conditions of Section 6 of the Sublease. In the event of a dispute between the District and Contractor, the District may withhold from the Tenant Improvement Payments and the Sublease Payments an amount not to exceed one hundred fifty percent (150%) of the disputed amount.
- B. This Agreement is subject to the provisions of California Public Contract Code Sections 7107, 7201 and 20104.50 as they may from time to time be amended.
- C. For purposes of this Agreement, the acceptance by the District means acceptance made only by an action of the governing body of the District in open session. Acceptance by Contractor of the final Tenant Improvement Payment or the Sublease Payment, as the case may be, shall constitute a waiver of all claims against the District related to those amounts.

SECTION 15. CONTRACTOR'S CONTINUING RESPONSIBILITY

Neither the final payment nor any provision in the Contract Documents shall relieve Contractor of responsibility for faulty materials or workmanship incorporated in the Project or for any failure to comply with the requirements of the Contract Documents.

SECTION 16. INSURANCE

Contractor shall provide, during the life of this Agreement, the types and amounts of insurance set forth in Article 6 of the General Conditions, which are incorporated by reference herein.

SECTION 17. USE OF PREMISES

Contractor shall confine operations at the Site to areas permitted by law, ordinances, permits and the Construction Documents and shall not unreasonably encumber the Site or existing School Facilities at the Site with any materials or equipment. Contractor shall not load or permit any part of the work to be loaded with a weight so as to endanger the safety of persons or property at the Site.

SECTION 18. SITE REPRESENTATIONS

The District warrants and represents that the District has, and will continue to retain at all times during the course of construction, legal title to the Site and that said land is properly subdivided and zoned so as to permit the construction and use of said Site with respect to the Project. The District further warrants and represents that title to said land is free of any easements, conditions, limitation, special permits, variances, agreements or restrictions which would prevent, limit or otherwise restrict the construction or use of said Site pursuant to this Agreement. Reference is made to the fact that the District has provided information on the Site to Contractor. Such information shall not relieve Contractor of its responsibility; and the interpretation of such data regarding the Site, as disclosed by any borings or other preliminary investigations, is not warranted or guaranteed, either expressly or implicitly, by the District. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility and general character of the Site and for having satisfied itself as to the conditions under which the work is to be performed. No claim for any allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site will be recognized.

SECTION 19. HAZARDOUS WASTE AND UNKNOWN PHYSICAL CONDITIONS

Contractor shall comply with the District's Hazardous Materials Procedures and Requirements as set forth herein.

- A. If the District has identified the presence of hazardous materials on or in proximity to the Site (the "Pre-existing Hazardous Materials"), Contractor shall review all information provided by the District that characterizes the Pre-existing Hazardous Materials and shall take the actions approved by DTSC and issued by the District necessary to address the Pre-existing Hazardous Materials in the performance of the work. Contractor shall conduct the work based on this information issued at the time contract documents are executed. Contractor shall immediately communicate, in writing, any variances from available information to the District.
- B. The District will retain an additional independent environmental consultant to perform the investigation, inspection, testing, assessment, sampling and analysis necessary to prepare and recommend a remediation plan for the Pre-existing Hazardous Materials for the District's approval (the "Remediation Plan").
- C. The District will retain title to all Pre-existing Hazardous Materials encountered during the work. This does not include hazardous material generated by Contractor, including but not limited to used motor oils, lubricants, cleaners, etc. Contractor shall dispose of such hazardous waste in accordance with the provisions of the Contract Documents, as well as local, State and Federal laws and regulations. The District will be shown as the hazardous waste generator and will sign all hazardous waste shipment manifests for non-Contractor generated hazardous waste. Nothing contained within these

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Contract Documents shall be construed or interpreted as requiring Contractor to assume the status of owner or generator of hazardous waste substances for non-Contractor generated hazardous wastes.

- D. Except as otherwise provided herein, it is the responsibility of Contractor to obtain governmental approvals relating to Hazardous Materials Management, including Federal and State surface water and groundwater discharge permits and permits for recycling and reuse of hazardous materials for all work noted in the contract documents. Contractor shall be responsible for coordinating compliance with such governmental approvals and applicable governmental rules with the District's hazardous materials consultant, including those governing the preparation of waste profiles, waste manifests, and bills of lading. If Contractor encounters hazardous materials, it shall immediately notify the District in writing. The District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District.
- E. If, during construction, Contractor encounters materials, conditions, waste, contaminated groundwater or substances, not identified in the District's assessment report, that Contractor reasonably suspects are hazardous materials, Contractor shall stop the affected portion of the work, secure the area, promptly notify the District, and take reasonable measures to mitigate the impact of such work stoppage. The District shall retain the services of an environmental consultant to perform investigation, inspection, testing, assessment, sampling and analysis of the suspect materials, conditions, waste, groundwater or substances.
- (1) Found Not to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances do not constitute hazardous materials, Contractor shall recommence the suspended work.
- (2) Found to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances constitute hazardous materials and such hazardous materials require remediation and disposal, then the District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District. All such costs shall be the responsibility of the District.
- F. Exacerbation of Pre-Existing Hazardous Materials.

If during construction Contractor encounters pre-existing environmental conditions that it knew or should have known involve hazardous materials (the "Point of Discovery") (which encounters may include an unavoidable release or releases of hazardous

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materials) then Contractor must immediately stop the affected portion of the work. If Contractor fails to immediately stop the affected portion of the work after the Point of Discovery, then Contractor is solely responsible for any resultant Exacerbation Cost. "Exacerbate," in all its forms, means the worsening effects of Contractor's failure to stop the affected portion of work after the Point of Discovery. "Exacerbation Cost" means the differential between (i) the actual increase in the cost of remediation and delays to the Project attributable to pre-existing environmental conditions involving hazardous substances, and (ii) the cost thereof or delays thereto had Contractor immediately stopped the affected portion of the work after the Point of Discovery. The standard of "should have known" applies to Contractor's supervisory personnel, whether or not on the Site. Contractor's supervisory personnel must have had the hazardous material training required by applicable OSHA and Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the 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.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters

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covered by the Contract Documents (the "Data"). The Data shall be maintained for ten (10) years from the latest expiration of the term (as such may be extended) of any of the Contract Documents. Contractor shall use its best efforts to cause its Subcontractors to keep or cause to be kept true and complete books, records and accounts of all financial transactions in the course of its activities and operations related to the Project. Upon completion of the Project, Contractor shall provide the District with one (1) complete copy of the Data.

The District, at its own costs, shall have the right to review and audit, upon reasonable notice, the books and records of Contractor and any Subcontractors concerning any monies associated with the Project.

SECTION 22. PERSONAL LIABILITY

Neither the trustees, officers, employees, or agents of District, the District's representative, or Architect shall be personally responsible for any liability arising under the Contract Documents.

SECTION 23. AGREEMENT MODIFICATIONS

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or Contractor unless the same shall be in writing and signed by both the District and Contractor.

SECTION 24. NOTICES

Any notices or filings required to be given or made under this Agreement shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,
Garcia Hernandez Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,
Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective upon actual receipt by the other parties, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 25. ASSIGNMENT

Neither party to this Agreement shall assign this Agreement or sublet it as a whole without the written consent of the other, nor shall Contractor assign any monies due or to become due to it hereunder without the prior written consent of the District.

SECTION 26. PROVISIONS REQUIRED BY LAW

Each and every provision of law and clause required to be inserted in these Contract Documents shall be deemed to be inserted herein and the Contract Documents shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract Documents shall forthwith be physically amended to make such insertion or correction.

SECTION 27. HEADINGS

The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the Contract Documents or in any way to affect the terms and provisions set forth herein.

SECTION 28. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. SUCCESSION OF RIGHTS AND OBLIGATIONS

All rights and obligations under this Agreement shall inure to and be binding upon the successors and assigns of the parties hereto.

SECTION 30. NOTIFICATION OF THIRD PARTY CLAIMS

The District shall provide Contractor with timely notification of the receipt by the District of any third-party claim relating to this Agreement, and the District may charge back to Contractor the cost of any such notification.

SECTION 31. SEVERABILITY

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of the Contract Documents shall be affected thereby, and each provision of the Contract Documents shall be valid and enforceable to the fullest extent permitted by law.

SECTION 32. ENTIRE AGREEMENT

This Construction Services Agreement and the additional Contract Documents as defined in paragraph C of Section 1 herein, including the Site Lease, the Sublease, and the Specifications, drawings, and plans constitute the entire agreement between Contractor and the District. The Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided in Section 10 hereof.

SECTION 33. EXECUTION IN COUNTERPARTS

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

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IN WITNESS, WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

CONTRACTOR

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

By: Lisa A. Franz _____

Title: _____

Title: Director, Purchasing _____

Date: _____

Date: _____

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EXHIBIT A

Scope of Work (Plans & Specifications)

To be Approved by the Division of State Architect of the State of
California

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OXNARD SCHOOL DISTRICT

CONSTRUCTION SERVICES AGREEMENT

Brekke Elementary School New Addition

November 1, 2017

EXHIBIT B

Oxnard School District – Brekke ES New Addition

Preconstruction Services

The District desires to retain a professional construction firm (hereafter “CONTRACTOR”) to provide certain professional pre-construction services related to the Project plans and specifications for the purpose of designing the project to budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect. The fee for this set of services will be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. to be paid monthly on a design progress basis.

The CONTRACTOR will be expected to provide the following professional pre-construction services during the design phase of the Project:

1. Professional Construction Cost-Estimation Services

- A. During each phase of design or at the completion of each phase of design, (1) Conceptual, (2) Schematic, (3) Design Development and (4) Construction Development, CONTRACTOR shall prepare a cost estimate, in current, uninflated dollars, for the design and specifications prepared by the Architect. CONTRACTOR acknowledges that it shall prepare four (4) complete cost estimates commensurate with the level of detail of each phase of design. The cost estimate shall include all Project costs, including, all hard costs (site preparation, utility connections, off-site improvements, hazard abatement, construction costs, overhead & profit and general conditions), soft costs (survey, geo-hazard, geo-technical, environmental studies, inspection and testing) and furniture, fixture and equipment.
- B. Upon final approval by the Division of the State Architect (hereinafter, “DSA”), CONTRACTOR shall adjust its estimate to incorporate any and all changes required by DSA as part of the review and approval process.
- C. CONTRACTOR shall provide the cost estimates at such time as directed by the Program Manager during or at the conclusion of each phase of design, in a format approved by the District’s Program Manager and consistent with Construction Specifications Institute (CSI) standards. During the schematic phase, Contractor shall estimate in the CSI UniFormat. For all other phases of design, Contractor shall utilize CSI MasterFormat.

2. Professional Constructability Review

- A. Definition: Constructability Review shall mean the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect and CONTRACTOR by the District as approved by the District; and (ii) are free of errors, omissions, conflicts or other deficiencies so that the CONTRACTOR can construct the Project as therein depicted within the Project Budget and without delays, disruptions, or additional costs. The standard to be used for constructability is a contractor's standard of care in reviewing the plans and not that of an architect.
- B. CONTRACTOR shall conduct one comprehensive technical review of the Plans and Specifications at 50% Construction Development phase. The purpose of this review will be to examine whether the design intent can be successfully implemented in the field within the Project budget. A report of the CONTRACTOR's findings will be distributed to the Program Manager and the Architect. CONTRACTOR will participate in any meeting(s) with the Architect to determine if the comments will be included in the final bid set of documents. CONTRACTOR will work with Architect to ensure that all front end documents conform to technical specifications and meet District standards.
- C. At all times during design and DSA Review and Approval, the Architect shall remain responsible for completing, stamping, submitting and securing final DSA approval for the Project. Furthermore, the District acknowledges that CONTRACTOR is neither the Architect nor performing an architectural review of the Project. CONTRACTOR's responsibilities and duties under this subsection shall not include the architectural or structural design of the Project which is the responsibility of the Architect. Notwithstanding this qualification, CONTRACTOR shall conduct a detailed evaluation of the District's educational specifications, Project intent, Architect's Plans & Specifications, the proposed Project construction budget, schedule requirements and deliver a Constructability Review identifying any comments, recommendations or concerns that CONTRACTOR has as to the constructability of the Architect's Plans & Specifications consistent with the District's intent and budget.
- D. Deliverable: The CONTRACTOR shall deliver to the District a complete technical report of the Plans and Specifications with the opinion of the CONTRACTOR as to the constructability of the Architect's Plans and Specifications. The CONTRACTOR, in the report, shall identify any issues, concerns or requests for clarification that CONTRACTOR believes are necessary to complete the design within the District's proposed and approved Project budget. The report shall be made available to the Architect, the District and its Program Manager.

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3. Value Engineering Services

- A. Definition: CONTRACTOR shall be required to perform Value Engineering Services to identify opportunities to reduce Project cost at the conclusion of each phase of design and during DSA review. The Value Engineering Services shall be provided in the form of a report to the Program Manager and shall identify value engineering opportunities, alternative materials and alternative methods and the associated cost savings estimated by the CONTRACTOR.
- B. Deliverable: The CONTRACTOR shall maintain and distribute a running log of value engineering recommendations throughout the design process. The log shall identify and describe the recommendation, the estimated cost savings for each recommendation and a notation of whether the recommendation is accepted or rejected by the Architect and the District. Value engineering recommendations that are accepted by the District shall be incorporated into the plans and specifications at each phase of design. The log shall note when the recommendation was incorporated into the Plans and Specifications.

4. Building Information Modeling (BIM) Services

- A. Definition: BIM Modeling is defined as a 3-D model-based process involving the generation and management of digital representations of physical and functional characteristics of a proposed construction project for purposes of planning, designing, constructing, operating and maintaining the proposed new facility.
- ~~B. CONTRACTOR shall participate in and/or prepare a 3-D model of the Architect's design of the Project utilizing BIM software. The 3-D model shall be rendered in a format that can be made available to the Architect, the District, and/or any agent or representative thereof. The model shall contain sufficient detail to identify any and all ambiguities and clashes in the Architect's plans and specifications and produce a model from which a contractor or sub-contractors may bid for the project in question. The BIM Model must be in a format that can be shared or networked to support the decision-making process related to the design and specifications.~~
- ~~C. The 3-D BIM Model shall be completed prior to the Architect's submission of the plans and specifications to the Division of the State Architect. Any and all ambiguities or clashes will be resolved in a final 3-D BIM Model prior to this submittal.~~
- ~~D. The District shall hold title and interest in the completed 3-D BIM Model. At the request of the District, CONTRACTOR shall make the completed 3-D BIM Model files available to the District in a format acceptable to the District.~~

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E. ~~Deliverable:~~ A completed 3-D BIM Model in electronic format acceptable to the District.

5. Construction Scheduling Services

- A. Definition: Construction Scheduling is defined as the process of developing a detailed master baseline construction schedule for the Project that identifies all the major tasks and subtasks associated with the planning, design, construction, commissioning, close-out and final occupancy of the completed Project. The schedule shall be prepared in Primavera or comparable software and shall identify all long lead items, critical path, coordination of site activities, and any phasing of the Project. The Construction Scheduling services shall culminate in a final baseline construction schedule approved by the District to be used as a baseline schedule for the Project.
- B. CONTRACTOR shall develop a detailed construction schedule utilizing the critical path method. This schedule will provide a logical means of establishing and tracking the Project and for the organization of activities into areas established by Project criteria. CONTRACTOR shall consider any potential disruptions to the learning environment and incorporate major school activities, such as site-wide or statewide testing dates, or as otherwise provided by the District, in the construction schedule.
- C. In addition to the Construction Schedule, CONTRACTOR shall develop a Responsibility Matrix and Construction Site Management Plan for the Project. The Responsibility Matrix shall identify the key team members (District/Architect/IOR) and the roles and responsibilities of each entity for the Project. The Construction Site Management Plan shall consist of, but is not limited to, staging areas, deliveries of materials and supplies, site fencing and location of construction site field office. The CONTRACTOR shall work with the Architect and Program Manager to develop these two deliverables in a format and content acceptable to the District.
- D. Deliverable: A completed and approved baseline construction schedule, a Responsibility Matrix and Construction Site Management Plan.

6. Cooperation and Attendance at Design Meetings

- A. CONTRACTOR shall attend regular meetings during Project design with the Architect, the District's Program Manager, the District, and any other applicable consultants of the District as necessary. CONTRACTOR shall contribute to the design meetings by providing applicable comments, feedback, recommendations, information and reports required under the scope of this Contract in a timely manner. Design meetings may be held as frequently as weekly.

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B. CONTRACTOR shall submit to the District's Program Manager, weekly report of its activities and progress related to deliverables identified in the scope of this Contract. The report shall be provided in a format that is acceptable to the Program Manager.

7. Schedule for Pre-Construction Services.

A. The services outlined herein shall commence on the date specified in the District's Notice to Proceed ("NTP"). The schedule of the services to be provided herein shall be consistent with the Design Schedule identified in the District's contract with the Architect for the Project. The service of this Contract shall conclude and terminate upon receipt of the stamped approval of the Project Plans and Specifications from DSA.

B. In the event that the CONTRACTOR is unable to perform the services anticipated in this Contract in the Architect's design schedule, CONTRACTOR shall notify the Program Manager and the Design Team shall work on a mutually agreeable modification to the design schedule.

C. Any extensions required for deliverables shall be subject to the reasonable approval in writing by the District.

Viola Inc.:

**OXNARD SCHOOL DISTRICT,
a California school district:**

By: _____

By: Lisa A. Franz_____

Title: _____

Title: Director, Purchasing_____

Date: _____

Date: _____

SITE LEASE

This Site Lease (hereinafter referred to as the "Site Lease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as lessor, and Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as lessee.

RECITALS

WHEREAS the District desires to provide for the financing and construction of certain public improvements more fully described in a Construction Services Agreement between the District and Contractor, dated as of the date hereof (the "Project") which will become Brekke Elementary School, located at 1400 Martin Luther King Jr. Drive, Oxnard, California 93030, within the District, as more fully set forth in **Exhibit A** attached hereto (the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, the District's governing body has determined that it will provide the best value to the District and it is in the best interests of the District and for the common benefit of the citizens it serves to finance the Project by leasing to Contractor the land and the existing building(s) on the Site on which the public improvements are to be constructed and subleasing from Contractor the Site, including the Project, under a Sublease Agreement effective as of the date hereof (the "Sublease"); and

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Site Lease

The District leases to Contractor, and Contractor leases from the District, on the terms and conditions set forth herein, the Site situated in the County of Ventura, State of California, more specifically described in **Exhibit A** attached hereto and incorporated by reference herein, including any real property improvements now or hereafter affixed thereto.

SECTION 2. Term

The term of this Site Lease shall commence as of the date above and shall terminate on the last day of the term of the Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The District has good title to the Site.

(b) There are no liens on the Site other than permitted encumbrances (the term "permitted encumbrances" as used herein shall mean, as of any particular time: (i) liens for general ad valorem taxes and assessments, if any, not then delinquent; (ii) this Site Lease, the Sublease, any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law, easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Site Lease and which will not materially impair the use of the Site; (iii) easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Site Lease and to which Contractor and the District consent in writing which will not impair or impede the operation of the Site.).

(c) All taxes, assessments or impositions of any kind with respect to the Site, if applicable, except current taxes not yet due and payable, have been paid in full.

(d) The Site is properly zoned for the intended purpose or the District intends to render zoning inapplicable pursuant to Government Code Section 53094.

(e) To the best of the District's knowledge, the District is in compliance in all material respects with all laws, regulations, ordinances and orders of public authorities applicable to the Site.

(f) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(g) To the best of the District's knowledge, upon reasonable investigation and in reliance on the District's phase one Preliminary Environmental Assessment, and except as otherwise delineated in the Contract Documents: (i) no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the District or Contractor or Contractor's subcontractors to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site; (ii) no threat exists of a discharge, release or emission of a Hazardous

Substance upon or from the Site into the environment; (iii) the Site has not been used as or for a mine, a landfill, a dump or other disposal facility, industrial or manufacturing facility, or a gasoline service station; (iv) no violation of any Environmental Regulation now exists relating to the Site, no notice of any such violation or any alleged violation thereof has been issued or given by any governmental entity or agency, and there is not now any investigation or report involving the Site by any governmental entity or agency which in any way relates to Hazardous Substances; (v) no person, party, or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (i) above; (vi) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under, over or from the Site; (vii) the Site is not listed in the United States Environmental Protection Agency's National Priorities List of Hazardous Waste Sites or any other list of Hazardous Substance sites maintained by any federal, state or local governmental agency; and (viii) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release of any Hazardous Substance.

(h) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and further shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site and the Project are to be maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Site Lease, and the execution, delivery and performance of this Site Lease have been authorized by all necessary corporate or partnership actions on the part of Contractor and do not require any further approvals or consents.

(c) Execution, delivery and performance of this Site Lease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party or by which it or its property is bound.

(d) There is no pending or, to the best knowledge of the Contractor, threatened action or proceeding before any court or administrative agency which will

materially adversely affect the ability of Contractor to perform its obligations under this Site Lease.

(e) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been visually identified during the site-visit in accordance with the indemnification contained in the General Conditions incorporated into the Construction Services Agreement.

(f) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Rental

Contractor shall pay to the District as and for advance rental hereunder the sum of One Dollar (\$1.00) for the duration of the rental, this payment being due on or before the commencement of the term of this Site Lease. The duration of the rental is expected to be from the effective date hereof through the last day of the term of the Sublease.

SECTION 6. Purpose

Contractor shall use the Site solely for the purpose of constructing the Project thereon and for subleasing the Site and leasing the Project to the District; provided, however, that in the event of an occurrence of an Event of Default by the District, under the Sublease, Contractor may exercise the remedies provided for in the Sublease.

SECTION 7. Termination

Contractor agrees, upon termination of this Site Lease: (i) to quit and surrender the Site in the same good order and condition as it was in at the time of commencement of the term hereunder, reasonable wear and tear excepted; (ii) to release and reconvey to the District any liens and encumbrances created or caused by Contractor; and (iii) that any permanent improvements and structures existing upon the Site at the time of the termination of this Site Lease, including the Project, shall remain thereon and title shall vest in the District. Notwithstanding the District's foregoing rights in the event of termination, Contractor shall retain the right to compensation pursuant to the Construction Services Agreement and the Sublease.

SECTION 8. Quiet Enjoyment

The District covenants and agrees that it will not take any action to prevent Contractor's quiet enjoyment of the Site during the term of this Site Lease; and that in the event that the District's fee title to the Site is ever challenged so as to interfere with Contractor's right to occupy, use and enjoy the Site, the District will use all governmental powers at its disposal, including the power of eminent domain, to obtain

unencumbered fee title to the Site and to defend Contractor's right to occupy, use, and enjoy that portion of the Site.

SECTION 9. No Liens

The District shall not mortgage, sell, assign, transfer or convey the Site or any part thereof to any person during the term of this Site Lease, without the written consent of Contractor. Nothing herein shall preclude the District from granting utility easements across the Site to facilitate the use and operation of the Project for which it is intended.

During the term of this Site Lease, Contractor shall not permit any lien or encumbrance to attach to the Site or any part thereof.

SECTION 10. Right of Entry

The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any repairs, improvements or changes necessary for the preservation thereof, but in so doing shall not interfere with Contractor's operations on the Project.

SECTION 11. Assignment and Subleasing

Other than the Sublease, as defined herein, Contractor will not assign or otherwise dispose of or encumber the Site or this Site Lease without the written consent of the District.

SECTION 12. No Waste

Contractor agrees that at all times that it is in possession of the Site it will not commit, suffer or permit any waste on the Site, and it will not willfully or knowingly use or permit the use of the Site for any illegal act or purpose.

SECTION 13. Default

In the event that Contractor shall be in default in the performance of any obligation on its part to be performed under the terms of this Site Lease, which default continues for thirty (30) days following notice and demand for correction thereof to Contractor, the District may exercise any and all remedies granted by law, except that no merger of this Site Lease and of the Sublease shall be deemed to occur as a result thereof. Termination of this Site Lease shall be in accordance with the provisions of the General Conditions incorporated into the Construction Services Agreement or such other provisions as may be applicable.

SECTION 14. Eminent Domain

In the event that the whole or any part of the Site or the improvements thereon is taken by eminent domain, the financial interest of Contractor shall be recognized and is hereby determined to be the amount of all Tenant Improvement Payments and Sublease Payments then due or past due, and the purchase option price stated in

Section 20 of the Sublease less any unearned interest as of the date Contractor receives payment in full. The balance of the award, if any, shall be paid to the District.

SECTION 15. Taxes

The District covenants and agrees to pay any and all assessments of any kind or character and also all taxes, including possessory interest taxes, levied or assessed upon the Site of the improvements thereon.

SECTION 16. Severability

If any one or more of the terms, covenants or conditions of this Site Lease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Site Lease shall be affected thereby, and each remaining provision of this Site Lease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 17. Notices

Any notices or filings required to be given or made under this Site Lease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 18. Construction Services Agreement and Sublease

The Construction Services Agreement and the Contract Documents as defined therein, including the Sublease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 19. Binding Effect

This Site Lease shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

SECTION 20. Entire Agreement

This Site Lease, the Sublease, the Construction Services Agreement and the additional Contract Documents as defined in the Construction Services Agreement constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided herein or in Section 10 of the Construction Services Agreement.

SECTION 21. Execution in Counterparts

This Site Lease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 22. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions incorporated into the Construction Services Agreement.

SECTION 23. Applicable Law

This Site Lease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding

the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 24. Headings

The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

SECTION 25. Time

Time is of the essence in this Site Lease and each and all of its provisions.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Site Lease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Attn: Patrick Waid

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

By: Lisa A. Franz _____

Title: _____

Title: Director, Purchasing _____

Date: _____

Date: _____

EXHIBIT A

Legal Description of Site

Will be Supplied and this Exhibit amended upon the Approval by
the Division of State Architect of the State of California of the final
Plans and Specifications

SUBLEASE

This Sublease (hereinafter referred to as the "Sublease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as sub-lessee, Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as sub-lessor.

RECITALS

WHEREAS the District deems it essential for its own governmental purpose to finance the installation and construction of certain public improvements more fully described in **Exhibit A** to that certain Construction Services Agreement between the District and Contractor dated the date hereof (the "Project") which will become improvements to Brekke Elementary School, 1400 Martin Luther King Jr. Drive, Oxnard, CA 93030 within the District as more fully set forth in Exhibit A of the site lease between the District and Contractor dated the date hereof (the "Site Lease") (The land and the real property improvements described in the Site Lease and the Construction Services Agreement are herein collectively referred to as the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, pursuant to Section 17406 of the California Education Code, the District is leasing the Site to Contractor pursuant to the Site Lease in consideration of Contractor subleasing the Site, including the Project, to the District pursuant to the terms of this Sublease; and

WHEREAS, the District and Contractor agree to mutually cooperate now and hereafter, to the extent possible, in order to sustain the intent of this Sublease and the bargain of both parties hereto, and to provide payments pursuant to this Sublease on the dates and in the amounts set forth in **Exhibit A** of this Sublease which is incorporated by this reference.

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Sublease

Contractor hereby leases from and subleases to the District, and the District hereby leases to and subleases from Contractor, the Site including any real property improvements now or hereafter affixed thereto in accordance with the provisions herein for the term of this Sublease.

SECTION 2. Term

(a) The term of the Sublease (the "Term") shall become effective upon the authorized execution of this Sublease and shall terminate twelve months after the earlier of the following two events:

- (1) The date the District takes beneficial occupancy of the final phase of the Project; or
- (2) The date of substantial completion, as defined in Article 7.2.2 of the General Conditions.

(b) The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

- (1) An Event of Default by the District as defined herein and Contractor's election to terminate this Sublease as permitted herein; or
- (2) An Event of Default by Contractor as defined herein and the District's election to terminate this Sublease as permitted herein; or
- (3) Consummation of the District's purchase option pursuant to Section 20 of this Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which the District is a party by which it or its property is bound.
- (b) The Project and the Site are essential to the District in the performance of its governmental functions and their estimated useful life to the District exceeds the term of this Sublease.
- (c) The District will take such action as may be necessary to include all Tenant Improvement Payments and Sublease Payments in its annual budget and annually to appropriate an amount necessary to make such Tenant Improvement Payments and Sublease Payments.
- (d) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.
- (e) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and, further, shall not seek to

substitute or acquire property to be used as a substitute for the uses for which the Site is maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing as a corporation and licensed contractor under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Sublease, and the execution, delivery and performance of this Sublease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents.

(c) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party by which it or its property is bound.

(d) There is no pending or, to the best knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Sublease.

(e) Contractor will not mortgage or encumber the Site or the Sublease or assign this Sublease or its rights to receive Tenant Improvement Payments or Sublease Payments hereunder, except as permitted herein.

(f) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been identified during the site-visit in accordance with the indemnification contained in the General Conditions.

(g) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Construction/Acquisition

(a) The District has entered into a Construction Services Agreement and the Site Lease with Contractor in order to acquire and construct the Project. The cost of the acquisition, construction and installation of the Project as well as the obligations under this Sublease are determined by the Guaranteed Maximum Price as determined in Section 5 of the Construction Services Agreement.

(b) In order to ensure that moneys sufficient to pay all costs will be available for this purpose when required, the District shall maintain on deposit, and shall annually

appropriate funds sufficient to make all Tenant Improvement Payments and Sublease Payments which become due to Contractor under this Sublease, provided however that the District shall not be required to appropriate said funds in the event that the District determines in good faith that exigent circumstances have arisen that require District to reduce its budget and not appropriate funds for the payments required hereunder. Any such failure to appropriate funds in any year subsequent to the initial year of this Sublease shall be deemed a termination for convenience and shall be subject to the provisions of the General Conditions.

SECTION 6. Payments

(a) The District shall pay Contractor the Tenant Improvement Payments and the Sublease Payments as set forth in **Exhibit A** hereof, at the office of Contractor or to such other person or at such other place as Contractor may from time to time designate in writing.

(b) If the District determines that the work is delayed so that Contractor shall not be able to deliver the work pursuant to the construction schedule required by the Construction Services Agreement (the "Construction Schedule"), the District shall be entitled to withhold a reasonable amount from the Tenant Improvement Payments and/or the Sublease Payments then due to cover the damages for delay. Once the District has determined that the work has been performed pursuant to the approved construction schedule, the District shall be obligated to release any funds withheld pursuant to this Paragraph.

(c) The obligation of the District to pay Tenant Improvement Payments and the Sublease Payments hereunder shall constitute a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitations or requirements concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds, or moneys of the District.

SECTION 7. Fair Rental Value

The Tenant Improvement Payments and the Sublease Payments shall be paid by the District in consideration of the right of possession of, and the continued quiet use and enjoyment of, the Project and the Site during the Term of this Sublease. The parties hereto have agreed and determined that such total Tenant Improvement Payments and Sublease Payments are not in excess of the fair rental value of the Project and the Site. In making such determination, consideration has been given to the fair market value of the Project and the Site, other obligations of the parties under this Sublease (including, but not limited to, costs of maintenance, taxes and insurance), the obligations under the Construction Services Agreement, the uses and purposes which may be served by the Project and the Site and the benefits therefrom which will accrue to the District and the general public, the ability of the District to make additions, modifications and improvements to the Project and the Site which are not inconsistent with the Construction Services Agreement and which do not interfere with Contractor's work on the Project and the Site.

SECTION 8. Sublease Abatement

In addition to delay of payments provided in Section 6, above, Tenant Improvement Payments and Sublease Payments due hereunder with respect to the Project shall be subject to abatement prior to the commencement of the use of the Project or during any period in which, by reason of material damage to or destruction of the Project or the Site, there is substantial interference with the use and right of possession by the District of the Project and the Site or any substantial portion thereof. For each potential incident of substantial interference, decisions to be made on: i) whether or not abatement shall apply; ii) the date upon which abatement shall commence; iii) the applicable portion of the Tenant Improvement Payments and the Sublease Payments to be abated and; iv) the concluding date of the particular abatement shall all be subject to determinations by the District in concert with its insurance provider. Contractor's right to dispute these decisions is not impaired. The amount of abatement shall be such that the Tenant Improvement Payments and the Sublease Payments paid by the District during the period of Project restoration do not exceed the fair rental value of the usable portions of the Site. In the event of any damage or destruction to the Project or the Site, this Sublease shall continue in full force and effect.

SECTION 9. Use of Site and Project

During the Term of this Sublease, Contractor shall provide the District with quiet use and enjoyment of the Site without suit, or hindrance from Contractor or its assigns. The District will not use, operate, or maintain the Site or Project improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by this Sublease. The Contractor shall provide all permits and licenses, if any, necessary for the operation of the Project. In addition, the District agrees to comply in all respects (including, without limitation, with respect to the time, maintenance and operation of the Project) with laws of all jurisdictions in which its operations involving the Project may extend and any legislative, executive, administrative, or judicial body exercising any power or jurisdiction over the Site or the Project; provided, however, that the District may contest in good faith the validity or application of any such law or rule in any reasonable manner which does not adversely affect the estate of Contractor in and to the Site or the Project or its interest or rights under this Sublease. Upon completion of the Project or severable portions thereof, as defined in the General Conditions, Contractor shall provide the District with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns, subject to reasonable interference from ongoing construction operations on any remaining portion of the Site under construction by Contractor.

SECTION 10. Contractor's Inspection/Access to Site

The District agrees that Contractor and any Contractor representative shall have the right at all reasonable times to enter upon the Site or any portion thereof to construct and improve the Project, to examine and inspect the Site and the Project and to exercise its remedies pursuant to Section 16 of this Sublease. The District further agrees that Contractor and any Contractor representative shall have such rights of

access to the Site as may be reasonably necessary to cause the proper maintenance of the Site and the Project in the event of failure by the District to perform its obligations hereunder.

SECTION 11. Project Acceptance

The District shall acknowledge final inspection and completion of the Project by executing a Certificate of Acceptance and recording a Notice of Completion in accordance with the General Conditions. The validity of this Sublease will not be affected by any delay in or failure of completion of the Project.

SECTION 12. Alterations and Attachments

All permanent additions and improvements that are made to the Project shall belong to and become the property of Contractor, subject to the provisions of Section 20 hereof. Separately identifiable additions and improvements added to the Project by the District shall remain the property of the District. At Contractor's request, the District agrees to remove the additions and improvements and restore the Project to substantially as good condition as when acquired and constructed, normal wear and tear excepted, in the event of failure by the District to perform its obligations hereunder.

SECTION 13. Physical Damage; Public Liability Insurance

Contractor and the District shall maintain such damage and public liability insurance policies with respect to the Project and the Site as are required of them herein and by the Construction Services Agreement.

SECTION 14. Taxes

The District shall keep the Project and the Site free and clear of all levies, liens, and encumbrances and shall pay all license fees, registration fees, assessments, charges, and taxes (municipal, state, and federal) if applicable, which may now or hereafter be imposed upon the ownership, leasing, renting, sale, possession, or use of the Project and the Site, excluding, however, all taxes on or measured by Contractor's income.

SECTION 15. Events of Default

The term "Event of Default," as used in this Sublease means the occurrence of any one or more of the following events: (a) the District fails to make any unexcused Tenant Improvement Payment or Sublease Payment (or any other payment) within 30 days after the due date thereof; (b) the District or Contractor fails to perform or observe any other covenant, condition or agreement to be performed or observed by it hereunder or under any of the Contract Documents (as that term is defined in the Construction Services Agreement), and such failure to either make the payment or perform the covenant, condition or agreement is not cured within 10 days after written notice thereof by the other party; (c) the discovery by a party that any statement, representation or warranty made by the other party in this Sublease, or in the Contract Documents (as that term is defined in the Construction Services Agreement), or in any document ever delivered by that other party pursuant hereto or in connection herewith is

misleading or erroneous in any material respect; or (d) a party becomes insolvent, is unable to pay its debts as they become due, makes an assignment for the benefit of creditors, applies or consents to the appointment of a receiver, trustee, conservator or liquidator of the party or of all or a substantial part of its assets, or a petition for relief is filed by the party under federal bankruptcy, insolvency or similar laws.

SECTION 16. Remedies on Default

Upon the happening of any Event of Default, the non-defaulting party may exercise any and all remedies available pursuant to law or in equity or granted pursuant to this Sublease. Notwithstanding any provisions to the contrary herein, Contractor shall not under any circumstances have the right to accelerate the Tenant Improvement Payments or the Sublease Payments that fall due in future Sublease periods or otherwise declare any Tenant Improvement Payment or Sublease Payments not then in default to be immediately due and payable. Upon the occurrence of an Event of Default, the non-breaching party may elect to terminate this Sublease in accordance with the provisions contained in the General Conditions. Termination of the Construction Services Agreement shall trigger the termination of the Site Lease and this Sublease.

SECTION 17. Non-Waiver

No covenant or condition to be performed by the District or Contractor under this Sublease can be waived except by the written consent of the other party. Forbearance or indulgence by the District or Contractor in any regard whatsoever shall not constitute a waiver of the covenant or condition in question. Until complete performance by the District or Contractor of said covenant or condition, the other party shall be entitled to invoke any remedy available to it under this Sublease or by law or in equity despite said forbearance or indulgence.

SECTION 18. Assignment

Without the prior written consent of Contractor, the District shall not (a) assign, transfer, pledge, or hypothecate this Sublease, the Project and the Site, or any part thereof, or any interest therein, or (b) sublet or lend the use of the Project or any part thereof, except as authorized by the provisions of the California Civic Center Act, Education Code Section 38130 *et seq.* Consent to any of the foregoing prohibited acts applies only in the given instance and is not a consent to any subsequent like act by the District or any other person. Contractor shall not assign its obligations under this Sublease with the exception of its obligation to issue default notices and to convey or reconvey its interest in the Project and Site to the District upon full satisfaction of the District's obligations hereunder; however, the District shall pay all Tenant Improvement Payments and Sublease Payments due hereunder pursuant to the direction of Contractor or the assignee named in the most recent assignment or notice of assignment. Subject always to the foregoing, this Sublease inures to the benefit of, and is binding upon, the heirs, legatees, personal representatives, successors, and assigns of the parties hereto.

SECTION 19. Ownership

The Project is and shall at all times be and remain the sole and exclusive property of Contractor, and the District shall have no right, title, or interest therein or thereto except as expressly set forth herein.

SECTION 20. Sublease Prepayments/Purchase Option

(a) Sublease Prepayments. At any time during the Term of this Sublease, the District may make Sublease Prepayments to the Contractor of the Tenant Improvement Payments and/or Sublease Payments ("Sublease Prepayments"). No Sublease Prepayments requested by Contractor may be made by the District in an amount which exceeds the aggregate true cost to Contractor of the work on the Project completed up to the date Contractor submits the request for a Sublease Prepayment less the aggregate amount of: (1) all Tenant Improvement Prepayments and Sublease Payments previously made by the District to Contractor; (2) all Sublease Prepayments previously made by the District to the Contractor; (3) all amounts previously retained pursuant to Section 20(a)(3), below, from Sublease Prepayments previously made by the District to Contractor (unless Contractor shall have previously substituted securities for such retained amounts pursuant to Section 20(a)(3)); and (4) the retention for such Sublease Prepayment pursuant to Section 20(a)(3) hereof. Contractor must submit evidence that the conditions precedent set forth in Section 20(a)(1), below, have been met. In the event District elects to make Sublease Prepayments, the Prepayment Price, contemplated in Section 20(b), below, shall be adjusted accordingly.

(1) In the event that the District elects to make a Sublease Prepayment, the following are conditions precedent to the District's delivery of such Sublease Prepayments to Contractor pursuant to a request of Contractor:

(A) Satisfactory progress of the construction of the Project pursuant to the Time Schedule shall have been made as determined in accordance therewith.

(B) Contractor shall also submit to the District (i) duly executed conditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all sub-contractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons conditionally waive all lien and stop notice rights against the District, the Project and the Project Site with respect to the pending Sublease Prepayment to be made by the District, (ii) duly executed unconditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all subcontractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons unconditionally and irrevocably waive all lien and stop notice rights against the District, the Project and the Project Site with respect to all previous Sublease Prepayments made by the District, and (iii) any other items that Contractor may be required to collect and distribute to the District pursuant to the terms and provisions of the Construction Services Agreement. Contractor shall promptly pay all amounts due to each subcontractor, consultant and other person retained by

Contractor in connection with the Project no later than 10 days after Contractor's receipt of a Sublease Prepayment from the District.

(2) The determination of whether satisfactory progress of the construction pursuant to the Time Schedule has occurred shall be made by the District in accordance with the General Conditions. If the District determines that pursuant to the Time Schedule the work required to be performed, as stated in Contractor's Sublease Prepayment request, has not been substantially completed, then Contractor shall not be eligible to receive the requested Sublease Prepayment.

(3) The District shall retain an amount equal to 5% of each Tenant Improvement Payments ("retention") made at Contractor's request. Contractor shall have the right, as delineated in the General Conditions, to substitute securities for any retention withheld by the District, pursuant to the provisions of Public Contract Code Section 22300.

(b) If the District is not in default hereunder, the District shall have the option to purchase not less than all of the Project in as-is condition upon delivery of the Prepayment Price as defined herein. The Prepayment Price at any given time shall be an amount equal to the final GMP, as it may be revised from time to time, less the sum of any Tenant Improvement Payments, Sublease Payments and/or Sublease Prepayments made by the District prior to the date on which the District elects to exercise its option under this Section. The District may thereupon terminate this Sublease and Contractor shall deliver such deeds, bills of sale, assignments, releases or other instruments as District may reasonably require to reflect the transfer of all of Contractor's interest in the Project. Following the closing of the District's purchase option, the District shall retain all rights to any claim or warranty arising under the Construction Services Agreement.

SECTION 21. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions during the course of construction.

SECTION 22. Construction Services Agreement and Site Lease

The Construction Services Agreement and the Contract Documents as defined therein, including the Site Lease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 23. Severability

If any one or more of the terms, covenants or conditions of this Sublease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Sublease shall be affected thereby, and each provision of this Sublease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 24. Entire Agreement

The Contract Documents enumerated in paragraph C of Section 1 of the Construction Services Agreement, which include this Sublease, constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, or changed except by a written agreement signed by the parties hereto.

SECTION 25. Notices

Any notices or filings required to be given or made under this Sublease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 26. Titles

The captions or headings in this Sublease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Sublease.

SECTION 27. Time

Time is of the essence in this Sublease and each and all of its provisions.

SECTION 28. Applicable Law

This Sublease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. Execution in Counterparts

This Sublease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 30. District Insurance

During the period after tenant improvement completion and beneficial occupancy of the Project and before the end of the Term, the District shall purchase and maintain Commercial General Liability and Property Insurance covering the types of claims set forth below which may arise out of or result from the District's operations of the Site and for which the District may be legally responsible: (i) claims for damages because of bodily injury, occupational sickness or disease or death of the District's employees; (ii) claims for damages because of bodily injury, sickness or disease or death of any person other than the District's employees; (iii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by the District, or (b) by another person; and (iv) claims for damages, other than to the Project itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom. Such insurance shall be in the coverage amount of \$1,000,000 per occurrence and \$2,000,000 aggregate. The insurance policy required of the District hereunder shall also name Contractor as an additional insured as its interests may appear. Such insurance shall be deemed to be primary and non-contributory with any policy maintained by Contractor and any policy or coverage maintained by Contractor shall be deemed to be excess over such insurance maintained by District.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Sublease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

EXHIBIT A
PAYMENT PROVISIONS

Tenant Improvement Payments and the Sublease Payments shall be paid monthly and the total of the Tenant Improvement Payments and the Sublease Payments made shall not exceed the amount of the GMP as defined in Section 5 of the Construction Services Agreement. Each month Contractor shall provide the District with an itemized summary (in accordance with the provisions set forth in the Project Manual) indicating the percentage of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager.

The District shall pay Contractor in accordance with the procedures set forth in the Construction Services Agreement, the Project Manual and the portion of the GMP set forth as the Tenant Improvement Payments in accordance with Section 5 of the Construction Services Agreement, based on the amount of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager according to the approved Schedule of Values, less the retention applicable to said payment all in accordance with the procedures set forth in the Construction Services Agreement and/or the Project Manual.

The District shall pay Contractor Sublease Payments in an amount to be negotiated at GMP on a per month basis. The Sublease payments shall be in consideration of the District’s rental, use, and occupancy of the Project and the Site; the Sublease Payments shall include the portion of the Construction Costs financed by Contractor. The Sublease Payments shall commence with the Site Lease execution and be negotiated at GMP for a period of twelve (12) months beginning as stated in **Section 2** above and using the structure below.

The Lease Payment Amount shall be paid pursuant to the following structure and the annual interest rate shall be at **Three Percent (3.0%)**:

Date of Payment	(A) Total Lease Payment	(B) Total Interest Due on Lease Payment	Total Lease Payment plus interest due by District to Contractor (A + B)
30 Days after execution of Memorandum of Commencement	\$Numeric Lease Payments/12	\$____	\$____
30 days thereafter	\$Numeric Lease Payments/12	\$____	\$____

SITE SUBLEASE AGREEMENT #17-211

30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___

Financed Portion of Lease Payments. The District requires the Contractor to finance a portion of the Lease Payments and that financing is reflected in the table above. In no event shall the cumulative total of the Tenant Improvement Payments and the Lease Payments plus interest ever exceed the Guaranteed Project Cost as defined herein.

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Lease-Leaseback Agreements #17-212, #17-213, and #17-214 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the McAuliffe Kindergarten Project (Dr. Morales/Fateh/CFW)

The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the McAuliffe Kindergarten Project (“Project”). The Project includes the construction a modular two-classroom building at the existing Christa McAuliffe Elementary School site.

This Agenda Item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the McAuliffe Kindergarten Project.

The LLB delivery method requires three separate agreements, the Construction Services Agreement, the Site Lease, and a Sublease:

- The Construction Services Agreement sets forth the terms, conditions, and scope of work indicated in the DSA approved construction and contract documents for the school site.
(*Construction Services Agreement #17-212*)
- The Site Lease Agreement leases the Christa McAuliffe Elementary School (property) to Viola Inc., and requires that they complete the facilities improvements as indicated in the Construction Services Agreement under the terms of the Lease
(*Site Lease Agreement #17-213*)
- The Sublease Agreement subleases the property from Viola Inc., back to the Oxnard School District for operational use and access to the facilities after completing construction. The Sublease requires the District to make lease payments to Viola Inc. that constitute the financing provided by the contractor under the LLB model.

(Site Sublease Agreement #17-214)

FISCAL IMPACT

The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at McAuliffe as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of:

Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00) to be paid out of Master Construct and Implementation Funds.

The GMP Contingency amount indicated above is included in the total GMP amount. The GMP Contingency is controlled by the District to accommodate scope gaps, unforeseen conditions and/or discrepancies in the plans and specifications (including the Architect’s errors and omissions) without requiring an amendment to the GMP.

The Agreements will be funded using the Master Construct & Implementation Funds. All expenditures related to the proposed agreements will be cost coded to McAuliffe Kindergarten Project under the object code 06270 – Main Construction Costs.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-212, #17-213 and #17-214, with Viola Inc., to provide Construction Services related to the McAuliffe Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code.

ADDITIONAL MATERIAL(S):

Attached:

- *Construction Services Agreement #17-212 (25 Pages)*
- *Site Lease Agreement #17-213 (9 Pages)*
- *Site Sublease Agreement #17-214 (14 Pages)*

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CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this 1st day of November, 2017, by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") and Viola Inc., a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor").

WHEREAS, the District will operate McAuliffe Elementary School, located at 3300 Via Marina Avenue, Oxnard, California 93035 (hereinafter referred to as the "School Facility"); and

WHEREAS, the District desires to construct new facilities and improvements (as more fully described below) at those portions of the School Facility identified in the Site Lease, as defined in Section 1H below (the "Site"); and

WHEREAS, the District has determined that it is in its best interests to pursue the improvements to the School Facility through the lease-leaseback method of project delivery pursuant to California Education Code §17406 which permits the governing board of the District, without advertising for bids, to lease to Contractor property owned by the District if the instrument by which property is leased requires the lessee to construct, or provide for the construction, on the leased property, of a facility for the use of the District during the term of the lease, and provides that title to that facility shall vest in the District at the expiration of the lease; and

WHEREAS, the District desires to finance a portion of the improvements utilizing the lease/leaseback methodology; and

WHEREAS, the District has conducted an RFQ process by which it selected Contractor; and

WHEREAS, the District intends to undertake work to improve the School Facility, the scope of which is generally described in **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended, which is

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incorporated herein (the "General Conditions"), and the Construction Documents. The term "Contract Documents" shall include all modifications and addenda thereto.

- D. **Guaranteed Maximum Price**. The term "Guaranteed Maximum Price" or "GMP" as used in this Agreement means the Guaranteed Maximum Price established pursuant to Section 5 of this Agreement to be used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease, subject only to any adjustments for Extra Work/Modifications as provided in Section 10 of this Agreement.
- E. **Preconstruction Services**. The term "Preconstruction Services" as used in this agreement means to retain a professional construction firm (hereafter "CONTRACTOR") to provide certain professional pre-construction services, as described in **Exhibit B** related to the Project plans and specifications for the purpose of designing the project within budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect.
- F. **Project**. The term "Project" shall mean the improvements and facilities to be constructed and installed by Contractor at the School Facility which will result in complete and fully operational facilities as more fully set forth on **Exhibit A** attached hereto.
- G. **Project Manual**. The term "Project Manual" shall mean the compilation of the Specification sections including Division 0, Procurement and Contracting Requirements, Division 1 General Requirements, and technical specifications Division 2 through 33 prepared by the Architect and approved by the District, the DSA, or other regulatory agencies which show or describe the location, character, dimensions or details for the Project, which shall be delivered to Contractor upon execution of this Agreement.
- H. **Site**. The term "Site" as used in this Agreement shall mean those certain parcels of real property and improvements thereon (if any) more particularly described in **Exhibit A** to the Site Lease.
- I. **Site Lease**. The term "Site Lease" as used in this Agreement shall mean the certain Site Lease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District leases the Site to Contractor.

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- J. **Specifications.** The term “Specifications” shall mean those numbered specifications set forth in the Project Manual which shall accompany this Agreement and which are incorporated by reference herein. Individual Specifications may be referred to by their specification number as set forth in the Project Manual.
- K. **Subcontractor.** As used in this Agreement, the term “Subcontractor” means any person or entity, including trade contractors, who have a contract with Contractor to perform any of the Construction.
- L. **Sublease.** The term “Sublease” as used in this Agreement shall mean the certain Sublease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District subleases the Site from Contractor.
- M. **Sublease Payments.** The term “Sublease Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.
- N. **Tenant Improvement Payments.** The term “Tenant Improvement Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.

SECTION 2. CONTRACTOR’S DUTIES AND STATUS

Contractor covenants with the District to furnish reasonable skill and judgment in constructing the Project. Contractor agrees to furnish efficient business administration and superintendence and to furnish at all times an adequate supply of professionals, workers, and materials and to perform the work appropriately, expeditiously, economically, and consistent with the Contract Documents.

SECTION 3. ADDITIONAL SERVICES

If the District requests Contractor to perform additional services not described in this Agreement, Contractor shall provide a cost estimate and a written description of the additional work necessary to complete such additional services. The cost for such additional services shall be negotiated and agreed upon in writing in advance of Contractor performing or contracting for such additional services, and such cost shall be used to adjust the GMP established pursuant to Section 5 hereof. In the absence of a written agreement, the District will not compensate Contractor for additional services, will not adjust the GMP for such additional services, and Contractor will not be required to perform them. It is understood and agreed that if Contractor performs any services that it claims are additional services without receiving prior written approval from the District Board of Trustees, Contractor shall not be paid for such claimed additional services and the GMP will not be adjusted. Nothing in this Agreement shall be construed as

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limiting the valuation of such additional services and amount that the GMP will be adjusted for such additional services, should a written agreement for such services be executed by the parties. Notwithstanding the foregoing, Contractor shall not be entitled to compensation, nor will the GMP be adjusted, for additional services required as a result of Contractor's acts, errors or omissions.

SECTION 4. OWNERSHIP OF PLANS AND DOCUMENTS

All original field notes, written reports, drawings, specifications, Construction Documents, and other documents, produced or developed for the Project are the property of the District, regardless of whether the Project is constructed, and shall be furnished to the District. Such documents are not to be used by Contractor or by the Subcontractors on other work nor shall Contractor nor the Subcontractors claim any right to such documents. This shall not deprive Contractor from retaining electronic data or other reproducible copies of the Construction Documents or the right to reuse information contained in them in the normal course of Contractor's professional activities.

SECTION 5. ESTABLISHMENT OF GUARANTEED MAXIMUM PRICE

The "GMP" for the Project shall be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. The GMP consists of (1) a Preconstruction Fee only in the amount of **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. (2) a Sublease Tenant Improvement and (3) a Contractor Contingency and Sublease Payments to be negotiated as an amendment to this agreement pursuant to terms and payment schedule as amended and set forth in the Sublease. THE "GMP" WILL NOT BE ESTABLISHED UNTIL DSA HAS APPROVED THE FINAL PLANS AND SPECIFICATIONS AND THE BOARD APPROVES IT PRIOR TO NTP FOR CONSTRUCTION. The GMP will then be brought to the Board of Trustees as an amendment to this section of this agreement. Until such time this section will remain as a Preconstruction Fee only, the Site Lease and Sublease will not begin and the Contractor will proceed with Preconstruction Services as set forth in **Exhibit B** with an NTP for Preconstruction from the District.

The GMP is based upon the DSA approved plans and specifications to exist after this Agreement is entered into between Contractor and the District, and more fully described and referenced in the Scope of Work to be set forth in **Exhibit A** attached hereto. Prior to DSA approval Contractor will perform Preconstruction Services to assist in designing the project and as set forth in **Exhibit B**. After preconstruction services, DSA approval of plans and specifications, and the establishment of the GMP the Contractor shall assume the risk of cost overruns which were not foreseeable at the time this Agreement was entered into and the GMP determined, except for undocumented events of the type set forth in Section 19 hereof, work mandated by an outside agency after issuance of Construction Documents that could not have been reasonably foreseen from review of the Contract Documents, or costs arising from

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undocumented geotechnical issues. Contractor acknowledges that (i) Contractor has conducted a site inspection and is familiar with the site conditions based on records, studies and visible conditions relating to construction and labor and (ii) Contractor has reviewed the Contract Documents and is familiar with the contents thereof. District directed changes to the scope of the Project not contemplated in the Scope of Work shall be deemed Extra Work/Modifications pursuant to the procedures set forth in Section 10 of this Agreement. The GMP shall include, but not be limited to, increases in labor and materials. The GMP has been used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease. The GMP includes the cost of all labor, materials, equipment, general conditions, overhead, profit and a Contractor Contingency as indicated above.

The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH PRECONSTRUCTION AND CONSTRUCTION

Prior to an approved GMP, the District shall issue a notice to Contractor to proceed with the Preconstruction of the Project. The Preconstruction Agreement in **Exhibit B** will serve as the whole agreement between the Contractor and the District until a GMP is established.

Upon receipt of an approved GMP, the District shall issue a notice to Contractor to proceed with the Construction of the Project. In the event that a Notice to Proceed with Construction is

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not issued for the Project, the Site Lease and the Sublease shall terminate upon written notice from the District to Contractor that a Notice to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the competitive bid procedures set forth in the California Public Contract Code, including specifically Public Contract Code section 20110, et seq., or that it will utilize an informal bidding process established by Contractor which also incorporates competitive bid procedures. Regardless of the method Contractor employs, Contractor will make a good faith effort to contact and utilize DVBE contractors and suppliers in securing bids for performance of the Project in accordance with the procedures set forth in Section 1.77 of the General Conditions. In the event that Contractor chooses to select Subcontractors pursuant to an informal bidding process, Contractor shall ensure that it receives at least three competitive quotes from potential subcontractors for each trade component of the Project, unless the parties agree otherwise on a trade-by-trade basis. The District reserves the right to oversee the bidding process. Contractor shall inform all bidders that the District will not be a party to any contracts for construction services executed by Contractor and selected bidders. Contractor shall submit a listing of proposed subcontractors to the District for the District's review. In no case, will Contractor award any sub-contracts until the District has concurred in the scope and price of the sub-contracted services. In addition, Contractor shall provide the District with full documentation regarding the bids or competitive quotes received by Contractor. In no event, shall such documentation be redacted or obliterated. In the event Contractor does not comply with this provision, the District may terminate this Agreement in accordance with the provisions of the General Conditions. Subcontractors awarded contracts by Contractor shall be afforded all the rights and protections of listed subcontractors under the provisions of the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100, et seq.).

SECTION 9. CONSTRUCTION SCOPE OF WORK

- A. Prior to commencing Construction, Contractor shall comply with the initial schedule requirements set forth in the General Conditions.
- B. Contractor shall complete the Construction pursuant to the Construction Documents as amended subject to any additional DSA or other regulatory approvals as may be required, performing all work set forth in the Scope of Work, and shall make reasonable efforts in scheduling to prevent disruption to classes.
- C. Contractor shall be responsible for complying with all applicable building codes, including without limitation mechanical codes, electrical codes, plumbing codes and fire codes, each of the latest edition, required by the regulatory agencies and for arranging and overseeing all necessary inspections and tests including inspections by the DSA or regulatory agencies, permits and occupancy permits, and ensuring compliance with any Federal and State laws, including, but not limited to, safety procedures and requirements, and construction employee training programs which cover among other items, hazardous chemicals and materials.
- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss, of vandalism, theft of property or other property damage ("Vandalism") which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing School Facility, including procedures to control on-site noise, dust, and pollution during construction.
- F. The District shall cause the appropriate professionals to stamp and sign, as required, the original Construction Documents or parts thereof and coordinate the Project's design with all utilities.
- G. Contractor shall, for the benefit of the Subcontractors, attend pre-construction orientation conferences in conjunction with the Architect to set forth the various reporting procedures and site rules prior to the commencement of actual construction. Contractor shall also attend construction and progress meetings with District

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representatives and other interested parties, as requested by the District, to discuss such matters as procedures, progress problems and scheduling. Contractor shall prepare and promptly distribute official minutes of such meetings to all parties in attendance, including without limitation the District, the Architect and the District Inspector of Record.

- H. Contractor shall incorporate approved changes as they occur, and develop cash flow reports and forecasts for submittal to the District as requested. Contractor shall provide regular monitoring of the approved estimates for Construction costs, showing actual costs for activities in progress, and estimates for uncompleted tasks. Contractor shall maintain cost accounting records on authorized additional services or work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, and for other work requiring accounting records.
- I. Contractor shall record the progress of the Project and shall submit monthly written progress reports to the District and the Architect including information on the entire Project, showing percentages of completion and the number and amounts of proposed Extra Work/Modifications and their effect on the construction costs as of the date of each respective report.
- J. Contractor shall keep a log containing a record of weather, Subcontractors, work on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the District may require. Contractor shall make the log available to the District, the Architect, and the District's project manager. The District shall be promptly advised on all anticipated delays in the Project.
- K. The District shall bear the cost for the DSA Inspector, soils testing, DSA or other regulatory agency fees, and special testing required in the construction of the Project. If additional review or permits become necessary for reasons not due to Contractor's fault or because of DSA or regulatory agency requirements or regulations implemented after the date the Final GMP is established and not reasonably anticipated at the time the Final GMP is established, Contractor may seek additional compensation for the cost of that review as an additional cost. In the alternative, the District may pay such costs directly.

SECTION 10. EXTRA WORK/MODIFICATIONS

- A. The District may prescribe or approve additional work or a modification of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents ("Extra Work/Modifications");

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and for such purposes the District may at any time during the life of this Agreement, by written order, make such changes as it shall find necessary in the design, line, grade, form, location, dimensions, plan, or material of any part of the work or equipment specified in this Agreement or in the Construction Documents, or in the quantity or character of the work or equipment to be furnished. In the event conditions develop which, in the opinion of Contractor, make strict compliance with the specifications impractical, Contractor shall notify the District of the need for Extra Work/Modifications by placing the matter on the agenda of regularly scheduled construction meetings with the District for discussion as soon as practicable after the need for the Extra Work/Modifications is determined. Additionally, Contractor shall submit to the District for its consideration and approval or disapproval, a written request for Extra Work/Modifications before such work is performed. If the District approves the request in writing, the costs of the Extra Work/Modification shall be added to or deducted from the GMP or the Scope of Work shall be modified to complete the Project within the GMP, as applicable. Any adjustments to the GMP will result in an adjustment of the Tenant Improvement Payment and, if applicable, the Sublease Payments.

- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted.

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Contractor's failure to notify the District within such ten (10) day period shall be deemed a waiver and relinquishment of the claim against the District.

- D. Expenses of reconstruction and/or costs to replace and/or repair damaged materials and supplies, provided that Contractor is not fully compensated for such expenses and/or costs by insurance or otherwise, shall be included in an increase to the GMP if said expenses are the result of the negligent acts or omissions of the District, or its principals, agents, servants, or employees.

SECTION 11. NOT USED

SECTION 12. PERSONNEL ASSIGNMENT

- A. Contractor shall assign _____ as Project Manager/Superintendent for the Project. So long as _____ remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to the Project except as provided in this Section. In the event Contractor deems it necessary, Contractor shall replace the manager and/or the superintendent for the Project with a replacement with like qualifications and experience, subject to the prior written consent of the District, which consent shall not be unreasonably withheld. Any violation of the terms of paragraph A of this Section 12 shall entitle the District to terminate this Agreement for breach, pursuant to the provisions of the General Conditions.
- B. Notwithstanding the foregoing provisions of paragraph A of Section 12, above, if any manager and/or superintendent proves not to be satisfactory to the District, upon written notice from the District to Contractor, such person(s) shall be promptly replaced by a person who is acceptable to the District in accordance with the following procedures: Within five (5) business days after receipt of a notice from the District requesting replacement of any manager and/or superintendent or discovery by Contractor that any manager and/or superintendent is leaving their employ, as the case may be, Contractor shall provide the District with the name of an acceptable replacement/substitution together with such information as the District may reasonably request about such replacement/substitution. The replacement/substitution shall commence work on the Project no later than five (5) business days following the District's approval of such replacement, which approval shall not be unreasonably withheld. If the District and Contractor cannot agree as to the replacement/substitution, the District shall be entitled to terminate this Agreement for breach pursuant to the provisions of the General Conditions.

SECTION 13. BONDING REQUIREMENTS

Contractor shall fully comply with the requirements set forth in Section 6.9 of the General Conditions.

SECTION 14. PAYMENTS TO CONTRACTOR

- A. Contractor shall finance the cost of construction of the Project which costs shall not exceed the GMP, which shall not be adjusted except as otherwise provided in this Agreement. The District shall pay Contractor Tenant Improvement Payments and Sublease Payments pursuant to the terms and conditions of Section 6 of the Sublease. In the event of a dispute between the District and Contractor, the District may withhold from the Tenant Improvement Payments and the Sublease Payments an amount not to exceed one hundred fifty percent (150%) of the disputed amount.
- B. This Agreement is subject to the provisions of California Public Contract Code Sections 7107, 7201 and 20104.50 as they may from time to time be amended.
- C. For purposes of this Agreement, the acceptance by the District means acceptance made only by an action of the governing body of the District in open session. Acceptance by Contractor of the final Tenant Improvement Payment or the Sublease Payment, as the case may be, shall constitute a waiver of all claims against the District related to those amounts.

SECTION 15. CONTRACTOR'S CONTINUING RESPONSIBILITY

Neither the final payment nor any provision in the Contract Documents shall relieve Contractor of responsibility for faulty materials or workmanship incorporated in the Project or for any failure to comply with the requirements of the Contract Documents.

SECTION 16. INSURANCE

Contractor shall provide, during the life of this Agreement, the types and amounts of insurance set forth in Article 6 of the General Conditions, which are incorporated by reference herein.

SECTION 17. USE OF PREMISES

Contractor shall confine operations at the Site to areas permitted by law, ordinances, permits and the Construction Documents and shall not unreasonably encumber the Site or existing School Facilities at the Site with any materials or equipment. Contractor shall not load or permit any part of the work to be loaded with a weight so as to endanger the safety of persons or property at the Site.

SECTION 18. SITE REPRESENTATIONS

The District warrants and represents that the District has, and will continue to retain at all times during the course of construction, legal title to the Site and that said land is properly subdivided and zoned so as to permit the construction and use of said Site with respect to the Project. The District further warrants and represents that title to said land is free of any easements, conditions, limitation, special permits, variances, agreements or restrictions which would prevent, limit or otherwise restrict the construction or use of said Site pursuant to this Agreement. Reference is made to the fact that the District has provided information on the Site to Contractor. Such information shall not relieve Contractor of its responsibility; and the interpretation of such data regarding the Site, as disclosed by any borings or other preliminary investigations, is not warranted or guaranteed, either expressly or implicitly, by the District. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility and general character of the Site and for having satisfied itself as to the conditions under which the work is to be performed. No claim for any allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site will be recognized.

SECTION 19. HAZARDOUS WASTE AND UNKNOWN PHYSICAL CONDITIONS

Contractor shall comply with the District's Hazardous Materials Procedures and Requirements as set forth herein.

- A. If the District has identified the presence of hazardous materials on or in proximity to the Site (the "Pre-existing Hazardous Materials"), Contractor shall review all information provided by the District that characterizes the Pre-existing Hazardous Materials and shall take the actions approved by DTSC and issued by the District necessary to address the Pre-existing Hazardous Materials in the performance of the work. Contractor shall conduct the work based on this information issued at the time contract documents are executed. Contractor shall immediately communicate, in writing, any variances from available information to the District.
- B. The District will retain an additional independent environmental consultant to perform the investigation, inspection, testing, assessment, sampling and analysis necessary to prepare and recommend a remediation plan for the Pre-existing Hazardous Materials for the District's approval (the "Remediation Plan").
- C. The District will retain title to all Pre-existing Hazardous Materials encountered during the work. This does not include hazardous material generated by Contractor, including but not limited to used motor oils, lubricants, cleaners, etc. Contractor shall dispose of such hazardous waste in accordance with the provisions of the Contract Documents, as well as local, State and Federal laws and regulations. The District will be shown as the hazardous waste generator and will sign all hazardous waste shipment manifests for non-Contractor generated hazardous waste. Nothing contained within these

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Contract Documents shall be construed or interpreted as requiring Contractor to assume the status of owner or generator of hazardous waste substances for non-Contractor generated hazardous wastes.

- D. Except as otherwise provided herein, it is the responsibility of Contractor to obtain governmental approvals relating to Hazardous Materials Management, including Federal and State surface water and groundwater discharge permits and permits for recycling and reuse of hazardous materials for all work noted in the contract documents. Contractor shall be responsible for coordinating compliance with such governmental approvals and applicable governmental rules with the District's hazardous materials consultant, including those governing the preparation of waste profiles, waste manifests, and bills of lading. If Contractor encounters hazardous materials, it shall immediately notify the District in writing. The District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District.
- E. If, during construction, Contractor encounters materials, conditions, waste, contaminated groundwater or substances, not identified in the District's assessment report, that Contractor reasonably suspects are hazardous materials, Contractor shall stop the affected portion of the work, secure the area, promptly notify the District, and take reasonable measures to mitigate the impact of such work stoppage. The District shall retain the services of an environmental consultant to perform investigation, inspection, testing, assessment, sampling and analysis of the suspect materials, conditions, waste, groundwater or substances.
- (1) Found Not to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances do not constitute hazardous materials, Contractor shall recommence the suspended work.
- (2) Found to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances constitute hazardous materials and such hazardous materials require remediation and disposal, then the District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District. All such costs shall be the responsibility of the District.
- F. Exacerbation of Pre-Existing Hazardous Materials.

If during construction Contractor encounters pre-existing environmental conditions that it knew or should have known involve hazardous materials (the "Point of Discovery") (which encounters may include an unavoidable release or releases of hazardous

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materials) then Contractor must immediately stop the affected portion of the work. If Contractor fails to immediately stop the affected portion of the work after the Point of Discovery, then Contractor is solely responsible for any resultant Exacerbation Cost. "Exacerbate," in all its forms, means the worsening effects of Contractor's failure to stop the affected portion of work after the Point of Discovery. "Exacerbation Cost" means the differential between (i) the actual increase in the cost of remediation and delays to the Project attributable to pre-existing environmental conditions involving hazardous substances, and (ii) the cost thereof or delays thereto had Contractor immediately stopped the affected portion of the work after the Point of Discovery. The standard of "should have known" applies to Contractor's supervisory personnel, whether or not on the Site. Contractor's supervisory personnel must have had the hazardous material training required by applicable OSHA and Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the 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.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters

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covered by the Contract Documents (the "Data"). The Data shall be maintained for ten (10) years from the latest expiration of the term (as such may be extended) of any of the Contract Documents. Contractor shall use its best efforts to cause its Subcontractors to keep or cause to be kept true and complete books, records and accounts of all financial transactions in the course of its activities and operations related to the Project. Upon completion of the Project, Contractor shall provide the District with one (1) complete copy of the Data.

The District, at its own costs, shall have the right to review and audit, upon reasonable notice, the books and records of Contractor and any Subcontractors concerning any monies associated with the Project.

SECTION 22. PERSONAL LIABILITY

Neither the trustees, officers, employees, or agents of District, the District's representative, or Architect shall be personally responsible for any liability arising under the Contract Documents.

SECTION 23. AGREEMENT MODIFICATIONS

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or Contractor unless the same shall be in writing and signed by both the District and Contractor.

SECTION 24. NOTICES

Any notices or filings required to be given or made under this Agreement shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

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If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,
Garcia Hernandez Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,
Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective upon actual receipt by the other parties, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 25. ASSIGNMENT

Neither party to this Agreement shall assign this Agreement or sublet it as a whole without the written consent of the other, nor shall Contractor assign any monies due or to become due to it hereunder without the prior written consent of the District.

SECTION 26. PROVISIONS REQUIRED BY LAW

Each and every provision of law and clause required to be inserted in these Contract Documents shall be deemed to be inserted herein and the Contract Documents shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract Documents shall forthwith be physically amended to make such insertion or correction.

SECTION 27. HEADINGS

The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the Contract Documents or in any way to affect the terms and provisions set forth herein.

SECTION 28. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. SUCCESSION OF RIGHTS AND OBLIGATIONS

All rights and obligations under this Agreement shall inure to and be binding upon the successors and assigns of the parties hereto.

SECTION 30. NOTIFICATION OF THIRD PARTY CLAIMS

The District shall provide Contractor with timely notification of the receipt by the District of any third-party claim relating to this Agreement, and the District may charge back to Contractor the cost of any such notification.

SECTION 31. SEVERABILITY

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of the Contract Documents shall be affected thereby, and each provision of the Contract Documents shall be valid and enforceable to the fullest extent permitted by law.

SECTION 32. ENTIRE AGREEMENT

This Construction Services Agreement and the additional Contract Documents as defined in paragraph C of Section 1 herein, including the Site Lease, the Sublease, and the Specifications, drawings, and plans constitute the entire agreement between Contractor and the District. The Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided in Section 10 hereof.

SECTION 33. EXECUTION IN COUNTERPARTS

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

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IN WITNESS, WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

CONTRACTOR

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

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EXHIBIT A

Scope of Work (Plans & Specifications)

To be Approved by the Division of State Architect of the State of
California

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OXNARD SCHOOL DISTRICT

CONSTRUCTION SERVICES AGREEMENT

McAuliffe Elementary School New Addition

November 1, 2017

EXHIBIT B

Oxnard School District – McAuliffe ES New Addition

Preconstruction Services

The District desires to retain a professional construction firm (hereafter “CONTRACTOR”) to provide certain professional pre-construction services related to the Project plans and specifications for the purpose of designing the project to budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect. The fee for this set of services will be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. to be paid monthly on a design progress basis.

The CONTRACTOR will be expected to provide the following professional pre-construction services during the design phase of the Project:

1. Professional Construction Cost-Estimation Services

- A. During each phase of design or at the completion of each phase of design, (1) Conceptual, (2) Schematic, (3) Design Development and (4) Construction Development, CONTRACTOR shall prepare a cost estimate, in current, uninflated dollars, for the design and specifications prepared by the Architect. CONTRACTOR acknowledges that it shall prepare four (4) complete cost estimates commensurate with the level of detail of each phase of design. The cost estimate shall include all Project costs, including, all hard costs (site preparation, utility connections, off-site improvements, hazard abatement, construction costs, overhead & profit and general conditions), soft costs (survey, geo-hazard, geo-technical, environmental studies, inspection and testing) and furniture, fixture and equipment.
- B. Upon final approval by the Division of the State Architect (hereinafter, “DSA”), CONTRACTOR shall adjust its estimate to incorporate any and all changes required by DSA as part of the review and approval process.
- C. CONTRACTOR shall provide the cost estimates at such time as directed by the Program Manager during or at the conclusion of each phase of design, in a format approved by the District’s Program Manager and consistent with Construction Specifications Institute (CSI) standards. During the schematic phase, Contractor shall estimate in the CSI UniFormat. For all other phases of design, Contractor shall utilize CSI MasterFormat.

2. Professional Constructability Review

- A. Definition: Constructability Review shall mean the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect and CONTRACTOR by the District as approved by the District; and (ii) are free of errors, omissions, conflicts or other deficiencies so that the CONTRACTOR can construct the Project as therein depicted within the Project Budget and without delays, disruptions, or additional costs. The standard to be used for constructability is a contractor's standard of care in reviewing the plans and not that of an architect.
- B. CONTRACTOR shall conduct one comprehensive technical review of the Plans and Specifications at 50% Construction Development phase. The purpose of this review will be to examine whether the design intent can be successfully implemented in the field within the Project budget. A report of the CONTRACTOR's findings will be distributed to the Program Manager and the Architect. CONTRACTOR will participate in any meeting(s) with the Architect to determine if the comments will be included in the final bid set of documents. CONTRACTOR will work with Architect to ensure that all front end documents conform to technical specifications and meet District standards.
- C. At all times during design and DSA Review and Approval, the Architect shall remain responsible for completing, stamping, submitting and securing final DSA approval for the Project. Furthermore, the District acknowledges that CONTRACTOR is neither the Architect nor performing an architectural review of the Project. CONTRACTOR's responsibilities and duties under this subsection shall not include the architectural or structural design of the Project which is the responsibility of the Architect. Notwithstanding this qualification, CONTRACTOR shall conduct a detailed evaluation of the District's educational specifications, Project intent, Architect's Plans & Specifications, the proposed Project construction budget, schedule requirements and deliver a Constructability Review identifying any comments, recommendations or concerns that CONTRACTOR has as to the constructability of the Architect's Plans & Specifications consistent with the District's intent and budget.
- D. Deliverable: The CONTRACTOR shall deliver to the District a complete technical report of the Plans and Specifications with the opinion of the CONTRACTOR as to the constructability of the Architect's Plans and Specifications. The CONTRACTOR, in the report, shall identify any issues, concerns or requests for clarification that CONTRACTOR believes are necessary to complete the design within the District's proposed and approved Project budget. The report shall be made available to the Architect, the District and its Program Manager.

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3. Value Engineering Services

- A. Definition: CONTRACTOR shall be required to perform Value Engineering Services to identify opportunities to reduce Project cost at the conclusion of each phase of design and during DSA review. The Value Engineering Services shall be provided in the form of a report to the Program Manager and shall identify value engineering opportunities, alternative materials and alternative methods and the associated cost savings estimated by the CONTRACTOR.
- B. Deliverable: The CONTRACTOR shall maintain and distribute a running log of value engineering recommendations throughout the design process. The log shall identify and describe the recommendation, the estimated cost savings for each recommendation and a notation of whether the recommendation is accepted or rejected by the Architect and the District. Value engineering recommendations that are accepted by the District shall be incorporated into the plans and specifications at each phase of design. The log shall note when the recommendation was incorporated into the Plans and Specifications.

4. Building Information Modeling (BIM) Services

- A. Definition: BIM Modeling is defined as a 3-D model-based process involving the generation and management of digital representations of physical and functional characteristics of a proposed construction project for purposes of planning, designing, constructing, operating and maintaining the proposed new facility.
- ~~B. CONTRACTOR shall participate in and/or prepare a 3-D model of the Architect's design of the Project utilizing BIM software. The 3-D model shall be rendered in a format that can be made available to the Architect, the District, and/or any agent or representative thereof. The model shall contain sufficient detail to identify any and all ambiguities and clashes in the Architect's plans and specifications and produce a model from which a contractor or sub-contractors may bid for the project in question. The BIM Model must be in a format that can be shared or networked to support the decision-making process related to the design and specifications.~~
- ~~C. The 3-D BIM Model shall be completed prior to the Architect's submission of the plans and specifications to the Division of the State Architect. Any and all ambiguities or clashes will be resolved in a final 3-D BIM Model prior to this submittal.~~
- ~~D. The District shall hold title and interest in the completed 3-D BIM Model. At the request of the District, CONTRACTOR shall make the completed 3-D BIM Model files available to the District in a format acceptable to the District.~~

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- E. Deliverable: ~~A completed 3-D BIM Model in electronic format acceptable to the District.~~

5. Construction Scheduling Services

- A. Definition: Construction Scheduling is defined as the process of developing a detailed master baseline construction schedule for the Project that identifies all the major tasks and subtasks associated with the planning, design, construction, commissioning, close-out and final occupancy of the completed Project. The schedule shall be prepared in Primavera or comparable software and shall identify all long lead items, critical path, coordination of site activities, and any phasing of the Project. The Construction Scheduling services shall culminate in a final baseline construction schedule approved by the District to be used as a baseline schedule for the Project.
- B. CONTRACTOR shall develop a detailed construction schedule utilizing the critical path method. This schedule will provide a logical means of establishing and tracking the Project and for the organization of activities into areas established by Project criteria. CONTRACTOR shall consider any potential disruptions to the learning environment and incorporate major school activities, such as site-wide or statewide testing dates, or as otherwise provided by the District, in the construction schedule.
- C. In addition to the Construction Schedule, CONTRACTOR shall develop a Responsibility Matrix and Construction Site Management Plan for the Project. The Responsibility Matrix shall identify the key team members (District/Architect/IOR) and the roles and responsibilities of each entity for the Project. The Construction Site Management Plan shall consist of, but is not limited to, staging areas, deliveries of materials and supplies, site fencing and location of construction site field office. The CONTRACTOR shall work with the Architect and Program Manager to develop these two deliverables in a format and content acceptable to the District.
- D. Deliverable: A completed and approved baseline construction schedule, a Responsibility Matrix and Construction Site Management Plan.

6. Cooperation and Attendance at Design Meetings

- A. CONTRACTOR shall attend regular meetings during Project design with the Architect, the District's Program Manager, the District, and any other applicable consultants of the District as necessary. CONTRACTOR shall contribute to the design meetings by providing applicable comments, feedback, recommendations, information and reports required under the scope of this Contract in a timely manner. Design meetings may be held as frequently as weekly.

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B. CONTRACTOR shall submit to the District's Program Manager, weekly report of its activities and progress related to deliverables identified in the scope of this Contract. The report shall be provided in a format that is acceptable to the Program Manager.

7. Schedule for Pre-Construction Services.

A. The services outlined herein shall commence on the date specified in the District's Notice to Proceed ("NTP"). The schedule of the services to be provided herein shall be consistent with the Design Schedule identified in the District's contract with the Architect for the Project. The service of this Contract shall conclude and terminate upon receipt of the stamped approval of the Project Plans and Specifications from DSA.

B. In the event that the CONTRACTOR is unable to perform the services anticipated in this Contract in the Architect's design schedule, CONTRACTOR shall notify the Program Manager and the Design Team shall work on a mutually agreeable modification to the design schedule.

C. Any extensions required for deliverables shall be subject to the reasonable approval in writing by the District.

Viola Inc.:

**OXNARD SCHOOL DISTRICT,
a California school district:**

By: _____

By: Lisa A. Franz_____

Title: _____

Title: Director, Purchasing_____

Date: _____

Date: _____

SITE LEASE

This Site Lease (hereinafter referred to as the "Site Lease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as lessor, and Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as lessee.

RECITALS

WHEREAS the District desires to provide for the financing and construction of certain public improvements more fully described in a Construction Services Agreement between the District and Contractor, dated as of the date hereof (the "Project") which will become Christa McAuliffe Elementary School, located at 3300 Via Marina Ave, Oxnard, CA 93035, within the District, as more fully set forth in **Exhibit A** attached hereto (the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, the District's governing body has determined that it will provide the best value to the District and it is in the best interests of the District and for the common benefit of the citizens it serves to finance the Project by leasing to Contractor the land and the existing building(s) on the Site on which the public improvements are to be constructed and subleasing from Contractor the Site, including the Project, under a Sublease Agreement effective as of the date hereof (the "Sublease"); and

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Site Lease

The District leases to Contractor, and Contractor leases from the District, on the terms and conditions set forth herein, the Site situated in the County of Ventura, State of California, more specifically described in **Exhibit A** attached hereto and incorporated by reference herein, including any real property improvements now or hereafter affixed thereto.

SECTION 2. Term

The term of this Site Lease shall commence as of the date above and shall terminate on the last day of the term of the Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The District has good title to the Site.

(b) There are no liens on the Site other than permitted encumbrances (the term "permitted encumbrances" as used herein shall mean, as of any particular time: (i) liens for general ad valorem taxes and assessments, if any, not then delinquent; (ii) this Site Lease, the Sublease, any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law, easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Site Lease and which will not materially impair the use of the Site; (iii) easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Site Lease and to which Contractor and the District consent in writing which will not impair or impede the operation of the Site.).

(c) All taxes, assessments or impositions of any kind with respect to the Site, if applicable, except current taxes not yet due and payable, have been paid in full.

(d) The Site is properly zoned for the intended purpose or the District intends to render zoning inapplicable pursuant to Government Code Section 53094.

(e) To the best of the District's knowledge, the District is in compliance in all material respects with all laws, regulations, ordinances and orders of public authorities applicable to the Site.

(f) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(g) To the best of the District's knowledge, upon reasonable investigation and in reliance on the District's phase one Preliminary Environmental Assessment, and except as otherwise delineated in the Contract Documents: (i) no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the District or Contractor or Contractor's subcontractors to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site; (ii) no threat exists of a discharge, release or emission of a Hazardous

Substance upon or from the Site into the environment; (iii) the Site has not been used as or for a mine, a landfill, a dump or other disposal facility, industrial or manufacturing facility, or a gasoline service station; (iv) no violation of any Environmental Regulation now exists relating to the Site, no notice of any such violation or any alleged violation thereof has been issued or given by any governmental entity or agency, and there is not now any investigation or report involving the Site by any governmental entity or agency which in any way relates to Hazardous Substances; (v) no person, party, or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (i) above; (vi) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under, over or from the Site; (vii) the Site is not listed in the United States Environmental Protection Agency's National Priorities List of Hazardous Waste Sites or any other list of Hazardous Substance sites maintained by any federal, state or local governmental agency; and (viii) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release of any Hazardous Substance.

(h) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and further shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site and the Project are to be maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Site Lease, and the execution, delivery and performance of this Site Lease have been authorized by all necessary corporate or partnership actions on the part of Contractor and do not require any further approvals or consents.

(c) Execution, delivery and performance of this Site Lease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party or by which it or its property is bound.

(d) There is no pending or, to the best knowledge of the Contractor, threatened action or proceeding before any court or administrative agency which will

materially adversely affect the ability of Contractor to perform its obligations under this Site Lease.

(e) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been visually identified during the site-visit in accordance with the indemnification contained in the General Conditions incorporated into the Construction Services Agreement.

(f) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Rental

Contractor shall pay to the District as and for advance rental hereunder the sum of One Dollar (\$1.00) for the duration of the rental, this payment being due on or before the commencement of the term of this Site Lease. The duration of the rental is expected to be from the effective date hereof through the last day of the term of the Sublease.

SECTION 6. Purpose

Contractor shall use the Site solely for the purpose of constructing the Project thereon and for subleasing the Site and leasing the Project to the District; provided, however, that in the event of an occurrence of an Event of Default by the District, under the Sublease, Contractor may exercise the remedies provided for in the Sublease.

SECTION 7. Termination

Contractor agrees, upon termination of this Site Lease: (i) to quit and surrender the Site in the same good order and condition as it was in at the time of commencement of the term hereunder, reasonable wear and tear excepted; (ii) to release and reconvey to the District any liens and encumbrances created or caused by Contractor; and (iii) that any permanent improvements and structures existing upon the Site at the time of the termination of this Site Lease, including the Project, shall remain thereon and title shall vest in the District. Notwithstanding the District's foregoing rights in the event of termination, Contractor shall retain the right to compensation pursuant to the Construction Services Agreement and the Sublease.

SECTION 8. Quiet Enjoyment

The District covenants and agrees that it will not take any action to prevent Contractor's quiet enjoyment of the Site during the term of this Site Lease; and that in the event that the District's fee title to the Site is ever challenged so as to interfere with Contractor's right to occupy, use and enjoy the Site, the District will use all governmental powers at its disposal, including the power of eminent domain, to obtain

unencumbered fee title to the Site and to defend Contractor's right to occupy, use, and enjoy that portion of the Site.

SECTION 9. No Liens

The District shall not mortgage, sell, assign, transfer or convey the Site or any part thereof to any person during the term of this Site Lease, without the written consent of Contractor. Nothing herein shall preclude the District from granting utility easements across the Site to facilitate the use and operation of the Project for which it is intended.

During the term of this Site Lease, Contractor shall not permit any lien or encumbrance to attach to the Site or any part thereof.

SECTION 10. Right of Entry

The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any repairs, improvements or changes necessary for the preservation thereof, but in so doing shall not interfere with Contractor's operations on the Project.

SECTION 11. Assignment and Subleasing

Other than the Sublease, as defined herein, Contractor will not assign or otherwise dispose of or encumber the Site or this Site Lease without the written consent of the District.

SECTION 12. No Waste

Contractor agrees that at all times that it is in possession of the Site it will not commit, suffer or permit any waste on the Site, and it will not willfully or knowingly use or permit the use of the Site for any illegal act or purpose.

SECTION 13. Default

In the event that Contractor shall be in default in the performance of any obligation on its part to be performed under the terms of this Site Lease, which default continues for thirty (30) days following notice and demand for correction thereof to Contractor, the District may exercise any and all remedies granted by law, except that no merger of this Site Lease and of the Sublease shall be deemed to occur as a result thereof. Termination of this Site Lease shall be in accordance with the provisions of the General Conditions incorporated into the Construction Services Agreement or such other provisions as may be applicable.

SECTION 14. Eminent Domain

In the event that the whole or any part of the Site or the improvements thereon is taken by eminent domain, the financial interest of Contractor shall be recognized and is hereby determined to be the amount of all Tenant Improvement Payments and Sublease Payments then due or past due, and the purchase option price stated in

Section 20 of the Sublease less any unearned interest as of the date Contractor receives payment in full. The balance of the award, if any, shall be paid to the District.

SECTION 15. Taxes

The District covenants and agrees to pay any and all assessments of any kind or character and also all taxes, including possessory interest taxes, levied or assessed upon the Site of the improvements thereon.

SECTION 16. Severability

If any one or more of the terms, covenants or conditions of this Site Lease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Site Lease shall be affected thereby, and each remaining provision of this Site Lease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 17. Notices

Any notices or filings required to be given or made under this Site Lease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue. Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 18. Construction Services Agreement and Sublease

The Construction Services Agreement and the Contract Documents as defined therein, including the Sublease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 19. Binding Effect

This Site Lease shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

SECTION 20. Entire Agreement

This Site Lease, the Sublease, the Construction Services Agreement and the additional Contract Documents as defined in the Construction Services Agreement constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided herein or in Section 10 of the Construction Services Agreement.

SECTION 21. Execution in Counterparts

This Site Lease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 22. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions incorporated into the Construction Services Agreement.

SECTION 23. Applicable Law

This Site Lease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding

the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 24. Headings

The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

SECTION 25. Time

Time is of the essence in this Site Lease and each and all of its provisions.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Site Lease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Attn: Patrick Waid

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

By: Lisa A. Franz _____

Title: _____

Title: Director, Purchasing _____

Date: _____

Date: _____

EXHIBIT A

Legal Description of Site

Will be Supplied and this Exhibit amended upon the Approval by
the Division of State Architect of the State of California of the final
Plans and Specifications

SUBLEASE

This Sublease (hereinafter referred to as the "Sublease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as sub-lessee, Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as sub-lessor.

RECITALS

WHEREAS the District deems it essential for its own governmental purpose to finance the installation and construction of certain public improvements more fully described in **Exhibit A** to that certain Construction Services Agreement between the District and Contractor dated the date hereof (the "Project") which will become improvements to McAuliffe Elementary School, 3300 Via Marina Avenue, Oxnard, CA 93035 within the District as more fully set forth in Exhibit A of the site lease between the District and Contractor dated the date hereof (the "Site Lease") (The land and the real property improvements described in the Site Lease and the Construction Services Agreement are herein collectively referred to as the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, pursuant to Section 17406 of the California Education Code, the District is leasing the Site to Contractor pursuant to the Site Lease in consideration of Contractor subleasing the Site, including the Project, to the District pursuant to the terms of this Sublease; and

WHEREAS, the District and Contractor agree to mutually cooperate now and hereafter, to the extent possible, in order to sustain the intent of this Sublease and the bargain of both parties hereto, and to provide payments pursuant to this Sublease on the dates and in the amounts set forth in **Exhibit A** of this Sublease which is incorporated by this reference.

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Sublease

Contractor hereby leases from and subleases to the District, and the District hereby leases to and subleases from Contractor, the Site including any real property improvements now or hereafter affixed thereto in accordance with the provisions herein for the term of this Sublease.

SECTION 2. Term

(a) The term of the Sublease (the "Term") shall become effective upon the authorized execution of this Sublease and shall terminate twelve months after the earlier of the following two events:

- (1) The date the District takes beneficial occupancy of the final phase of the Project; or
- (2) The date of substantial completion, as defined in Article 7.2.2 of the General Conditions.

(b) The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

- (1) An Event of Default by the District as defined herein and Contractor's election to terminate this Sublease as permitted herein; or
- (2) An Event of Default by Contractor as defined herein and the District's election to terminate this Sublease as permitted herein; or
- (3) Consummation of the District's purchase option pursuant to Section 20 of this Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which the District is a party by which it or its property is bound.
- (b) The Project and the Site are essential to the District in the performance of its governmental functions and their estimated useful life to the District exceeds the term of this Sublease.
- (c) The District will take such action as may be necessary to include all Tenant Improvement Payments and Sublease Payments in its annual budget and annually to appropriate an amount necessary to make such Tenant Improvement Payments and Sublease Payments.
- (d) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.
- (e) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and, further, shall not seek to

substitute or acquire property to be used as a substitute for the uses for which the Site is maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing as a corporation and licensed contractor under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Sublease, and the execution, delivery and performance of this Sublease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents.

(c) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party by which it or its property is bound.

(d) There is no pending or, to the best knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Sublease.

(e) Contractor will not mortgage or encumber the Site or the Sublease or assign this Sublease or its rights to receive Tenant Improvement Payments or Sublease Payments hereunder, except as permitted herein.

(f) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been identified during the site-visit in accordance with the indemnification contained in the General Conditions.

(g) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Construction/Acquisition

(a) The District has entered into a Construction Services Agreement and the Site Lease with Contractor in order to acquire and construct the Project. The cost of the acquisition, construction and installation of the Project as well as the obligations under this Sublease are determined by the Guaranteed Maximum Price as determined in Section 5 of the Construction Services Agreement.

(b) In order to ensure that moneys sufficient to pay all costs will be available for this purpose when required, the District shall maintain on deposit, and shall annually

appropriate funds sufficient to make all Tenant Improvement Payments and Sublease Payments which become due to Contractor under this Sublease, provided however that the District shall not be required to appropriate said funds in the event that the District determines in good faith that exigent circumstances have arisen that require District to reduce its budget and not appropriate funds for the payments required hereunder. Any such failure to appropriate funds in any year subsequent to the initial year of this Sublease shall be deemed a termination for convenience and shall be subject to the provisions of the General Conditions.

SECTION 6. Payments

(a) The District shall pay Contractor the Tenant Improvement Payments and the Sublease Payments as set forth in **Exhibit A** hereof, at the office of Contractor or to such other person or at such other place as Contractor may from time to time designate in writing.

(b) If the District determines that the work is delayed so that Contractor shall not be able to deliver the work pursuant to the construction schedule required by the Construction Services Agreement (the "Construction Schedule"), the District shall be entitled to withhold a reasonable amount from the Tenant Improvement Payments and/or the Sublease Payments then due to cover the damages for delay. Once the District has determined that the work has been performed pursuant to the approved construction schedule, the District shall be obligated to release any funds withheld pursuant to this Paragraph.

(c) The obligation of the District to pay Tenant Improvement Payments and the Sublease Payments hereunder shall constitute a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitations or requirements concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds, or moneys of the District.

SECTION 7. Fair Rental Value

The Tenant Improvement Payments and the Sublease Payments shall be paid by the District in consideration of the right of possession of, and the continued quiet use and enjoyment of, the Project and the Site during the Term of this Sublease. The parties hereto have agreed and determined that such total Tenant Improvement Payments and Sublease Payments are not in excess of the fair rental value of the Project and the Site. In making such determination, consideration has been given to the fair market value of the Project and the Site, other obligations of the parties under this Sublease (including, but not limited to, costs of maintenance, taxes and insurance), the obligations under the Construction Services Agreement, the uses and purposes which may be served by the Project and the Site and the benefits therefrom which will accrue to the District and the general public, the ability of the District to make additions, modifications and improvements to the Project and the Site which are not inconsistent with the Construction Services Agreement and which do not interfere with Contractor's work on the Project and the Site.

SECTION 8. Sublease Abatement

In addition to delay of payments provided in Section 6, above, Tenant Improvement Payments and Sublease Payments due hereunder with respect to the Project shall be subject to abatement prior to the commencement of the use of the Project or during any period in which, by reason of material damage to or destruction of the Project or the Site, there is substantial interference with the use and right of possession by the District of the Project and the Site or any substantial portion thereof. For each potential incident of substantial interference, decisions to be made on: i) whether or not abatement shall apply; ii) the date upon which abatement shall commence; iii) the applicable portion of the Tenant Improvement Payments and the Sublease Payments to be abated and; iv) the concluding date of the particular abatement shall all be subject to determinations by the District in concert with its insurance provider. Contractor's right to dispute these decisions is not impaired. The amount of abatement shall be such that the Tenant Improvement Payments and the Sublease Payments paid by the District during the period of Project restoration do not exceed the fair rental value of the usable portions of the Site. In the event of any damage or destruction to the Project or the Site, this Sublease shall continue in full force and effect.

SECTION 9. Use of Site and Project

During the Term of this Sublease, Contractor shall provide the District with quiet use and enjoyment of the Site without suit, or hindrance from Contractor or its assigns. The District will not use, operate, or maintain the Site or Project improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by this Sublease. The Contractor shall provide all permits and licenses, if any, necessary for the operation of the Project. In addition, the District agrees to comply in all respects (including, without limitation, with respect to the time, maintenance and operation of the Project) with laws of all jurisdictions in which its operations involving the Project may extend and any legislative, executive, administrative, or judicial body exercising any power or jurisdiction over the Site or the Project; provided, however, that the District may contest in good faith the validity or application of any such law or rule in any reasonable manner which does not adversely affect the estate of Contractor in and to the Site or the Project or its interest or rights under this Sublease. Upon completion of the Project or severable portions thereof, as defined in the General Conditions, Contractor shall provide the District with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns, subject to reasonable interference from ongoing construction operations on any remaining portion of the Site under construction by Contractor.

SECTION 10. Contractor's Inspection/Access to Site

The District agrees that Contractor and any Contractor representative shall have the right at all reasonable times to enter upon the Site or any portion thereof to construct and improve the Project, to examine and inspect the Site and the Project and to exercise its remedies pursuant to Section 16 of this Sublease. The District further agrees that Contractor and any Contractor representative shall have such rights of

access to the Site as may be reasonably necessary to cause the proper maintenance of the Site and the Project in the event of failure by the District to perform its obligations hereunder.

SECTION 11. Project Acceptance

The District shall acknowledge final inspection and completion of the Project by executing a Certificate of Acceptance and recording a Notice of Completion in accordance with the General Conditions. The validity of this Sublease will not be affected by any delay in or failure of completion of the Project.

SECTION 12. Alterations and Attachments

All permanent additions and improvements that are made to the Project shall belong to and become the property of Contractor, subject to the provisions of Section 20 hereof. Separately identifiable additions and improvements added to the Project by the District shall remain the property of the District. At Contractor's request, the District agrees to remove the additions and improvements and restore the Project to substantially as good condition as when acquired and constructed, normal wear and tear excepted, in the event of failure by the District to perform its obligations hereunder.

SECTION 13. Physical Damage; Public Liability Insurance

Contractor and the District shall maintain such damage and public liability insurance policies with respect to the Project and the Site as are required of them herein and by the Construction Services Agreement.

SECTION 14. Taxes

The District shall keep the Project and the Site free and clear of all levies, liens, and encumbrances and shall pay all license fees, registration fees, assessments, charges, and taxes (municipal, state, and federal) if applicable, which may now or hereafter be imposed upon the ownership, leasing, renting, sale, possession, or use of the Project and the Site, excluding, however, all taxes on or measured by Contractor's income.

SECTION 15. Events of Default

The term "Event of Default," as used in this Sublease means the occurrence of any one or more of the following events: (a) the District fails to make any unexcused Tenant Improvement Payment or Sublease Payment (or any other payment) within 30 days after the due date thereof; (b) the District or Contractor fails to perform or observe any other covenant, condition or agreement to be performed or observed by it hereunder or under any of the Contract Documents (as that term is defined in the Construction Services Agreement), and such failure to either make the payment or perform the covenant, condition or agreement is not cured within 10 days after written notice thereof by the other party; (c) the discovery by a party that any statement, representation or warranty made by the other party in this Sublease, or in the Contract Documents (as that term is defined in the Construction Services Agreement), or in any document ever delivered by that other party pursuant hereto or in connection herewith is

misleading or erroneous in any material respect; or (d) a party becomes insolvent, is unable to pay its debts as they become due, makes an assignment for the benefit of creditors, applies or consents to the appointment of a receiver, trustee, conservator or liquidator of the party or of all or a substantial part of its assets, or a petition for relief is filed by the party under federal bankruptcy, insolvency or similar laws.

SECTION 16. Remedies on Default

Upon the happening of any Event of Default, the non-defaulting party may exercise any and all remedies available pursuant to law or in equity or granted pursuant to this Sublease. Notwithstanding any provisions to the contrary herein, Contractor shall not under any circumstances have the right to accelerate the Tenant Improvement Payments or the Sublease Payments that fall due in future Sublease periods or otherwise declare any Tenant Improvement Payment or Sublease Payments not then in default to be immediately due and payable. Upon the occurrence of an Event of Default, the non-breaching party may elect to terminate this Sublease in accordance with the provisions contained in the General Conditions. Termination of the Construction Services Agreement shall trigger the termination of the Site Lease and this Sublease.

SECTION 17. Non-Waiver

No covenant or condition to be performed by the District or Contractor under this Sublease can be waived except by the written consent of the other party. Forbearance or indulgence by the District or Contractor in any regard whatsoever shall not constitute a waiver of the covenant or condition in question. Until complete performance by the District or Contractor of said covenant or condition, the other party shall be entitled to invoke any remedy available to it under this Sublease or by law or in equity despite said forbearance or indulgence.

SECTION 18. Assignment

Without the prior written consent of Contractor, the District shall not (a) assign, transfer, pledge, or hypothecate this Sublease, the Project and the Site, or any part thereof, or any interest therein, or (b) sublet or lend the use of the Project or any part thereof, except as authorized by the provisions of the California Civic Center Act, Education Code Section 38130 *et seq.* Consent to any of the foregoing prohibited acts applies only in the given instance and is not a consent to any subsequent like act by the District or any other person. Contractor shall not assign its obligations under this Sublease with the exception of its obligation to issue default notices and to convey or reconvey its interest in the Project and Site to the District upon full satisfaction of the District's obligations hereunder; however, the District shall pay all Tenant Improvement Payments and Sublease Payments due hereunder pursuant to the direction of Contractor or the assignee named in the most recent assignment or notice of assignment. Subject always to the foregoing, this Sublease inures to the benefit of, and is binding upon, the heirs, legatees, personal representatives, successors, and assigns of the parties hereto.

SECTION 19. Ownership

The Project is and shall at all times be and remain the sole and exclusive property of Contractor, and the District shall have no right, title, or interest therein or thereto except as expressly set forth herein.

SECTION 20. Sublease Prepayments/Purchase Option

(a) Sublease Prepayments. At any time during the Term of this Sublease, the District may make Sublease Prepayments to the Contractor of the Tenant Improvement Payments and/or Sublease Payments ("Sublease Prepayments"). No Sublease Prepayments requested by Contractor may be made by the District in an amount which exceeds the aggregate true cost to Contractor of the work on the Project completed up to the date Contractor submits the request for a Sublease Prepayment less the aggregate amount of: (1) all Tenant Improvement Prepayments and Sublease Payments previously made by the District to Contractor; (2) all Sublease Prepayments previously made by the District to the Contractor; (3) all amounts previously retained pursuant to Section 20(a)(3), below, from Sublease Prepayments previously made by the District to Contractor (unless Contractor shall have previously substituted securities for such retained amounts pursuant to Section 20(a)(3)); and (4) the retention for such Sublease Prepayment pursuant to Section 20(a)(3) hereof. Contractor must submit evidence that the conditions precedent set forth in Section 20(a)(1), below, have been met. In the event District elects to make Sublease Prepayments, the Prepayment Price, contemplated in Section 20(b), below, shall be adjusted accordingly.

(1) In the event that the District elects to make a Sublease Prepayment, the following are conditions precedent to the District's delivery of such Sublease Prepayments to Contractor pursuant to a request of Contractor:

(A) Satisfactory progress of the construction of the Project pursuant to the Time Schedule shall have been made as determined in accordance therewith.

(B) Contractor shall also submit to the District (i) duly executed conditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all sub-contractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons conditionally waive all lien and stop notice rights against the District, the Project and the Project Site with respect to the pending Sublease Prepayment to be made by the District, (ii) duly executed unconditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all subcontractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons unconditionally and irrevocably waive all lien and stop notice rights against the District, the Project and the Project Site with respect to all previous Sublease Prepayments made by the District, and (iii) any other items that Contractor may be required to collect and distribute to the District pursuant to the terms and provisions of the Construction Services Agreement. Contractor shall promptly pay all amounts due to each subcontractor, consultant and other person retained by

Contractor in connection with the Project no later than 10 days after Contractor's receipt of a Sublease Prepayment from the District.

(2) The determination of whether satisfactory progress of the construction pursuant to the Time Schedule has occurred shall be made by the District in accordance with the General Conditions. If the District determines that pursuant to the Time Schedule the work required to be performed, as stated in Contractor's Sublease Prepayment request, has not been substantially completed, then Contractor shall not be eligible to receive the requested Sublease Prepayment.

(3) The District shall retain an amount equal to 5% of each Tenant Improvement Payments ("retention") made at Contractor's request. Contractor shall have the right, as delineated in the General Conditions, to substitute securities for any retention withheld by the District, pursuant to the provisions of Public Contract Code Section 22300.

(b) If the District is not in default hereunder, the District shall have the option to purchase not less than all of the Project in as-is condition upon delivery of the Prepayment Price as defined herein. The Prepayment Price at any given time shall be an amount equal to the final GMP, as it may be revised from time to time, less the sum of any Tenant Improvement Payments, Sublease Payments and/or Sublease Prepayments made by the District prior to the date on which the District elects to exercise its option under this Section. The District may thereupon terminate this Sublease and Contractor shall deliver such deeds, bills of sale, assignments, releases or other instruments as District may reasonably require to reflect the transfer of all of Contractor's interest in the Project. Following the closing of the District's purchase option, the District shall retain all rights to any claim or warranty arising under the Construction Services Agreement.

SECTION 21. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions during the course of construction.

SECTION 22. Construction Services Agreement and Site Lease

The Construction Services Agreement and the Contract Documents as defined therein, including the Site Lease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 23. Severability

If any one or more of the terms, covenants or conditions of this Sublease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Sublease shall be affected thereby, and each provision of this Sublease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 24. Entire Agreement

The Contract Documents enumerated in paragraph C of Section 1 of the Construction Services Agreement, which include this Sublease, constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, or changed except by a written agreement signed by the parties hereto.

SECTION 25. Notices

Any notices or filings required to be given or made under this Sublease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 26. Titles

The captions or headings in this Sublease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Sublease.

SECTION 27. Time

Time is of the essence in this Sublease and each and all of its provisions.

SECTION 28. Applicable Law

This Sublease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. Execution in Counterparts

This Sublease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 30. District Insurance

During the period after tenant improvement completion and beneficial occupancy of the Project and before the end of the Term, the District shall purchase and maintain Commercial General Liability and Property Insurance covering the types of claims set forth below which may arise out of or result from the District's operations of the Site and for which the District may be legally responsible: (i) claims for damages because of bodily injury, occupational sickness or disease or death of the District's employees; (ii) claims for damages because of bodily injury, sickness or disease or death of any person other than the District's employees; (iii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by the District, or (b) by another person; and (iv) claims for damages, other than to the Project itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom. Such insurance shall be in the coverage amount of \$1,000,000 per occurrence and \$2,000,000 aggregate. The insurance policy required of the District hereunder shall also name Contractor as an additional insured as its interests may appear. Such insurance shall be deemed to be primary and non-contributory with any policy maintained by Contractor and any policy or coverage maintained by Contractor shall be deemed to be excess over such insurance maintained by District.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Sublease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

EXHIBIT A

PAYMENT PROVISIONS

Tenant Improvement Payments and the Sublease Payments shall be paid monthly and the total of the Tenant Improvement Payments and the Sublease Payments made shall not exceed the amount of the GMP as defined in Section 5 of the Construction Services Agreement. Each month Contractor shall provide the District with an itemized summary (in accordance with the provisions set forth in the Project Manual) indicating the percentage of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager.

The District shall pay Contractor in accordance with the procedures set forth in the Construction Services Agreement, the Project Manual and the portion of the GMP set forth as the Tenant Improvement Payments in accordance with Section 5 of the Construction Services Agreement, based on the amount of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager according to the approved Schedule of Values, less the retention applicable to said payment all in accordance with the procedures set forth in the Construction Services Agreement and/or the Project Manual.

The District shall pay Contractor Sublease Payments in an amount to be negotiated at GMP on a per month basis. The Sublease payments shall be in consideration of the District’s rental, use, and occupancy of the Project and the Site; the Sublease Payments shall include the portion of the Construction Costs financed by Contractor. The Sublease Payments shall commence with the Site Lease execution and be negotiated at GMP for a period of twelve (12) months beginning as stated in **Section 2** above and using the structure below.

The Lease Payment Amount shall be paid pursuant to the following structure and the annual interest rate shall be at **Three Percent (3.0%)**:

Date of Payment	(A) Total Lease Payment	(B) Total Interest Due on Lease Payment	Total Lease Payment plus interest due by District to Contractor (A + B)
30 Days after execution of Memorandum of Commencement	\$Numeric Lease Payments/12	\$____	\$____
30 days thereafter	\$Numeric Lease Payments/12	\$____	\$____

SITE SUBLEASE AGREEMENT #17-214

30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___

Financed Portion of Lease Payments. The District requires the Contractor to finance a portion of the Lease Payments and that financing is reflected in the table above. In no event shall the cumulative total of the Tenant Improvement Payments and the Lease Payments plus interest ever exceed the Guaranteed Project Cost as defined herein.

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Lease-Leaseback Agreements #17-215, #17-216, and #17-217 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Ramona Kindergarten Project (Dr. Morales/Fateh/CFW)

The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Ramona Kindergarten Project (“Project”). The Project includes the construction a modular two-classroom building at the existing Ramona Elementary School site.

This Agenda Item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody’s architectural drawings for the Ramona Kindergarten Project.

The LLB delivery method requires three separate agreements, the Construction Services Agreement, the Site Lease, and a Sublease:

- The Construction Services Agreement sets forth the terms, conditions, and scope of work indicated in the DSA approved construction and contract documents for the school site.
(*Construction Services Agreement #17-215*)
- The Site Lease Agreement leases the Ramona Elementary School (property) to Viola Inc., and requires that they complete the facilities improvements as indicated in the Construction Services Agreement under the terms of the Lease
(*Site Lease Agreement #17-216*)
- The Sublease Agreement subleases the property from Viola Inc., back to the Oxnard School District for operational use and access to the facilities after completing construction. The Sublease requires the District to make lease payments to Viola Inc. that constitute the financing provided by the contractor under the LLB model.

(Site Sublease Agreement #17-217)

FISCAL IMPACT

The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Ramona as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price (“GMP”) of:

Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00) to be paid out of Master Construct and Implementation Funds.

The GMP Contingency amount indicated above is included in the total GMP amount. The GMP Contingency is controlled by the District to accommodate scope gaps, unforeseen conditions and/or discrepancies in the plans and specifications (including the Architect’s errors and omissions) without requiring an amendment to the GMP.

The Agreements will be funded using the Master Construct & Implementation Funds. All expenditures related to the proposed agreements will be cost coded to Ramona Kindergarten Project under the object code 06270 – Main Construction Costs.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-215, #17-216 and #17-217, with Viola Inc., to provide Construction Services related to the Ramona Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code.

ADDITIONAL MATERIAL(S):

Attached:

- *Construction Services Agreement #17-215 (25 Pages)*
- *Site Lease Agreement #17-216 (9 Pages)*
- *Site Sublease Agreement #17-217 (14 Pages)*

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CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this 1st day of November 2017, by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") and Viola Inc., a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor").

WHEREAS, the District will operate Ramona Elementary School, located at 804 Copper Road, Oxnard, California 93030 (hereinafter referred to as the "School Facility"); and

WHEREAS, the District desires to construct new facilities and improvements (as more fully described below) at those portions of the School Facility identified in the Site Lease, as defined in Section 1H below (the "Site"); and

WHEREAS, the District has determined that it is in its best interests to pursue the improvements to the School Facility through the lease-leaseback method of project delivery pursuant to California Education Code §17406 which permits the governing board of the District, without advertising for bids, to lease to Contractor property owned by the District if the instrument by which property is leased requires the lessee to construct, or provide for the construction, on the leased property, of a facility for the use of the District during the term of the lease, and provides that title to that facility shall vest in the District at the expiration of the lease; and

WHEREAS, the District desires to finance a portion of the improvements utilizing the lease/leaseback methodology; and

WHEREAS, the District has conducted an RFQ process by which it selected Contractor; and

WHEREAS, the District intends to undertake work to improve the School Facility, the scope of which is generally described in **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended, which is

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incorporated herein (the "General Conditions"), and the Construction Documents. The term "Contract Documents" shall include all modifications and addenda thereto.

- D. **Guaranteed Maximum Price.** The term "Guaranteed Maximum Price" or "GMP" as used in this Agreement means the Guaranteed Maximum Price established pursuant to Section 5 of this Agreement to be used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease, subject only to any adjustments for Extra Work/Modifications as provided in Section 10 of this Agreement.
- E. **Preconstruction Services.** The term "Preconstruction Services" as used in this agreement means to retain a professional construction firm (hereafter "CONTRACTOR") to provide certain professional pre-construction services, as described in **Exhibit B** related to the Project plans and specifications for the purpose of designing the project within budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect.
- F. **Project.** The term "Project" shall mean the improvements and facilities to be constructed and installed by Contractor at the School Facility which will result in complete and fully operational facilities as more fully set forth on **Exhibit A** attached hereto.
- G. **Project Manual.** The term "Project Manual" shall mean the compilation of the Specification sections including Division 0, Procurement and Contracting Requirements, Division 1 General Requirements, and technical specifications Division 2 through 33 prepared by the Architect and approved by the District, the DSA, or other regulatory agencies which show or describe the location, character, dimensions or details for the Project, which shall be delivered to Contractor upon execution of this Agreement.
- H. **Site.** The term "Site" as used in this Agreement shall mean those certain parcels of real property and improvements thereon (if any) more particularly described in **Exhibit A** to the Site Lease.
- I. **Site Lease.** The term "Site Lease" as used in this Agreement shall mean the certain Site Lease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District leases the Site to Contractor.

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- J. **Specifications.** The term “Specifications” shall mean those numbered specifications set forth in the Project Manual which shall accompany this Agreement and which are incorporated by reference herein. Individual Specifications may be referred to by their specification number as set forth in the Project Manual.
- K. **Subcontractor.** As used in this Agreement, the term “Subcontractor” means any person or entity, including trade contractors, who have a contract with Contractor to perform any of the Construction.
- L. **Sublease.** The term “Sublease” as used in this Agreement shall mean the certain Sublease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District subleases the Site from Contractor.
- M. **Sublease Payments.** The term “Sublease Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.
- N. **Tenant Improvement Payments.** The term “Tenant Improvement Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.

SECTION 2. CONTRACTOR’S DUTIES AND STATUS

Contractor covenants with the District to furnish reasonable skill and judgment in constructing the Project. Contractor agrees to furnish efficient business administration and superintendence and to furnish at all times an adequate supply of professionals, workers, and materials and to perform the work appropriately, expeditiously, economically, and consistent with the Contract Documents.

SECTION 3. ADDITIONAL SERVICES

If the District requests Contractor to perform additional services not described in this Agreement, Contractor shall provide a cost estimate and a written description of the additional work necessary to complete such additional services. The cost for such additional services shall be negotiated and agreed upon in writing in advance of Contractor performing or contracting for such additional services, and such cost shall be used to adjust the GMP established pursuant to Section 5 hereof. In the absence of a written agreement, the District will not compensate Contractor for additional services, will not adjust the GMP for such additional services, and Contractor will not be required to perform them. It is understood and agreed that if Contractor performs any services that it claims are additional services without receiving prior written approval from the District Board of Trustees, Contractor shall not be paid for such claimed additional services and the GMP will not be adjusted. Nothing in this Agreement shall be construed as

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limiting the valuation of such additional services and amount that the GMP will be adjusted for such additional services, should a written agreement for such services be executed by the parties. Notwithstanding the foregoing, Contractor shall not be entitled to compensation, nor will the GMP be adjusted, for additional services required as a result of Contractor's acts, errors or omissions.

SECTION 4. OWNERSHIP OF PLANS AND DOCUMENTS

All original field notes, written reports, drawings, specifications, Construction Documents, and other documents, produced or developed for the Project are the property of the District, regardless of whether the Project is constructed, and shall be furnished to the District. Such documents are not to be used by Contractor or by the Subcontractors on other work nor shall Contractor nor the Subcontractors claim any right to such documents. This shall not deprive Contractor from retaining electronic data or other reproducible copies of the Construction Documents or the right to reuse information contained in them in the normal course of Contractor's professional activities.

SECTION 5. ESTABLISHMENT OF GUARANTEED MAXIMUM PRICE

The "GMP" for the Project shall be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. The GMP consists of (1) a Preconstruction Fee only in the amount of **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. (2) a Sublease Tenant Improvement and (3) a Contractor Contingency and Sublease Payments to be negotiated as an amendment to this agreement pursuant to terms and payment schedule as amended and set forth in the Sublease. THE "GMP" WILL NOT BE ESTABLISHED UNTIL DSA HAS APPROVED THE FINAL PLANS AND SPECIFICATIONS AND THE BOARD APPROVES IT PRIOR TO NTP FOR CONSTRUCTION. The GMP will then be brought to the Board of Trustees as an amendment to this section of this agreement. Until such time this section will remain as a Preconstruction Fee only, the Site Lease and Sublease will not begin and the Contractor will proceed with Preconstruction Services as set forth in **Exhibit B** with an NTP for Preconstruction from the District.

The GMP is based upon the DSA approved plans and specifications to exist after this Agreement is entered into between Contractor and the District, and more fully described and referenced in the Scope of Work to be set forth in **Exhibit A** attached hereto. Prior to DSA approval Contractor will perform Preconstruction Services to assist in designing the project and as set forth in **Exhibit B**. After preconstruction services, DSA approval of plans and specifications, and the establishment of the GMP the Contractor shall assume the risk of cost overruns which were not foreseeable at the time this Agreement was entered into and the GMP determined, except for undocumented events of the type set forth in Section 19 hereof, work mandated by an outside agency after issuance of Construction Documents that could not have been reasonably foreseen from review of the Contract Documents, or costs arising from

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undocumented geotechnical issues. Contractor acknowledges that (i) Contractor has conducted a site inspection and is familiar with the site conditions based on records, studies and visible conditions relating to construction and labor and (ii) Contractor has reviewed the Contract Documents and is familiar with the contents thereof. District directed changes to the scope of the Project not contemplated in the Scope of Work shall be deemed Extra Work/Modifications pursuant to the procedures set forth in Section 10 of this Agreement. The GMP shall include, but not be limited to, increases in labor and materials. The GMP has been used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease. The GMP includes the cost of all labor, materials, equipment, general conditions, overhead, profit and a Contractor Contingency as indicated above.

The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH PRECONSTRUCTION AND CONSTRUCTION

Prior to an approved GMP, the District shall issue a notice to Contractor to proceed with the Preconstruction of the Project. The Preconstruction Agreement in **Exhibit B** will serve as the whole agreement between the Contractor and the District until a GMP is established.

Upon receipt of an approved GMP, the District shall issue a notice to Contractor to proceed with the Construction of the Project. In the event that a Notice to Proceed with Construction is

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not issued for the Project, the Site Lease and the Sublease shall terminate upon written notice from the District to Contractor that a Notice to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the competitive bid procedures set forth in the California Public Contract Code, including specifically Public Contract Code section 20110, et seq., or that it will utilize an informal bidding process established by Contractor which also incorporates competitive bid procedures. Regardless of the method Contractor employs, Contractor will make a good faith effort to contact and utilize DVBE contractors and suppliers in securing bids for performance of the Project in accordance with the procedures set forth in Section 1.77 of the General Conditions. In the event that Contractor chooses to select Subcontractors pursuant to an informal bidding process, Contractor shall ensure that it receives at least three competitive quotes from potential subcontractors for each trade component of the Project, unless the parties agree otherwise on a trade-by-trade basis. The District reserves the right to oversee the bidding process. Contractor shall inform all bidders that the District will not be a party to any contracts for construction services executed by Contractor and selected bidders. Contractor shall submit a listing of proposed subcontractors to the District for the District's review. In no case, will Contractor award any sub-contracts until the District has concurred in the scope and price of the sub-contracted services. In addition, Contractor shall provide the District with full documentation regarding the bids or competitive quotes received by Contractor. In no event, shall such documentation be redacted or obliterated. In the event Contractor does not comply with this provision, the District may terminate this Agreement in accordance with the provisions of the General Conditions. Subcontractors awarded contracts by Contractor shall be afforded all the rights and protections of listed subcontractors under the provisions of the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100, et seq.).

SECTION 9. CONSTRUCTION SCOPE OF WORK

- A. Prior to commencing Construction, Contractor shall comply with the initial schedule requirements set forth in the General Conditions.
- B. Contractor shall complete the Construction pursuant to the Construction Documents as amended subject to any additional DSA or other regulatory approvals as may be required, performing all work set forth in the Scope of Work, and shall make reasonable efforts in scheduling to prevent disruption to classes.
- C. Contractor shall be responsible for complying with all applicable building codes, including without limitation mechanical codes, electrical codes, plumbing codes and fire codes, each of the latest edition, required by the regulatory agencies and for arranging and overseeing all necessary inspections and tests including inspections by the DSA or regulatory agencies, permits and occupancy permits, and ensuring compliance with any Federal and State laws, including, but not limited to, safety procedures and requirements, and construction employee training programs which cover among other items, hazardous chemicals and materials.
- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss, of vandalism, theft of property or other property damage ("Vandalism") which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing School Facility, including procedures to control on-site noise, dust, and pollution during construction.
- F. The District shall cause the appropriate professionals to stamp and sign, as required, the original Construction Documents or parts thereof and coordinate the Project's design with all utilities.
- G. Contractor shall, for the benefit of the Subcontractors, attend pre-construction orientation conferences in conjunction with the Architect to set forth the various reporting procedures and site rules prior to the commencement of actual construction. Contractor shall also attend construction and progress meetings with District

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representatives and other interested parties, as requested by the District, to discuss such matters as procedures, progress problems and scheduling. Contractor shall prepare and promptly distribute official minutes of such meetings to all parties in attendance, including without limitation the District, the Architect and the District Inspector of Record.

- H. Contractor shall incorporate approved changes as they occur, and develop cash flow reports and forecasts for submittal to the District as requested. Contractor shall provide regular monitoring of the approved estimates for Construction costs, showing actual costs for activities in progress, and estimates for uncompleted tasks. Contractor shall maintain cost accounting records on authorized additional services or work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, and for other work requiring accounting records.
- I. Contractor shall record the progress of the Project and shall submit monthly written progress reports to the District and the Architect including information on the entire Project, showing percentages of completion and the number and amounts of proposed Extra Work/Modifications and their effect on the construction costs as of the date of each respective report.
- J. Contractor shall keep a log containing a record of weather, Subcontractors, work on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the District may require. Contractor shall make the log available to the District, the Architect, and the District's project manager. The District shall be promptly advised on all anticipated delays in the Project.
- K. The District shall bear the cost for the DSA Inspector, soils testing, DSA or other regulatory agency fees, and special testing required in the construction of the Project. If additional review or permits become necessary for reasons not due to Contractor's fault or because of DSA or regulatory agency requirements or regulations implemented after the date the Final GMP is established and not reasonably anticipated at the time the Final GMP is established, Contractor may seek additional compensation for the cost of that review as an additional cost. In the alternative, the District may pay such costs directly.

SECTION 10. EXTRA WORK/MODIFICATIONS

- A. The District may prescribe or approve additional work or a modification of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents ("Extra Work/Modifications");

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and for such purposes the District may at any time during the life of this Agreement, by written order, make such changes as it shall find necessary in the design, line, grade, form, location, dimensions, plan, or material of any part of the work or equipment specified in this Agreement or in the Construction Documents, or in the quantity or character of the work or equipment to be furnished. In the event conditions develop which, in the opinion of Contractor, make strict compliance with the specifications impractical, Contractor shall notify the District of the need for Extra Work/Modifications by placing the matter on the agenda of regularly scheduled construction meetings with the District for discussion as soon as practicable after the need for the Extra Work/Modifications is determined. Additionally, Contractor shall submit to the District for its consideration and approval or disapproval, a written request for Extra Work/Modifications before such work is performed. If the District approves the request in writing, the costs of the Extra Work/Modification shall be added to or deducted from the GMP or the Scope of Work shall be modified to complete the Project within the GMP, as applicable. Any adjustments to the GMP will result in an adjustment of the Tenant Improvement Payment and, if applicable, the Sublease Payments.

- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted.

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Contractor's failure to notify the District within such ten (10) day period shall be deemed a waiver and relinquishment of the claim against the District.

- D. Expenses of reconstruction and/or costs to replace and/or repair damaged materials and supplies, provided that Contractor is not fully compensated for such expenses and/or costs by insurance or otherwise, shall be included in an increase to the GMP if said expenses are the result of the negligent acts or omissions of the District, or its principals, agents, servants, or employees.

SECTION 11. NOT USED

SECTION 12. PERSONNEL ASSIGNMENT

- A. Contractor shall assign _____ as Project Manager/Superintendent for the Project. So long as _____ remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to the Project except as provided in this Section. In the event Contractor deems it necessary, Contractor shall replace the manager and/or the superintendent for the Project with a replacement with like qualifications and experience, subject to the prior written consent of the District, which consent shall not be unreasonably withheld. Any violation of the terms of paragraph A of this Section 12 shall entitle the District to terminate this Agreement for breach, pursuant to the provisions of the General Conditions.
- B. Notwithstanding the foregoing provisions of paragraph A of Section 12, above, if any manager and/or superintendent proves not to be satisfactory to the District, upon written notice from the District to Contractor, such person(s) shall be promptly replaced by a person who is acceptable to the District in accordance with the following procedures: Within five (5) business days after receipt of a notice from the District requesting replacement of any manager and/or superintendent or discovery by Contractor that any manager and/or superintendent is leaving their employ, as the case may be, Contractor shall provide the District with the name of an acceptable replacement/substitution together with such information as the District may reasonably request about such replacement/substitution. The replacement/substitution shall commence work on the Project no later than five (5) business days following the District's approval of such replacement, which approval shall not be unreasonably withheld. If the District and Contractor cannot agree as to the replacement/substitution, the District shall be entitled to terminate this Agreement for breach pursuant to the provisions of the General Conditions.

SECTION 13. BONDING REQUIREMENTS

Contractor shall fully comply with the requirements set forth in Section 6.9 of the General Conditions.

SECTION 14. PAYMENTS TO CONTRACTOR

- A. Contractor shall finance the cost of construction of the Project which costs shall not exceed the GMP, which shall not be adjusted except as otherwise provided in this Agreement. The District shall pay Contractor Tenant Improvement Payments and Sublease Payments pursuant to the terms and conditions of Section 6 of the Sublease. In the event of a dispute between the District and Contractor, the District may withhold from the Tenant Improvement Payments and the Sublease Payments an amount not to exceed one hundred fifty percent (150%) of the disputed amount.
- B. This Agreement is subject to the provisions of California Public Contract Code Sections 7107, 7201 and 20104.50 as they may from time to time be amended.
- C. For purposes of this Agreement, the acceptance by the District means acceptance made only by an action of the governing body of the District in open session. Acceptance by Contractor of the final Tenant Improvement Payment or the Sublease Payment, as the case may be, shall constitute a waiver of all claims against the District related to those amounts.

SECTION 15. CONTRACTOR'S CONTINUING RESPONSIBILITY

Neither the final payment nor any provision in the Contract Documents shall relieve Contractor of responsibility for faulty materials or workmanship incorporated in the Project or for any failure to comply with the requirements of the Contract Documents.

SECTION 16. INSURANCE

Contractor shall provide, during the life of this Agreement, the types and amounts of insurance set forth in Article 6 of the General Conditions, which are incorporated by reference herein.

SECTION 17. USE OF PREMISES

Contractor shall confine operations at the Site to areas permitted by law, ordinances, permits and the Construction Documents and shall not unreasonably encumber the Site or existing School Facilities at the Site with any materials or equipment. Contractor shall not load or permit any part of the work to be loaded with a weight so as to endanger the safety of persons or property at the Site.

SECTION 18. SITE REPRESENTATIONS

The District warrants and represents that the District has, and will continue to retain at all times during the course of construction, legal title to the Site and that said land is properly subdivided and zoned so as to permit the construction and use of said Site with respect to the Project. The District further warrants and represents that title to said land is free of any easements, conditions, limitation, special permits, variances, agreements or restrictions which would prevent, limit or otherwise restrict the construction or use of said Site pursuant to this Agreement. Reference is made to the fact that the District has provided information on the Site to Contractor. Such information shall not relieve Contractor of its responsibility; and the interpretation of such data regarding the Site, as disclosed by any borings or other preliminary investigations, is not warranted or guaranteed, either expressly or implicitly, by the District. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility and general character of the Site and for having satisfied itself as to the conditions under which the work is to be performed. No claim for any allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site will be recognized.

SECTION 19. HAZARDOUS WASTE AND UNKNOWN PHYSICAL CONDITIONS

Contractor shall comply with the District's Hazardous Materials Procedures and Requirements as set forth herein.

- A. If the District has identified the presence of hazardous materials on or in proximity to the Site (the "Pre-existing Hazardous Materials"), Contractor shall review all information provided by the District that characterizes the Pre-existing Hazardous Materials and shall take the actions approved by DTSC and issued by the District necessary to address the Pre-existing Hazardous Materials in the performance of the work. Contractor shall conduct the work based on this information issued at the time contract documents are executed. Contractor shall immediately communicate, in writing, any variances from available information to the District.
- B. The District will retain an additional independent environmental consultant to perform the investigation, inspection, testing, assessment, sampling and analysis necessary to prepare and recommend a remediation plan for the Pre-existing Hazardous Materials for the District's approval (the "Remediation Plan").
- C. The District will retain title to all Pre-existing Hazardous Materials encountered during the work. This does not include hazardous material generated by Contractor, including but not limited to used motor oils, lubricants, cleaners, etc. Contractor shall dispose of such hazardous waste in accordance with the provisions of the Contract Documents, as well as local, State and Federal laws and regulations. The District will be shown as the hazardous waste generator and will sign all hazardous waste shipment manifests for non-Contractor generated hazardous waste. Nothing contained within these

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Contract Documents shall be construed or interpreted as requiring Contractor to assume the status of owner or generator of hazardous waste substances for non-Contractor generated hazardous wastes.

- D. Except as otherwise provided herein, it is the responsibility of Contractor to obtain governmental approvals relating to Hazardous Materials Management, including Federal and State surface water and groundwater discharge permits and permits for recycling and reuse of hazardous materials for all work noted in the contract documents. Contractor shall be responsible for coordinating compliance with such governmental approvals and applicable governmental rules with the District's hazardous materials consultant, including those governing the preparation of waste profiles, waste manifests, and bills of lading. If Contractor encounters hazardous materials, it shall immediately notify the District in writing. The District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District.
- E. If, during construction, Contractor encounters materials, conditions, waste, contaminated groundwater or substances, not identified in the District's assessment report, that Contractor reasonably suspects are hazardous materials, Contractor shall stop the affected portion of the work, secure the area, promptly notify the District, and take reasonable measures to mitigate the impact of such work stoppage. The District shall retain the services of an environmental consultant to perform investigation, inspection, testing, assessment, sampling and analysis of the suspect materials, conditions, waste, groundwater or substances.
- (1) Found Not to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances do not constitute hazardous materials, Contractor shall recommence the suspended work.
- (2) Found to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances constitute hazardous materials and such hazardous materials require remediation and disposal, then the District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District. All such costs shall be the responsibility of the District.
- F. Exacerbation of Pre-Existing Hazardous Materials.

If during construction Contractor encounters pre-existing environmental conditions that it knew or should have known involve hazardous materials (the "Point of Discovery") (which encounters may include an unavoidable release or releases of hazardous

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materials) then Contractor must immediately stop the affected portion of the work. If Contractor fails to immediately stop the affected portion of the work after the Point of Discovery, then Contractor is solely responsible for any resultant Exacerbation Cost. "Exacerbate," in all its forms, means the worsening effects of Contractor's failure to stop the affected portion of work after the Point of Discovery. "Exacerbation Cost" means the differential between (i) the actual increase in the cost of remediation and delays to the Project attributable to pre-existing environmental conditions involving hazardous substances, and (ii) the cost thereof or delays thereto had Contractor immediately stopped the affected portion of the work after the Point of Discovery. The standard of "should have known" applies to Contractor's supervisory personnel, whether or not on the Site. Contractor's supervisory personnel must have had the hazardous material training required by applicable OSHA and Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the 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.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters

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covered by the Contract Documents (the "Data"). The Data shall be maintained for ten (10) years from the latest expiration of the term (as such may be extended) of any of the Contract Documents. Contractor shall use its best efforts to cause its Subcontractors to keep or cause to be kept true and complete books, records and accounts of all financial transactions in the course of its activities and operations related to the Project. Upon completion of the Project, Contractor shall provide the District with one (1) complete copy of the Data.

The District, at its own costs, shall have the right to review and audit, upon reasonable notice, the books and records of Contractor and any Subcontractors concerning any monies associated with the Project.

SECTION 22. PERSONAL LIABILITY

Neither the trustees, officers, employees, or agents of District, the District's representative, or Architect shall be personally responsible for any liability arising under the Contract Documents.

SECTION 23. AGREEMENT MODIFICATIONS

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or Contractor unless the same shall be in writing and signed by both the District and Contractor.

SECTION 24. NOTICES

Any notices or filings required to be given or made under this Agreement shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

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If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,
Garcia Hernandez Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,
Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective upon actual receipt by the other parties, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 25. ASSIGNMENT

Neither party to this Agreement shall assign this Agreement or sublet it as a whole without the written consent of the other, nor shall Contractor assign any monies due or to become due to it hereunder without the prior written consent of the District.

SECTION 26. PROVISIONS REQUIRED BY LAW

Each and every provision of law and clause required to be inserted in these Contract Documents shall be deemed to be inserted herein and the Contract Documents shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract Documents shall forthwith be physically amended to make such insertion or correction.

SECTION 27. HEADINGS

The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the Contract Documents or in any way to affect the terms and provisions set forth herein.

SECTION 28. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. SUCCESSION OF RIGHTS AND OBLIGATIONS

All rights and obligations under this Agreement shall inure to and be binding upon the successors and assigns of the parties hereto.

SECTION 30. NOTIFICATION OF THIRD PARTY CLAIMS

The District shall provide Contractor with timely notification of the receipt by the District of any third-party claim relating to this Agreement, and the District may charge back to Contractor the cost of any such notification.

SECTION 31. SEVERABILITY

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of the Contract Documents shall be affected thereby, and each provision of the Contract Documents shall be valid and enforceable to the fullest extent permitted by law.

SECTION 32. ENTIRE AGREEMENT

This Construction Services Agreement and the additional Contract Documents as defined in paragraph C of Section 1 herein, including the Site Lease, the Sublease, and the Specifications, drawings, and plans constitute the entire agreement between Contractor and the District. The Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided in Section 10 hereof.

SECTION 33. EXECUTION IN COUNTERPARTS

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

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IN WITNESS, WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

CONTRACTOR

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

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EXHIBIT A

Scope of Work (Plans & Specifications)

To be Approved by the Division of State Architect of the State of
California

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OXNARD SCHOOL DISTRICT

CONSTRUCTION SERVICES AGREEMENT

Ramona Elementary School New Addition

November 1, 2017

EXHIBIT B

Oxnard School District – Ramona ES New Addition

Preconstruction Services

The District desires to retain a professional construction firm (hereafter “CONTRACTOR”) to provide certain professional pre-construction services related to the Project plans and specifications for the purpose of designing the project to budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect. The fee for this set of services will be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. to be paid monthly on a design progress basis.

The CONTRACTOR will be expected to provide the following professional pre-construction services during the design phase of the Project:

1. Professional Construction Cost-Estimation Services

- A. During each phase of design or at the completion of each phase of design, (1) Conceptual, (2) Schematic, (3) Design Development and (4) Construction Development, CONTRACTOR shall prepare a cost estimate, in current, uninflated dollars, for the design and specifications prepared by the Architect. CONTRACTOR acknowledges that it shall prepare four (4) complete cost estimates commensurate with the level of detail of each phase of design. The cost estimate shall include all Project costs, including, all hard costs (site preparation, utility connections, off-site improvements, hazard abatement, construction costs, overhead & profit and general conditions), soft costs (survey, geo-hazard, geo-technical, environmental studies, inspection and testing) and furniture, fixture and equipment.
- B. Upon final approval by the Division of the State Architect (hereinafter, “DSA”), CONTRACTOR shall adjust its estimate to incorporate any and all changes required by DSA as part of the review and approval process.
- C. CONTRACTOR shall provide the cost estimates at such time as directed by the Program Manager during or at the conclusion of each phase of design, in a format approved by the District’s Program Manager and consistent with Construction Specifications Institute (CSI) standards. During the schematic phase, Contractor shall estimate in the CSI UniFormat. For all other phases of design, Contractor shall utilize CSI MasterFormat.

2. Professional Constructability Review

- A. Definition: Constructability Review shall mean the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect and CONTRACTOR by the District as approved by the District; and (ii) are free of errors, omissions, conflicts or other deficiencies so that the CONTRACTOR can construct the Project as therein depicted within the Project Budget and without delays, disruptions, or additional costs. The standard to be used for constructability is a contractor's standard of care in reviewing the plans and not that of an architect.
- B. CONTRACTOR shall conduct one comprehensive technical review of the Plans and Specifications at 50% Construction Development phase. The purpose of this review will be to examine whether the design intent can be successfully implemented in the field within the Project budget. A report of the CONTRACTOR's findings will be distributed to the Program Manager and the Architect. CONTRACTOR will participate in any meeting(s) with the Architect to determine if the comments will be included in the final bid set of documents. CONTRACTOR will work with Architect to ensure that all front end documents conform to technical specifications and meet District standards.
- C. At all times during design and DSA Review and Approval, the Architect shall remain responsible for completing, stamping, submitting and securing final DSA approval for the Project. Furthermore, the District acknowledges that CONTRACTOR is neither the Architect nor performing an architectural review of the Project. CONTRACTOR's responsibilities and duties under this subsection shall not include the architectural or structural design of the Project which is the responsibility of the Architect. Notwithstanding this qualification, CONTRACTOR shall conduct a detailed evaluation of the District's educational specifications, Project intent, Architect's Plans & Specifications, the proposed Project construction budget, schedule requirements and deliver a Constructability Review identifying any comments, recommendations or concerns that CONTRACTOR has as to the constructability of the Architect's Plans & Specifications consistent with the District's intent and budget.
- D. Deliverable: The CONTRACTOR shall deliver to the District a complete technical report of the Plans and Specifications with the opinion of the CONTRACTOR as to the constructability of the Architect's Plans and Specifications. The CONTRACTOR, in the report, shall identify any issues, concerns or requests for clarification that CONTRACTOR believes are necessary to complete the design within the District's proposed and approved Project budget. The report shall be made available to the Architect, the District and its Program Manager.

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3. Value Engineering Services

- A. Definition: CONTRACTOR shall be required to perform Value Engineering Services to identify opportunities to reduce Project cost at the conclusion of each phase of design and during DSA review. The Value Engineering Services shall be provided in the form of a report to the Program Manager and shall identify value engineering opportunities, alternative materials and alternative methods and the associated cost savings estimated by the CONTRACTOR.
- B. Deliverable: The CONTRACTOR shall maintain and distribute a running log of value engineering recommendations throughout the design process. The log shall identify and describe the recommendation, the estimated cost savings for each recommendation and a notation of whether the recommendation is accepted or rejected by the Architect and the District. Value engineering recommendations that are accepted by the District shall be incorporated into the plans and specifications at each phase of design. The log shall note when the recommendation was incorporated into the Plans and Specifications.

4. Building Information Modeling (BIM) Services

- A. Definition: BIM Modeling is defined as a 3-D model-based process involving the generation and management of digital representations of physical and functional characteristics of a proposed construction project for purposes of planning, designing, constructing, operating and maintaining the proposed new facility.
- ~~B. CONTRACTOR shall participate in and/or prepare a 3-D model of the Architect's design of the Project utilizing BIM software. The 3-D model shall be rendered in a format that can be made available to the Architect, the District, and/or any agent or representative thereof. The model shall contain sufficient detail to identify any and all ambiguities and clashes in the Architect's plans and specifications and produce a model from which a contractor or sub-contractors may bid for the project in question. The BIM Model must be in a format that can be shared or networked to support the decision-making process related to the design and specifications.~~
- ~~C. The 3-D BIM Model shall be completed prior to the Architect's submission of the plans and specifications to the Division of the State Architect. Any and all ambiguities or clashes will be resolved in a final 3-D BIM Model prior to this submittal.~~
- ~~D. The District shall hold title and interest in the completed 3-D BIM Model. At the request of the District, CONTRACTOR shall make the completed 3-D BIM Model files available to the District in a format acceptable to the District.~~

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E. ~~Deliverable:~~ A completed 3-D BIM Model in electronic format acceptable to the District.

5. Construction Scheduling Services

- A. Definition: Construction Scheduling is defined as the process of developing a detailed master baseline construction schedule for the Project that identifies all the major tasks and subtasks associated with the planning, design, construction, commissioning, close-out and final occupancy of the completed Project. The schedule shall be prepared in Primavera or comparable software and shall identify all long lead items, critical path, coordination of site activities, and any phasing of the Project. The Construction Scheduling services shall culminate in a final baseline construction schedule approved by the District to be used as a baseline schedule for the Project.
- B. CONTRACTOR shall develop a detailed construction schedule utilizing the critical path method. This schedule will provide a logical means of establishing and tracking the Project and for the organization of activities into areas established by Project criteria. CONTRACTOR shall consider any potential disruptions to the learning environment and incorporate major school activities, such as site-wide or statewide testing dates, or as otherwise provided by the District, in the construction schedule.
- C. In addition to the Construction Schedule, CONTRACTOR shall develop a Responsibility Matrix and Construction Site Management Plan for the Project. The Responsibility Matrix shall identify the key team members (District/Architect/IOR) and the roles and responsibilities of each entity for the Project. The Construction Site Management Plan shall consist of, but is not limited to, staging areas, deliveries of materials and supplies, site fencing and location of construction site field office. The CONTRACTOR shall work with the Architect and Program Manager to develop these two deliverables in a format and content acceptable to the District.
- D. Deliverable: A completed and approved baseline construction schedule, a Responsibility Matrix and Construction Site Management Plan.

6. Cooperation and Attendance at Design Meetings

- A. CONTRACTOR shall attend regular meetings during Project design with the Architect, the District's Program Manager, the District, and any other applicable consultants of the District as necessary. CONTRACTOR shall contribute to the design meetings by providing applicable comments, feedback, recommendations, information and reports required under the scope of this Contract in a timely manner. Design meetings may be held as frequently as weekly.

#17-215

B. CONTRACTOR shall submit to the District's Program Manager, weekly report of its activities and progress related to deliverables identified in the scope of this Contract. The report shall be provided in a format that is acceptable to the Program Manager.

7. Schedule for Pre-Construction Services.

A. The services outlined herein shall commence on the date specified in the District's Notice to Proceed ("NTP"). The schedule of the services to be provided herein shall be consistent with the Design Schedule identified in the District's contract with the Architect for the Project. The service of this Contract shall conclude and terminate upon receipt of the stamped approval of the Project Plans and Specifications from DSA.

B. In the event that the CONTRACTOR is unable to perform the services anticipated in this Contract in the Architect's design schedule, CONTRACTOR shall notify the Program Manager and the Design Team shall work on a mutually agreeable modification to the design schedule.

C. Any extensions required for deliverables shall be subject to the reasonable approval in writing by the District.

Viola Inc.:

**OXNARD SCHOOL DISTRICT,
a California school district:**

By: _____

By: Lisa A. Franz_____

Title: _____

Title: Director, Purchasing_____

Date: _____

Date: _____

SITE LEASE

This Site Lease (hereinafter referred to as the "Site Lease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as lessor, and Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as lessee.

RECITALS

WHEREAS the District desires to provide for the financing and construction of certain public improvements more fully described in a Construction Services Agreement between the District and Contractor, dated as of the date hereof (the "Project") which will become Ramona Elementary School, located at 804 Copper Road, Oxnard, California 93030, within the District, as more fully set forth in **Exhibit A** attached hereto (the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, the District's governing body has determined that it will provide the best value to the District and it is in the best interests of the District and for the common benefit of the citizens it serves to finance the Project by leasing to Contractor the land and the existing building(s) on the Site on which the public improvements are to be constructed and subleasing from Contractor the Site, including the Project, under a Sublease Agreement effective as of the date hereof (the "Sublease"); and

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Site Lease

The District leases to Contractor, and Contractor leases from the District, on the terms and conditions set forth herein, the Site situated in the County of Ventura, State of California, more specifically described in **Exhibit A** attached hereto and incorporated by reference herein, including any real property improvements now or hereafter affixed thereto.

SECTION 2. Term

The term of this Site Lease shall commence as of the date above and shall terminate on the last day of the term of the Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The District has good title to the Site.

(b) There are no liens on the Site other than permitted encumbrances (the term "permitted encumbrances" as used herein shall mean, as of any particular time: (i) liens for general ad valorem taxes and assessments, if any, not then delinquent; (ii) this Site Lease, the Sublease, any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law, easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Site Lease and which will not materially impair the use of the Site; (iii) easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Site Lease and to which Contractor and the District consent in writing which will not impair or impede the operation of the Site.).

(c) All taxes, assessments or impositions of any kind with respect to the Site, if applicable, except current taxes not yet due and payable, have been paid in full.

(d) The Site is properly zoned for the intended purpose or the District intends to render zoning inapplicable pursuant to Government Code Section 53094.

(e) To the best of the District's knowledge, the District is in compliance in all material respects with all laws, regulations, ordinances and orders of public authorities applicable to the Site.

(f) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(g) To the best of the District's knowledge, upon reasonable investigation and in reliance on the District's phase one Preliminary Environmental Assessment, and except as otherwise delineated in the Contract Documents: (i) no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the District or Contractor or Contractor's subcontractors to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site; (ii) no threat exists of a discharge, release or emission of a Hazardous

Substance upon or from the Site into the environment; (iii) the Site has not been used as or for a mine, a landfill, a dump or other disposal facility, industrial or manufacturing facility, or a gasoline service station; (iv) no violation of any Environmental Regulation now exists relating to the Site, no notice of any such violation or any alleged violation thereof has been issued or given by any governmental entity or agency, and there is not now any investigation or report involving the Site by any governmental entity or agency which in any way relates to Hazardous Substances; (v) no person, party, or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (i) above; (vi) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under, over or from the Site; (vii) the Site is not listed in the United States Environmental Protection Agency's National Priorities List of Hazardous Waste Sites or any other list of Hazardous Substance sites maintained by any federal, state or local governmental agency; and (viii) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release of any Hazardous Substance.

(h) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and further shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site and the Project are to be maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Site Lease, and the execution, delivery and performance of this Site Lease have been authorized by all necessary corporate or partnership actions on the part of Contractor and do not require any further approvals or consents.

(c) Execution, delivery and performance of this Site Lease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party or by which it or its property is bound.

(d) There is no pending or, to the best knowledge of the Contractor, threatened action or proceeding before any court or administrative agency which will

materially adversely affect the ability of Contractor to perform its obligations under this Site Lease.

(e) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been visually identified during the site-visit in accordance with the indemnification contained in the General Conditions incorporated into the Construction Services Agreement.

(f) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Rental

Contractor shall pay to the District as and for advance rental hereunder the sum of One Dollar (\$1.00) for the duration of the rental, this payment being due on or before the commencement of the term of this Site Lease. The duration of the rental is expected to be from the effective date hereof through the last day of the term of the Sublease.

SECTION 6. Purpose

Contractor shall use the Site solely for the purpose of constructing the Project thereon and for subleasing the Site and leasing the Project to the District; provided, however, that in the event of an occurrence of an Event of Default by the District, under the Sublease, Contractor may exercise the remedies provided for in the Sublease.

SECTION 7. Termination

Contractor agrees, upon termination of this Site Lease: (i) to quit and surrender the Site in the same good order and condition as it was in at the time of commencement of the term hereunder, reasonable wear and tear excepted; (ii) to release and reconvey to the District any liens and encumbrances created or caused by Contractor; and (iii) that any permanent improvements and structures existing upon the Site at the time of the termination of this Site Lease, including the Project, shall remain thereon and title shall vest in the District. Notwithstanding the District's foregoing rights in the event of termination, Contractor shall retain the right to compensation pursuant to the Construction Services Agreement and the Sublease.

SECTION 8. Quiet Enjoyment

The District covenants and agrees that it will not take any action to prevent Contractor's quiet enjoyment of the Site during the term of this Site Lease; and that in the event that the District's fee title to the Site is ever challenged so as to interfere with Contractor's right to occupy, use and enjoy the Site, the District will use all governmental powers at its disposal, including the power of eminent domain, to obtain

unencumbered fee title to the Site and to defend Contractor's right to occupy, use, and enjoy that portion of the Site.

SECTION 9. No Liens

The District shall not mortgage, sell, assign, transfer or convey the Site or any part thereof to any person during the term of this Site Lease, without the written consent of Contractor. Nothing herein shall preclude the District from granting utility easements across the Site to facilitate the use and operation of the Project for which it is intended.

During the term of this Site Lease, Contractor shall not permit any lien or encumbrance to attach to the Site or any part thereof.

SECTION 10. Right of Entry

The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any repairs, improvements or changes necessary for the preservation thereof, but in so doing shall not interfere with Contractor's operations on the Project.

SECTION 11. Assignment and Subleasing

Other than the Sublease, as defined herein, Contractor will not assign or otherwise dispose of or encumber the Site or this Site Lease without the written consent of the District.

SECTION 12. No Waste

Contractor agrees that at all times that it is in possession of the Site it will not commit, suffer or permit any waste on the Site, and it will not willfully or knowingly use or permit the use of the Site for any illegal act or purpose.

SECTION 13. Default

In the event that Contractor shall be in default in the performance of any obligation on its part to be performed under the terms of this Site Lease, which default continues for thirty (30) days following notice and demand for correction thereof to Contractor, the District may exercise any and all remedies granted by law, except that no merger of this Site Lease and of the Sublease shall be deemed to occur as a result thereof. Termination of this Site Lease shall be in accordance with the provisions of the General Conditions incorporated into the Construction Services Agreement or such other provisions as may be applicable.

SECTION 14. Eminent Domain

In the event that the whole or any part of the Site or the improvements thereon is taken by eminent domain, the financial interest of Contractor shall be recognized and is hereby determined to be the amount of all Tenant Improvement Payments and Sublease Payments then due or past due, and the purchase option price stated in

Section 20 of the Sublease less any unearned interest as of the date Contractor receives payment in full. The balance of the award, if any, shall be paid to the District.

SECTION 15. Taxes

The District covenants and agrees to pay any and all assessments of any kind or character and also all taxes, including possessory interest taxes, levied or assessed upon the Site of the improvements thereon.

SECTION 16. Severability

If any one or more of the terms, covenants or conditions of this Site Lease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Site Lease shall be affected thereby, and each remaining provision of this Site Lease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 17. Notices

Any notices or filings required to be given or made under this Site Lease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 18. Construction Services Agreement and Sublease

The Construction Services Agreement and the Contract Documents as defined therein, including the Sublease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 19. Binding Effect

This Site Lease shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

SECTION 20. Entire Agreement

This Site Lease, the Sublease, the Construction Services Agreement and the additional Contract Documents as defined in the Construction Services Agreement constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided herein or in Section 10 of the Construction Services Agreement.

SECTION 21. Execution in Counterparts

This Site Lease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 22. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions incorporated into the Construction Services Agreement.

SECTION 23. Applicable Law

This Site Lease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding

the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 24. Headings

The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

SECTION 25. Time

Time is of the essence in this Site Lease and each and all of its provisions.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Site Lease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Attn: Patrick Waid

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

By: Lisa A. Franz _____

Title: _____

Title: Director, Purchasing _____

Date: _____

Date: _____

EXHIBIT A

Legal Description of Site

Will be Supplied and this Exhibit amended upon the Approval by
the Division of State Architect of the State of California of the final
Plans and Specifications

SUBLEASE

This Sublease (hereinafter referred to as the "Sublease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as sub-lessee, Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as sub-lessor.

RECITALS

WHEREAS the District deems it essential for its own governmental purpose to finance the installation and construction of certain public improvements more fully described in **Exhibit A** to that certain Construction Services Agreement between the District and Contractor dated the date hereof (the "Project") which will become improvements to Ramona Elementary School, 804 Copper Road, Oxnard, CA 93030 within the District as more fully set forth in Exhibit A of the site lease between the District and Contractor dated the date hereof (the "Site Lease") (The land and the real property improvements described in the Site Lease and the Construction Services Agreement are herein collectively referred to as the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, pursuant to Section 17406 of the California Education Code, the District is leasing the Site to Contractor pursuant to the Site Lease in consideration of Contractor subleasing the Site, including the Project, to the District pursuant to the terms of this Sublease; and

WHEREAS, the District and Contractor agree to mutually cooperate now and hereafter, to the extent possible, in order to sustain the intent of this Sublease and the bargain of both parties hereto, and to provide payments pursuant to this Sublease on the dates and in the amounts set forth in **Exhibit A** of this Sublease which is incorporated by this reference.

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Sublease

Contractor hereby leases from and subleases to the District, and the District hereby leases to and subleases from Contractor, the Site including any real property improvements now or hereafter affixed thereto in accordance with the provisions herein for the term of this Sublease.

SECTION 2. Term

(a) The term of the Sublease (the "Term") shall become effective upon the authorized execution of this Sublease and shall terminate twelve months after the earlier of the following two events:

- (1) The date the District takes beneficial occupancy of the final phase of the Project; or
- (2) The date of substantial completion, as defined in Article 7.2.2 of the General Conditions.

(b) The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

- (1) An Event of Default by the District as defined herein and Contractor's election to terminate this Sublease as permitted herein; or
- (2) An Event of Default by Contractor as defined herein and the District's election to terminate this Sublease as permitted herein; or
- (3) Consummation of the District's purchase option pursuant to Section 20 of this Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

(a) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which the District is a party by which it or its property is bound.

(b) The Project and the Site are essential to the District in the performance of its governmental functions and their estimated useful life to the District exceeds the term of this Sublease.

(c) The District will take such action as may be necessary to include all Tenant Improvement Payments and Sublease Payments in its annual budget and annually to appropriate an amount necessary to make such Tenant Improvement Payments and Sublease Payments.

(d) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(e) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and, further, shall not seek to

substitute or acquire property to be used as a substitute for the uses for which the Site is maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing as a corporation and licensed contractor under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Sublease, and the execution, delivery and performance of this Sublease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents.

(c) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party by which it or its property is bound.

(d) There is no pending or, to the best knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Sublease.

(e) Contractor will not mortgage or encumber the Site or the Sublease or assign this Sublease or its rights to receive Tenant Improvement Payments or Sublease Payments hereunder, except as permitted herein.

(f) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been identified during the site-visit in accordance with the indemnification contained in the General Conditions.

(g) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Construction/Acquisition

(a) The District has entered into a Construction Services Agreement and the Site Lease with Contractor in order to acquire and construct the Project. The cost of the acquisition, construction and installation of the Project as well as the obligations under this Sublease are determined by the Guaranteed Maximum Price as determined in Section 5 of the Construction Services Agreement.

(b) In order to ensure that moneys sufficient to pay all costs will be available for this purpose when required, the District shall maintain on deposit, and shall annually

appropriate funds sufficient to make all Tenant Improvement Payments and Sublease Payments which become due to Contractor under this Sublease, provided however that the District shall not be required to appropriate said funds in the event that the District determines in good faith that exigent circumstances have arisen that require District to reduce its budget and not appropriate funds for the payments required hereunder. Any such failure to appropriate funds in any year subsequent to the initial year of this Sublease shall be deemed a termination for convenience and shall be subject to the provisions of the General Conditions.

SECTION 6. Payments

(a) The District shall pay Contractor the Tenant Improvement Payments and the Sublease Payments as set forth in **Exhibit A** hereof, at the office of Contractor or to such other person or at such other place as Contractor may from time to time designate in writing.

(b) If the District determines that the work is delayed so that Contractor shall not be able to deliver the work pursuant to the construction schedule required by the Construction Services Agreement (the "Construction Schedule"), the District shall be entitled to withhold a reasonable amount from the Tenant Improvement Payments and/or the Sublease Payments then due to cover the damages for delay. Once the District has determined that the work has been performed pursuant to the approved construction schedule, the District shall be obligated to release any funds withheld pursuant to this Paragraph.

(c) The obligation of the District to pay Tenant Improvement Payments and the Sublease Payments hereunder shall constitute a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitations or requirements concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds, or moneys of the District.

SECTION 7. Fair Rental Value

The Tenant Improvement Payments and the Sublease Payments shall be paid by the District in consideration of the right of possession of, and the continued quiet use and enjoyment of, the Project and the Site during the Term of this Sublease. The parties hereto have agreed and determined that such total Tenant Improvement Payments and Sublease Payments are not in excess of the fair rental value of the Project and the Site. In making such determination, consideration has been given to the fair market value of the Project and the Site, other obligations of the parties under this Sublease (including, but not limited to, costs of maintenance, taxes and insurance), the obligations under the Construction Services Agreement, the uses and purposes which may be served by the Project and the Site and the benefits therefrom which will accrue to the District and the general public, the ability of the District to make additions, modifications and improvements to the Project and the Site which are not inconsistent with the Construction Services Agreement and which do not interfere with Contractor's work on the Project and the Site.

SECTION 8. Sublease Abatement

In addition to delay of payments provided in Section 6, above, Tenant Improvement Payments and Sublease Payments due hereunder with respect to the Project shall be subject to abatement prior to the commencement of the use of the Project or during any period in which, by reason of material damage to or destruction of the Project or the Site, there is substantial interference with the use and right of possession by the District of the Project and the Site or any substantial portion thereof. For each potential incident of substantial interference, decisions to be made on: i) whether or not abatement shall apply; ii) the date upon which abatement shall commence; iii) the applicable portion of the Tenant Improvement Payments and the Sublease Payments to be abated and; iv) the concluding date of the particular abatement shall all be subject to determinations by the District in concert with its insurance provider. Contractor's right to dispute these decisions is not impaired. The amount of abatement shall be such that the Tenant Improvement Payments and the Sublease Payments paid by the District during the period of Project restoration do not exceed the fair rental value of the usable portions of the Site. In the event of any damage or destruction to the Project or the Site, this Sublease shall continue in full force and effect.

SECTION 9. Use of Site and Project

During the Term of this Sublease, Contractor shall provide the District with quiet use and enjoyment of the Site without suit, or hindrance from Contractor or its assigns. The District will not use, operate, or maintain the Site or Project improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by this Sublease. The Contractor shall provide all permits and licenses, if any, necessary for the operation of the Project. In addition, the District agrees to comply in all respects (including, without limitation, with respect to the time, maintenance and operation of the Project) with laws of all jurisdictions in which its operations involving the Project may extend and any legislative, executive, administrative, or judicial body exercising any power or jurisdiction over the Site or the Project; provided, however, that the District may contest in good faith the validity or application of any such law or rule in any reasonable manner which does not adversely affect the estate of Contractor in and to the Site or the Project or its interest or rights under this Sublease. Upon completion of the Project or severable portions thereof, as defined in the General Conditions, Contractor shall provide the District with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns, subject to reasonable interference from ongoing construction operations on any remaining portion of the Site under construction by Contractor.

SECTION 10. Contractor's Inspection/Access to Site

The District agrees that Contractor and any Contractor representative shall have the right at all reasonable times to enter upon the Site or any portion thereof to construct and improve the Project, to examine and inspect the Site and the Project and to exercise its remedies pursuant to Section 16 of this Sublease. The District further agrees that Contractor and any Contractor representative shall have such rights of

access to the Site as may be reasonably necessary to cause the proper maintenance of the Site and the Project in the event of failure by the District to perform its obligations hereunder.

SECTION 11. Project Acceptance

The District shall acknowledge final inspection and completion of the Project by executing a Certificate of Acceptance and recording a Notice of Completion in accordance with the General Conditions. The validity of this Sublease will not be affected by any delay in or failure of completion of the Project.

SECTION 12. Alterations and Attachments

All permanent additions and improvements that are made to the Project shall belong to and become the property of Contractor, subject to the provisions of Section 20 hereof. Separately identifiable additions and improvements added to the Project by the District shall remain the property of the District. At Contractor's request, the District agrees to remove the additions and improvements and restore the Project to substantially as good condition as when acquired and constructed, normal wear and tear excepted, in the event of failure by the District to perform its obligations hereunder.

SECTION 13. Physical Damage; Public Liability Insurance

Contractor and the District shall maintain such damage and public liability insurance policies with respect to the Project and the Site as are required of them herein and by the Construction Services Agreement.

SECTION 14. Taxes

The District shall keep the Project and the Site free and clear of all levies, liens, and encumbrances and shall pay all license fees, registration fees, assessments, charges, and taxes (municipal, state, and federal) if applicable, which may now or hereafter be imposed upon the ownership, leasing, renting, sale, possession, or use of the Project and the Site, excluding, however, all taxes on or measured by Contractor's income.

SECTION 15. Events of Default

The term "Event of Default," as used in this Sublease means the occurrence of any one or more of the following events: (a) the District fails to make any unexcused Tenant Improvement Payment or Sublease Payment (or any other payment) within 30 days after the due date thereof; (b) the District or Contractor fails to perform or observe any other covenant, condition or agreement to be performed or observed by it hereunder or under any of the Contract Documents (as that term is defined in the Construction Services Agreement), and such failure to either make the payment or perform the covenant, condition or agreement is not cured within 10 days after written notice thereof by the other party; (c) the discovery by a party that any statement, representation or warranty made by the other party in this Sublease, or in the Contract Documents (as that term is defined in the Construction Services Agreement), or in any document ever delivered by that other party pursuant hereto or in connection herewith is

misleading or erroneous in any material respect; or (d) a party becomes insolvent, is unable to pay its debts as they become due, makes an assignment for the benefit of creditors, applies or consents to the appointment of a receiver, trustee, conservator or liquidator of the party or of all or a substantial part of its assets, or a petition for relief is filed by the party under federal bankruptcy, insolvency or similar laws.

SECTION 16. Remedies on Default

Upon the happening of any Event of Default, the non-defaulting party may exercise any and all remedies available pursuant to law or in equity or granted pursuant to this Sublease. Notwithstanding any provisions to the contrary herein, Contractor shall not under any circumstances have the right to accelerate the Tenant Improvement Payments or the Sublease Payments that fall due in future Sublease periods or otherwise declare any Tenant Improvement Payment or Sublease Payments not then in default to be immediately due and payable. Upon the occurrence of an Event of Default, the non-breaching party may elect to terminate this Sublease in accordance with the provisions contained in the General Conditions. Termination of the Construction Services Agreement shall trigger the termination of the Site Lease and this Sublease.

SECTION 17. Non-Waiver

No covenant or condition to be performed by the District or Contractor under this Sublease can be waived except by the written consent of the other party. Forbearance or indulgence by the District or Contractor in any regard whatsoever shall not constitute a waiver of the covenant or condition in question. Until complete performance by the District or Contractor of said covenant or condition, the other party shall be entitled to invoke any remedy available to it under this Sublease or by law or in equity despite said forbearance or indulgence.

SECTION 18. Assignment

Without the prior written consent of Contractor, the District shall not (a) assign, transfer, pledge, or hypothecate this Sublease, the Project and the Site, or any part thereof, or any interest therein, or (b) sublet or lend the use of the Project or any part thereof, except as authorized by the provisions of the California Civic Center Act, Education Code Section 38130 *et seq.* Consent to any of the foregoing prohibited acts applies only in the given instance and is not a consent to any subsequent like act by the District or any other person. Contractor shall not assign its obligations under this Sublease with the exception of its obligation to issue default notices and to convey or reconvey its interest in the Project and Site to the District upon full satisfaction of the District's obligations hereunder; however, the District shall pay all Tenant Improvement Payments and Sublease Payments due hereunder pursuant to the direction of Contractor or the assignee named in the most recent assignment or notice of assignment. Subject always to the foregoing, this Sublease inures to the benefit of, and is binding upon, the heirs, legatees, personal representatives, successors, and assigns of the parties hereto.

SECTION 19. Ownership

The Project is and shall at all times be and remain the sole and exclusive property of Contractor, and the District shall have no right, title, or interest therein or thereto except as expressly set forth herein.

SECTION 20. Sublease Prepayments/Purchase Option

(a) Sublease Prepayments. At any time during the Term of this Sublease, the District may make Sublease Prepayments to the Contractor of the Tenant Improvement Payments and/or Sublease Payments ("Sublease Prepayments"). No Sublease Prepayments requested by Contractor may be made by the District in an amount which exceeds the aggregate true cost to Contractor of the work on the Project completed up to the date Contractor submits the request for a Sublease Prepayment less the aggregate amount of: (1) all Tenant Improvement Prepayments and Sublease Payments previously made by the District to Contractor; (2) all Sublease Prepayments previously made by the District to the Contractor; (3) all amounts previously retained pursuant to Section 20(a)(3), below, from Sublease Prepayments previously made by the District to Contractor (unless Contractor shall have previously substituted securities for such retained amounts pursuant to Section 20(a)(3)); and (4) the retention for such Sublease Prepayment pursuant to Section 20(a)(3) hereof. Contractor must submit evidence that the conditions precedent set forth in Section 20(a)(1), below, have been met. In the event District elects to make Sublease Prepayments, the Prepayment Price, contemplated in Section 20(b), below, shall be adjusted accordingly.

(1) In the event that the District elects to make a Sublease Prepayment, the following are conditions precedent to the District's delivery of such Sublease Prepayments to Contractor pursuant to a request of Contractor:

(A) Satisfactory progress of the construction of the Project pursuant to the Time Schedule shall have been made as determined in accordance therewith.

(B) Contractor shall also submit to the District (i) duly executed conditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all sub-contractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons conditionally waive all lien and stop notice rights against the District, the Project and the Project Site with respect to the pending Sublease Prepayment to be made by the District, (ii) duly executed unconditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all subcontractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons unconditionally and irrevocably waive all lien and stop notice rights against the District, the Project and the Project Site with respect to all previous Sublease Prepayments made by the District, and (iii) any other items that Contractor may be required to collect and distribute to the District pursuant to the terms and provisions of the Construction Services Agreement. Contractor shall promptly pay all amounts due to each subcontractor, consultant and other person retained by

Contractor in connection with the Project no later than 10 days after Contractor's receipt of a Sublease Prepayment from the District.

(2) The determination of whether satisfactory progress of the construction pursuant to the Time Schedule has occurred shall be made by the District in accordance with the General Conditions. If the District determines that pursuant to the Time Schedule the work required to be performed, as stated in Contractor's Sublease Prepayment request, has not been substantially completed, then Contractor shall not be eligible to receive the requested Sublease Prepayment.

(3) The District shall retain an amount equal to 5% of each Tenant Improvement Payments ("retention") made at Contractor's request. Contractor shall have the right, as delineated in the General Conditions, to substitute securities for any retention withheld by the District, pursuant to the provisions of Public Contract Code Section 22300.

(b) If the District is not in default hereunder, the District shall have the option to purchase not less than all of the Project in as-is condition upon delivery of the Prepayment Price as defined herein. The Prepayment Price at any given time shall be an amount equal to the final GMP, as it may be revised from time to time, less the sum of any Tenant Improvement Payments, Sublease Payments and/or Sublease Prepayments made by the District prior to the date on which the District elects to exercise its option under this Section. The District may thereupon terminate this Sublease and Contractor shall deliver such deeds, bills of sale, assignments, releases or other instruments as District may reasonably require to reflect the transfer of all of Contractor's interest in the Project. Following the closing of the District's purchase option, the District shall retain all rights to any claim or warranty arising under the Construction Services Agreement.

SECTION 21. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions during the course of construction.

SECTION 22. Construction Services Agreement and Site Lease

The Construction Services Agreement and the Contract Documents as defined therein, including the Site Lease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 23. Severability

If any one or more of the terms, covenants or conditions of this Sublease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Sublease shall be affected thereby, and each provision of this Sublease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 24. Entire Agreement

The Contract Documents enumerated in paragraph C of Section 1 of the Construction Services Agreement, which include this Sublease, constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, or changed except by a written agreement signed by the parties hereto.

SECTION 25. Notices

Any notices or filings required to be given or made under this Sublease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 26. Titles

The captions or headings in this Sublease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Sublease.

SECTION 27. Time

Time is of the essence in this Sublease and each and all of its provisions.

SECTION 28. Applicable Law

This Sublease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. Execution in Counterparts

This Sublease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 30. District Insurance

During the period after tenant improvement completion and beneficial occupancy of the Project and before the end of the Term, the District shall purchase and maintain Commercial General Liability and Property Insurance covering the types of claims set forth below which may arise out of or result from the District's operations of the Site and for which the District may be legally responsible: (i) claims for damages because of bodily injury, occupational sickness or disease or death of the District's employees; (ii) claims for damages because of bodily injury, sickness or disease or death of any person other than the District's employees; (iii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by the District, or (b) by another person; and (iv) claims for damages, other than to the Project itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom. Such insurance shall be in the coverage amount of \$1,000,000 per occurrence and \$2,000,000 aggregate. The insurance policy required of the District hereunder shall also name Contractor as an additional insured as its interests may appear. Such insurance shall be deemed to be primary and non-contributory with any policy maintained by Contractor and any policy or coverage maintained by Contractor shall be deemed to be excess over such insurance maintained by District.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Sublease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

EXHIBIT A

PAYMENT PROVISIONS

Tenant Improvement Payments and the Sublease Payments shall be paid monthly and the total of the Tenant Improvement Payments and the Sublease Payments made shall not exceed the amount of the GMP as defined in Section 5 of the Construction Services Agreement. Each month Contractor shall provide the District with an itemized summary (in accordance with the provisions set forth in the Project Manual) indicating the percentage of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager.

The District shall pay Contractor in accordance with the procedures set forth in the Construction Services Agreement, the Project Manual and the portion of the GMP set forth as the Tenant Improvement Payments in accordance with Section 5 of the Construction Services Agreement, based on the amount of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager according to the approved Schedule of Values, less the retention applicable to said payment all in accordance with the procedures set forth in the Construction Services Agreement and/or the Project Manual.

The District shall pay Contractor Sublease Payments in an amount to be negotiated at GMP on a per month basis. The Sublease payments shall be in consideration of the District’s rental, use, and occupancy of the Project and the Site; the Sublease Payments shall include the portion of the Construction Costs financed by Contractor. The Sublease Payments shall commence with the Site Lease execution and be negotiated at GMP for a period of twelve (12) months beginning as stated in **Section 2** above and using the structure below.

The Lease Payment Amount shall be paid pursuant to the following structure and the annual interest rate shall be at **Three Percent (3.0%)**:

Date of Payment	(A) Total Lease Payment	(B) Total Interest Due on Lease Payment	Total Lease Payment plus interest due by District to Contractor (A + B)
30 Days after execution of Memorandum of Commencement	\$Numeric Lease Payments/12	\$____	\$____
30 days thereafter	\$Numeric Lease Payments/12	\$____	\$____

SITE SUBLEASE AGREEMENT #17-217

30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___

Financed Portion of Lease Payments. The District requires the Contractor to finance a portion of the Lease Payments and that financing is reflected in the table above. In no event shall the cumulative total of the Tenant Improvement Payments and the Lease Payments plus interest ever exceed the Guaranteed Project Cost as defined herein.

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Lease-Leaseback Agreements #17-218, #17-219, and #17-220 between the Oxnard School District and Viola Inc. to provide Lease-Lease-Back Construction Services for the Ritche Kindergarten Project (Dr. Morales/Fateh/CFW)

The Oxnard School District ("District") Board of Trustees ("Board") Facilities Implementation Plan, adopted in January 2013, calls for the construction of the Ritche Kindergarten Project ("Project"). The Project includes the construction a modular two-classroom building at the existing Emily Ritche Elementary School site.

This Agenda Item recommends Board approval of the execution of the attached Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) with Viola Inc. to complete the Work identified in Flewelling and Moody's architectural drawings for the Ritche Kindergarten Project.

The LLB delivery method requires three separate agreements, the Construction Services Agreement, the Site Lease, and a Sublease:

- The Construction Services Agreement sets forth the terms, conditions, and scope of work indicated in the DSA approved construction and contract documents for the school site.
(*Construction Services Agreement #17-218*)
- The Site Lease Agreement leases the Emily Ritche Elementary School (property) to Viola Inc., and requires that they complete the facilities improvements as indicated in the Construction Services Agreement under the terms of the Lease
(*Site Lease Agreement #17-219*)
- The Sublease Agreement subleases the property from Viola Inc., back to the Oxnard School District for operational use and access to the facilities after completing construction. The Sublease requires the District to make lease payments to Viola Inc. that constitute the financing provided by the contractor under the LLB model.
(*Site Sublease Agreement #17-220*)

FISCAL IMPACT

The Lease-Lease Agreements provide for the construction of a new modular building consisting of two classrooms at Ritchen as reflected in the Flewelling and Moody Architectural plans for a total Guaranteed Maximum Price ("GMP") of:

Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00) to be paid out of Master Construct and Implementation Funds.

The GMP Contingency amount indicated above is included in the total GMP amount. The GMP Contingency is controlled by the District to accommodate scope gaps, unforeseen conditions and/or discrepancies in the plans and specifications (including the Architect's errors and omissions) without requiring an amendment to the GMP.

The Agreements will be funded using the Master Construct & Implementation Funds. All expenditures related to the proposed agreements will be cost coded to Ritchen Kindergarten Project under the object code 06270 – Main Construction Costs.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, Inc. that the Board of Trustees approve the Lease-Leaseback Agreements #17-218, #17-219 and #17-220, with Viola Inc., to provide Construction Services related to the Ritchen Kindergarten Project, under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code.

ADDITIONAL MATERIAL(S):

Attached:

- *Construction Services Agreement #17-218 (25 Pages)*
- *Site Lease Agreement #17-219 (9 Pages)*
- *Site Sublease Agreement #17-220 (14 Pages)*

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CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this 1st day of November, 2017, by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") and Viola Inc., a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor").

WHEREAS, the District will operate Ritchen Elementary School, located at 2200 Cabrillo Way, Oxnard, California 93030 (hereinafter referred to as the "School Facility"); and

WHEREAS, the District desires to construct new facilities and improvements (as more fully described below) at those portions of the School Facility identified in the Site Lease, as defined in Section 1H below (the "Site"); and

WHEREAS, the District has determined that it is in its best interests to pursue the improvements to the School Facility through the lease-leaseback method of project delivery pursuant to California Education Code §17406 which permits the governing board of the District, without advertising for bids, to lease to Contractor property owned by the District if the instrument by which property is leased requires the lessee to construct, or provide for the construction, on the leased property, of a facility for the use of the District during the term of the lease, and provides that title to that facility shall vest in the District at the expiration of the lease; and

WHEREAS, the District desires to finance a portion of the improvements utilizing the lease/leaseback methodology; and

WHEREAS, the District has conducted an RFQ process by which it selected Contractor; and

WHEREAS, the District intends to undertake work to improve the School Facility, the scope of which is generally described in **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended, which is

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incorporated herein (the "General Conditions"), and the Construction Documents. The term "Contract Documents" shall include all modifications and addenda thereto.

- D. **Guaranteed Maximum Price.** The term "Guaranteed Maximum Price" or "GMP" as used in this Agreement means the Guaranteed Maximum Price established pursuant to Section 5 of this Agreement to be used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease, subject only to any adjustments for Extra Work/Modifications as provided in Section 10 of this Agreement.
- E. **Preconstruction Services.** The term "Preconstruction Services" as used in this agreement means to retain a professional construction firm (hereafter "CONTRACTOR") to provide certain professional pre-construction services, as described in **Exhibit B** related to the Project plans and specifications for the purpose of designing the project within budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect.
- F. **Project.** The term "Project" shall mean the improvements and facilities to be constructed and installed by Contractor at the School Facility which will result in complete and fully operational facilities as more fully set forth on **Exhibit A** attached hereto.
- G. **Project Manual.** The term "Project Manual" shall mean the compilation of the Specification sections including Division 0, Procurement and Contracting Requirements, Division 1 General Requirements, and technical specifications Division 2 through 33 prepared by the Architect and approved by the District, the DSA, or other regulatory agencies which show or describe the location, character, dimensions or details for the Project, which shall be delivered to Contractor upon execution of this Agreement.
- H. **Site.** The term "Site" as used in this Agreement shall mean those certain parcels of real property and improvements thereon (if any) more particularly described in **Exhibit A** to the Site Lease.
- I. **Site Lease.** The term "Site Lease" as used in this Agreement shall mean the certain Site Lease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District leases the Site to Contractor.

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- J. **Specifications.** The term “Specifications” shall mean those numbered specifications set forth in the Project Manual which shall accompany this Agreement and which are incorporated by reference herein. Individual Specifications may be referred to by their specification number as set forth in the Project Manual.
- K. **Subcontractor.** As used in this Agreement, the term “Subcontractor” means any person or entity, including trade contractors, who have a contract with Contractor to perform any of the Construction.
- L. **Sublease.** The term “Sublease” as used in this Agreement shall mean the certain Sublease dated of even date herein between the District and Contractor, together with any duly authorized and executed amendment(s) thereto, pursuant to which the District subleases the Site from Contractor.
- M. **Sublease Payments.** The term “Sublease Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.
- N. **Tenant Improvement Payments.** The term “Tenant Improvement Payments” as used in this Agreement shall mean the payments made by the District to Contractor pursuant to Section 6 of the Sublease.

SECTION 2. CONTRACTOR’S DUTIES AND STATUS

Contractor covenants with the District to furnish reasonable skill and judgment in constructing the Project. Contractor agrees to furnish efficient business administration and superintendence and to furnish at all times an adequate supply of professionals, workers, and materials and to perform the work appropriately, expeditiously, economically, and consistent with the Contract Documents.

SECTION 3. ADDITIONAL SERVICES

If the District requests Contractor to perform additional services not described in this Agreement, Contractor shall provide a cost estimate and a written description of the additional work necessary to complete such additional services. The cost for such additional services shall be negotiated and agreed upon in writing in advance of Contractor performing or contracting for such additional services, and such cost shall be used to adjust the GMP established pursuant to Section 5 hereof. In the absence of a written agreement, the District will not compensate Contractor for additional services, will not adjust the GMP for such additional services, and Contractor will not be required to perform them. It is understood and agreed that if Contractor performs any services that it claims are additional services without receiving prior written approval from the District Board of Trustees, Contractor shall not be paid for such claimed additional

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services and the GMP will not be adjusted. Nothing in this Agreement shall be construed as limiting the valuation of such additional services and amount that the GMP will be adjusted for such additional services, should a written agreement for such services be executed by the parties. Notwithstanding the foregoing, Contractor shall not be entitled to compensation, nor will the GMP be adjusted, for additional services required as a result of Contractor's acts, errors or omissions.

SECTION 4. OWNERSHIP OF PLANS AND DOCUMENTS

All original field notes, written reports, drawings, specifications, Construction Documents, and other documents, produced or developed for the Project are the property of the District, regardless of whether the Project is constructed, and shall be furnished to the District. Such documents are not to be used by Contractor or by the Subcontractors on other work nor shall Contractor nor the Subcontractors claim any right to such documents. This shall not deprive Contractor from retaining electronic data or other reproducible copies of the Construction Documents or the right to reuse information contained in them in the normal course of Contractor's professional activities.

SECTION 5. ESTABLISHMENT OF GUARANTEED MAXIMUM PRICE

The "GMP" for the Project shall be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. The GMP consists of (1) a Preconstruction Fee only in the amount of **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. (2) a Sublease Tenant Improvement and (3) a Contractor Contingency and Sublease Payments to be negotiated as an amendment to this agreement pursuant to terms and payment schedule as amended and set forth in the Sublease. THE "GMP" WILL NOT BE ESTABLISHED UNTIL DSA HAS APPROVED THE FINAL PLANS AND SPECIFICATIONS AND THE BOARD APPROVES IT PRIOR TO NTP FOR CONSTRUCTION. The GMP will then be brought to the Board of Trustees as an amendment to this section of this agreement. Until such time this section will remain as a Preconstruction Fee only, the Site Lease and Sublease will not begin and the Contractor will proceed with Preconstruction Services as set forth in **Exhibit B** with an NTP for Preconstruction from the District.

The GMP is based upon the DSA approved plans and specifications to exist after this Agreement is entered into between Contractor and the District, and more fully described and referenced in the Scope of Work to be set forth in **Exhibit A** attached hereto. Prior to DSA approval Contractor will perform Preconstruction Services to assist in designing the project and as set forth in **Exhibit B**. After preconstruction services, DSA approval of plans and specifications, and the establishment of the GMP the Contractor shall assume the risk of cost overruns which were not foreseeable at the time this Agreement was entered into and the GMP determined, except for undocumented events of the type set forth in Section 19 hereof, work mandated by an outside agency after issuance of Construction Documents that could not have

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been reasonably foreseen from review of the Contract Documents, or costs arising from undocumented geotechnical issues. Contractor acknowledges that (i) Contractor has conducted a site inspection and is familiar with the site conditions based on records, studies and visible conditions relating to construction and labor and (ii) Contractor has reviewed the Contract Documents and is familiar with the contents thereof. District directed changes to the scope of the Project not contemplated in the Scope of Work shall be deemed Extra Work/Modifications pursuant to the procedures set forth in Section 10 of this Agreement. The GMP shall include, but not be limited to, increases in labor and materials. The GMP has been used to calculate the Tenant Improvement Payments and the Sublease Payments to be paid by the District to Contractor pursuant to the Sublease. The GMP includes the cost of all labor, materials, equipment, general conditions, overhead, profit and a Contractor Contingency as indicated above.

The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH PRECONSTRUCTION AND CONSTRUCTION

Prior to an approved GMP, the District shall issue a notice to Contractor to proceed with the Preconstruction of the Project. The Preconstruction Agreement in **Exhibit B** will serve as the whole agreement between the Contractor and the District until a GMP is established.

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Upon receipt of an approved GMP, the District shall issue a notice to Contractor to proceed with the Construction of the Project. In the event that a Notice to Proceed with Construction is not issued for the Project, the Site Lease and the Sublease shall terminate upon written notice from the District to Contractor that a Notice to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the competitive bid procedures set forth in the California Public Contract Code, including specifically Public Contract Code section 20110, et seq., or that it will utilize an informal bidding process established by Contractor which also incorporates competitive bid procedures. Regardless of the method Contractor employs, Contractor will make a good faith effort to contact and utilize DVBE contractors and suppliers in securing bids for performance of the Project in accordance with the procedures set forth in Section 1.77 of the General Conditions. In the event that Contractor chooses to select Subcontractors pursuant to an informal bidding process, Contractor shall ensure that it receives at least three competitive quotes from potential subcontractors for each trade component of the Project, unless the parties agree otherwise on a trade-by-trade basis. The District reserves the right to oversee the bidding process. Contractor shall inform all bidders that the District will not be a party to any contracts for construction services executed by Contractor and selected bidders. Contractor shall submit a listing of proposed subcontractors to the District for the District's review. In no case, will Contractor award any sub-contracts until the District has concurred in the scope and price of the sub-contracted services. In addition, Contractor shall provide the District with full documentation regarding the bids or competitive quotes received by Contractor. In no event, shall such documentation be redacted or obliterated. In the event Contractor does not comply with this provision, the District may terminate this Agreement in accordance with the provisions of the General Conditions. Subcontractors awarded contracts by Contractor shall be afforded all the rights and protections of listed subcontractors under the provisions of the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100, et seq.).

SECTION 9. CONSTRUCTION SCOPE OF WORK

- A. Prior to commencing Construction, Contractor shall comply with the initial schedule requirements set forth in the General Conditions.
- B. Contractor shall complete the Construction pursuant to the Construction Documents as amended subject to any additional DSA or other regulatory approvals as may be required, performing all work set forth in the Scope of Work, and shall make reasonable efforts in scheduling to prevent disruption to classes.
- C. Contractor shall be responsible for complying with all applicable building codes, including without limitation mechanical codes, electrical codes, plumbing codes and fire codes, each of the latest edition, required by the regulatory agencies and for arranging and overseeing all necessary inspections and tests including inspections by the DSA or regulatory agencies, permits and occupancy permits, and ensuring compliance with any Federal and State laws, including, but not limited to, safety procedures and requirements, and construction employee training programs which cover among other items, hazardous chemicals and materials.
- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss, of vandalism, theft of property or other property damage (“Vandalism”) which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing School Facility, including procedures to control on-site noise, dust, and pollution during construction.
- F. The District shall cause the appropriate professionals to stamp and sign, as required, the original Construction Documents or parts thereof and coordinate the Project’s design with all utilities.
- G. Contractor shall, for the benefit of the Subcontractors, attend pre-construction orientation conferences in conjunction with the Architect to set forth the various reporting procedures and site rules prior to the commencement of actual construction. Contractor shall also attend construction and progress meetings with District

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representatives and other interested parties, as requested by the District, to discuss such matters as procedures, progress problems and scheduling. Contractor shall prepare and promptly distribute official minutes of such meetings to all parties in attendance, including without limitation the District, the Architect and the District Inspector of Record.

- H. Contractor shall incorporate approved changes as they occur, and develop cash flow reports and forecasts for submittal to the District as requested. Contractor shall provide regular monitoring of the approved estimates for Construction costs, showing actual costs for activities in progress, and estimates for uncompleted tasks. Contractor shall maintain cost accounting records on authorized additional services or work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, and for other work requiring accounting records.
- I. Contractor shall record the progress of the Project and shall submit monthly written progress reports to the District and the Architect including information on the entire Project, showing percentages of completion and the number and amounts of proposed Extra Work/Modifications and their effect on the construction costs as of the date of each respective report.
- J. Contractor shall keep a log containing a record of weather, Subcontractors, work on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the District may require. Contractor shall make the log available to the District, the Architect, and the District's project manager. The District shall be promptly advised on all anticipated delays in the Project.
- K. The District shall bear the cost for the DSA Inspector, soils testing, DSA or other regulatory agency fees, and special testing required in the construction of the Project. If additional review or permits become necessary for reasons not due to Contractor's fault or because of DSA or regulatory agency requirements or regulations implemented after the date the Final GMP is established and not reasonably anticipated at the time the Final GMP is established, Contractor may seek additional compensation for the cost of that review as an additional cost. In the alternative, the District may pay such costs directly.

SECTION 10. EXTRA WORK/MODIFICATIONS

- A. The District may prescribe or approve additional work or a modification of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents ("Extra Work/Modifications");

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and for such purposes the District may at any time during the life of this Agreement, by written order, make such changes as it shall find necessary in the design, line, grade, form, location, dimensions, plan, or material of any part of the work or equipment specified in this Agreement or in the Construction Documents, or in the quantity or character of the work or equipment to be furnished. In the event conditions develop which, in the opinion of Contractor, make strict compliance with the specifications impractical, Contractor shall notify the District of the need for Extra Work/Modifications by placing the matter on the agenda of regularly scheduled construction meetings with the District for discussion as soon as practicable after the need for the Extra Work/Modifications is determined. Additionally, Contractor shall submit to the District for its consideration and approval or disapproval, a written request for Extra Work/Modifications before such work is performed. If the District approves the request in writing, the costs of the Extra Work/Modification shall be added to or deducted from the GMP or the Scope of Work shall be modified to complete the Project within the GMP, as applicable. Any adjustments to the GMP will result in an adjustment of the Tenant Improvement Payment and, if applicable, the Sublease Payments.

- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted.

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Contractor's failure to notify the District within such ten (10) day period shall be deemed a waiver and relinquishment of the claim against the District.

- D. Expenses of reconstruction and/or costs to replace and/or repair damaged materials and supplies, provided that Contractor is not fully compensated for such expenses and/or costs by insurance or otherwise, shall be included in an increase to the GMP if said expenses are the result of the negligent acts or omissions of the District, or its principals, agents, servants, or employees.

SECTION 11. NOT USED

SECTION 12. PERSONNEL ASSIGNMENT

- A. Contractor shall assign _____ as Project Manager/Superintendent for the Project. So long as _____ remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to the Project except as provided in this Section. In the event Contractor deems it necessary, Contractor shall replace the manager and/or the superintendent for the Project with a replacement with like qualifications and experience, subject to the prior written consent of the District, which consent shall not be unreasonably withheld. Any violation of the terms of paragraph A of this Section 12 shall entitle the District to terminate this Agreement for breach, pursuant to the provisions of the General Conditions.
- B. Notwithstanding the foregoing provisions of paragraph A of Section 12, above, if any manager and/or superintendent proves not to be satisfactory to the District, upon written notice from the District to Contractor, such person(s) shall be promptly replaced by a person who is acceptable to the District in accordance with the following procedures: Within five (5) business days after receipt of a notice from the District requesting replacement of any manager and/or superintendent or discovery by Contractor that any manager and/or superintendent is leaving their employ, as the case may be, Contractor shall provide the District with the name of an acceptable replacement/substitution together with such information as the District may reasonably request about such replacement/substitution. The replacement/substitution shall commence work on the Project no later than five (5) business days following the District's approval of such replacement, which approval shall not be unreasonably withheld. If the District and Contractor cannot agree as to the replacement/substitution, the District shall be entitled to terminate this Agreement for breach pursuant to the provisions of the General Conditions.

SECTION 13. BONDING REQUIREMENTS

Contractor shall fully comply with the requirements set forth in Section 6.9 of the General Conditions.

SECTION 14. PAYMENTS TO CONTRACTOR

- A. Contractor shall finance the cost of construction of the Project which costs shall not exceed the GMP, which shall not be adjusted except as otherwise provided in this Agreement. The District shall pay Contractor Tenant Improvement Payments and Sublease Payments pursuant to the terms and conditions of Section 6 of the Sublease. In the event of a dispute between the District and Contractor, the District may withhold from the Tenant Improvement Payments and the Sublease Payments an amount not to exceed one hundred fifty percent (150%) of the disputed amount.
- B. This Agreement is subject to the provisions of California Public Contract Code Sections 7107, 7201 and 20104.50 as they may from time to time be amended.
- C. For purposes of this Agreement, the acceptance by the District means acceptance made only by an action of the governing body of the District in open session. Acceptance by Contractor of the final Tenant Improvement Payment or the Sublease Payment, as the case may be, shall constitute a waiver of all claims against the District related to those amounts.

SECTION 15. CONTRACTOR'S CONTINUING RESPONSIBILITY

Neither the final payment nor any provision in the Contract Documents shall relieve Contractor of responsibility for faulty materials or workmanship incorporated in the Project or for any failure to comply with the requirements of the Contract Documents.

SECTION 16. INSURANCE

Contractor shall provide, during the life of this Agreement, the types and amounts of insurance set forth in Article 6 of the General Conditions, which are incorporated by reference herein.

SECTION 17. USE OF PREMISES

Contractor shall confine operations at the Site to areas permitted by law, ordinances, permits and the Construction Documents and shall not unreasonably encumber the Site or existing School Facilities at the Site with any materials or equipment. Contractor shall not load or permit any part of the work to be loaded with a weight so as to endanger the safety of persons or property at the Site.

SECTION 18. SITE REPRESENTATIONS

The District warrants and represents that the District has, and will continue to retain at all times during the course of construction, legal title to the Site and that said land is properly subdivided and zoned so as to permit the construction and use of said Site with respect to the Project. The District further warrants and represents that title to said land is free of any easements, conditions, limitation, special permits, variances, agreements or restrictions which would prevent, limit or otherwise restrict the construction or use of said Site pursuant to this Agreement. Reference is made to the fact that the District has provided information on the Site to Contractor. Such information shall not relieve Contractor of its responsibility; and the interpretation of such data regarding the Site, as disclosed by any borings or other preliminary investigations, is not warranted or guaranteed, either expressly or implicitly, by the District. Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility and general character of the Site and for having satisfied itself as to the conditions under which the work is to be performed. No claim for any allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site will be recognized.

SECTION 19. HAZARDOUS WASTE AND UNKNOWN PHYSICAL CONDITIONS

Contractor shall comply with the District's Hazardous Materials Procedures and Requirements as set forth herein.

- A. If the District has identified the presence of hazardous materials on or in proximity to the Site (the "Pre-existing Hazardous Materials"), Contractor shall review all information provided by the District that characterizes the Pre-existing Hazardous Materials and shall take the actions approved by DTSC and issued by the District necessary to address the Pre-existing Hazardous Materials in the performance of the work. Contractor shall conduct the work based on this information issued at the time contract documents are executed. Contractor shall immediately communicate, in writing, any variances from available information to the District.
- B. The District will retain an additional independent environmental consultant to perform the investigation, inspection, testing, assessment, sampling and analysis necessary to prepare and recommend a remediation plan for the Pre-existing Hazardous Materials for the District's approval (the "Remediation Plan").
- C. The District will retain title to all Pre-existing Hazardous Materials encountered during the work. This does not include hazardous material generated by Contractor, including but not limited to used motor oils, lubricants, cleaners, etc. Contractor shall dispose of such hazardous waste in accordance with the provisions of the Contract Documents, as well as local, State and Federal laws and regulations. The District will be shown as the hazardous waste generator and will sign all hazardous waste shipment manifests for non-Contractor generated hazardous waste. Nothing contained within these

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Contract Documents shall be construed or interpreted as requiring Contractor to assume the status of owner or generator of hazardous waste substances for non-Contractor generated hazardous wastes.

- D. Except as otherwise provided herein, it is the responsibility of Contractor to obtain governmental approvals relating to Hazardous Materials Management, including Federal and State surface water and groundwater discharge permits and permits for recycling and reuse of hazardous materials for all work noted in the contract documents. Contractor shall be responsible for coordinating compliance with such governmental approvals and applicable governmental rules with the District's hazardous materials consultant, including those governing the preparation of waste profiles, waste manifests, and bills of lading. If Contractor encounters hazardous materials, it shall immediately notify the District in writing. The District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District.
- E. If, during construction, Contractor encounters materials, conditions, waste, contaminated groundwater or substances, not identified in the District's assessment report, that Contractor reasonably suspects are hazardous materials, Contractor shall stop the affected portion of the work, secure the area, promptly notify the District, and take reasonable measures to mitigate the impact of such work stoppage. The District shall retain the services of an environmental consultant to perform investigation, inspection, testing, assessment, sampling and analysis of the suspect materials, conditions, waste, groundwater or substances.
- (1) Found Not to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances do not constitute hazardous materials, Contractor shall recommence the suspended work.
- (2) Found to be Hazardous Materials. If the environmental consultant determines that the materials, conditions, waste, contaminated groundwater or substances constitute hazardous materials and such hazardous materials require remediation and disposal, then the District, Consultant and Contractor shall jointly establish the plan for disposition and actions to be taken with respect to the hazardous materials, subject to final written approval by the District. All such costs shall be the responsibility of the District.
- F. Exacerbation of Pre-Existing Hazardous Materials.

If during construction Contractor encounters pre-existing environmental conditions that it knew or should have known involve hazardous materials (the "Point of Discovery") (which encounters may include an unavoidable release or releases of hazardous

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materials) then Contractor must immediately stop the affected portion of the work. If Contractor fails to immediately stop the affected portion of the work after the Point of Discovery, then Contractor is solely responsible for any resultant Exacerbation Cost. "Exacerbate," in all its forms, means the worsening effects of Contractor's failure to stop the affected portion of work after the Point of Discovery. "Exacerbation Cost" means the differential between (i) the actual increase in the cost of remediation and delays to the Project attributable to pre-existing environmental conditions involving hazardous substances, and (ii) the cost thereof or delays thereto had Contractor immediately stopped the affected portion of the work after the Point of Discovery. The standard of "should have known" applies to Contractor's supervisory personnel, whether or not on the Site. Contractor's supervisory personnel must have had the hazardous material training required by applicable OSHA and Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the 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.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters

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covered by the Contract Documents (the "Data"). The Data shall be maintained for ten (10) years from the latest expiration of the term (as such may be extended) of any of the Contract Documents. Contractor shall use its best efforts to cause its Subcontractors to keep or cause to be kept true and complete books, records and accounts of all financial transactions in the course of its activities and operations related to the Project. Upon completion of the Project, Contractor shall provide the District with one (1) complete copy of the Data.

The District, at its own costs, shall have the right to review and audit, upon reasonable notice, the books and records of Contractor and any Subcontractors concerning any monies associated with the Project.

SECTION 22. PERSONAL LIABILITY

Neither the trustees, officers, employees, or agents of District, the District's representative, or Architect shall be personally responsible for any liability arising under the Contract Documents.

SECTION 23. AGREEMENT MODIFICATIONS

No waiver, alteration or modification of any of the provisions of this Agreement shall be binding upon either the District or Contractor unless the same shall be in writing and signed by both the District and Contractor.

SECTION 24. NOTICES

Any notices or filings required to be given or made under this Agreement shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

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If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,
Garcia Hernandez Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,
Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective upon actual receipt by the other parties, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 25. ASSIGNMENT

Neither party to this Agreement shall assign this Agreement or sublet it as a whole without the written consent of the other, nor shall Contractor assign any monies due or to become due to it hereunder without the prior written consent of the District.

SECTION 26. PROVISIONS REQUIRED BY LAW

Each and every provision of law and clause required to be inserted in these Contract Documents shall be deemed to be inserted herein and the Contract Documents shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract Documents shall forthwith be physically amended to make such insertion or correction.

SECTION 27. HEADINGS

The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the Contract Documents or in any way to affect the terms and provisions set forth herein.

SECTION 28. APPLICABLE LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. SUCCESSION OF RIGHTS AND OBLIGATIONS

All rights and obligations under this Agreement shall inure to and be binding upon the successors and assigns of the parties hereto.

SECTION 30. NOTIFICATION OF THIRD PARTY CLAIMS

The District shall provide Contractor with timely notification of the receipt by the District of any third-party claim relating to this Agreement, and the District may charge back to Contractor the cost of any such notification.

SECTION 31. SEVERABILITY

If any one or more of the terms, covenants or conditions of this Agreement shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of the Contract Documents shall be affected thereby, and each provision of the Contract Documents shall be valid and enforceable to the fullest extent permitted by law.

SECTION 32. ENTIRE AGREEMENT

This Construction Services Agreement and the additional Contract Documents as defined in paragraph C of Section 1 herein, including the Site Lease, the Sublease, and the Specifications, drawings, and plans constitute the entire agreement between Contractor and the District. The Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided in Section 10 hereof.

SECTION 33. EXECUTION IN COUNTERPARTS

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

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IN WITNESS, WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Agreement effective as of the date first above written.

CONTRACTOR

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

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EXHIBIT A

Scope of Work (Plans & Specifications)

To be Approved by the Division of State Architect of the State of
California

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OXNARD SCHOOL DISTRICT

CONSTRUCTION SERVICES AGREEMENT

Ritchen Elementary School New Addition

November 1, 2017

EXHIBIT B

Oxnard School District – Ritche n ES New Addition

Preconstruction Services

The District desires to retain a professional construction firm (hereafter “CONTRACTOR”) to provide certain professional pre-construction services related to the Project plans and specifications for the purpose of designing the project to budget and eliminating unforeseen circumstances, errors, omissions and ambiguities in the construction documents prepared by the Architect. The fee for this set of services will be **Five Thousand Two Hundred Eighty-Eight and No Cents (\$5,288.00)**. to be paid monthly on a design progress basis.

The CONTRACTOR will be expected to provide the following professional pre-construction services during the design phase of the Project:

1. Professional Construction Cost-Estimation Services

- A. During each phase of design or at the completion of each phase of design, (1) Conceptual, (2) Schematic, (3) Design Development and (4) Construction Development, CONTRACTOR shall prepare a cost estimate, in current, uninflated dollars, for the design and specifications prepared by the Architect. CONTRACTOR acknowledges that it shall prepare four (4) complete cost estimates commensurate with the level of detail of each phase of design. The cost estimate shall include all Project costs, including, all hard costs (site preparation, utility connections, off-site improvements, hazard abatement, construction costs, overhead & profit and general conditions), soft costs (survey, geo-hazard, geo-technical, environmental studies, inspection and testing) and furniture, fixture and equipment.
- B. Upon final approval by the Division of the State Architect (hereinafter, “DSA”), CONTRACTOR shall adjust its estimate to incorporate any and all changes required by DSA as part of the review and approval process.
- C. CONTRACTOR shall provide the cost estimates at such time as directed by the Program Manager during or at the conclusion of each phase of design, in a format approved by the District’s Program Manager and consistent with Construction Specifications Institute (CSI) standards. During the schematic phase, Contractor shall estimate in the CSI UniFormat. For all other phases of design, Contractor shall utilize CSI MasterFormat.

2. Professional Constructability Review

- A. Definition: Constructability Review shall mean the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District's objectives as explained to the Architect and CONTRACTOR by the District as approved by the District; and (ii) are free of errors, omissions, conflicts or other deficiencies so that the CONTRACTOR can construct the Project as therein depicted within the Project Budget and without delays, disruptions, or additional costs. The standard to be used for constructability is a contractor's standard of care in reviewing the plans and not that of an architect.
- B. CONTRACTOR shall conduct one comprehensive technical review of the Plans and Specifications at 50% Construction Development phase. The purpose of this review will be to examine whether the design intent can be successfully implemented in the field within the Project budget. A report of the CONTRACTOR's findings will be distributed to the Program Manager and the Architect. CONTRACTOR will participate in any meeting(s) with the Architect to determine if the comments will be included in the final bid set of documents. CONTRACTOR will work with Architect to ensure that all front end documents conform to technical specifications and meet District standards.
- C. At all times during design and DSA Review and Approval, the Architect shall remain responsible for completing, stamping, submitting and securing final DSA approval for the Project. Furthermore, the District acknowledges that CONTRACTOR is neither the Architect nor performing an architectural review of the Project. CONTRACTOR's responsibilities and duties under this subsection shall not include the architectural or structural design of the Project which is the responsibility of the Architect. Notwithstanding this qualification, CONTRACTOR shall conduct a detailed evaluation of the District's educational specifications, Project intent, Architect's Plans & Specifications, the proposed Project construction budget, schedule requirements and deliver a Constructability Review identifying any comments, recommendations or concerns that CONTRACTOR has as to the constructability of the Architect's Plans & Specifications consistent with the District's intent and budget.
- D. Deliverable: The CONTRACTOR shall deliver to the District a complete technical report of the Plans and Specifications with the opinion of the CONTRACTOR as to the constructability of the Architect's Plans and Specifications. The CONTRACTOR, in the report, shall identify any issues, concerns or requests for clarification that CONTRACTOR believes are necessary to complete the design within the District's proposed and approved Project budget. The report shall be made available to the Architect, the District and its Program Manager.

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3. Value Engineering Services

- A. Definition: CONTRACTOR shall be required to perform Value Engineering Services to identify opportunities to reduce Project cost at the conclusion of each phase of design and during DSA review. The Value Engineering Services shall be provided in the form of a report to the Program Manager and shall identify value engineering opportunities, alternative materials and alternative methods and the associated cost savings estimated by the CONTRACTOR.
- B. Deliverable: The CONTRACTOR shall maintain and distribute a running log of value engineering recommendations throughout the design process. The log shall identify and describe the recommendation, the estimated cost savings for each recommendation and a notation of whether the recommendation is accepted or rejected by the Architect and the District. Value engineering recommendations that are accepted by the District shall be incorporated into the plans and specifications at each phase of design. The log shall note when the recommendation was incorporated into the Plans and Specifications.

4. Building Information Modeling (BIM) Services

- A. Definition: BIM Modeling is defined as a 3-D model-based process involving the generation and management of digital representations of physical and functional characteristics of a proposed construction project for purposes of planning, designing, constructing, operating and maintaining the proposed new facility.
- ~~B. CONTRACTOR shall participate in and/or prepare a 3-D model of the Architect's design of the Project utilizing BIM software. The 3-D model shall be rendered in a format that can be made available to the Architect, the District, and/or any agent or representative thereof. The model shall contain sufficient detail to identify any and all ambiguities and clashes in the Architect's plans and specifications and produce a model from which a contractor or sub-contractors may bid for the project in question. The BIM Model must be in a format that can be shared or networked to support the decision-making process related to the design and specifications.~~
- ~~C. The 3-D BIM Model shall be completed prior to the Architect's submission of the plans and specifications to the Division of the State Architect. Any and all ambiguities or clashes will be resolved in a final 3-D BIM Model prior to this submittal.~~
- ~~D. The District shall hold title and interest in the completed 3-D BIM Model. At the request of the District, CONTRACTOR shall make the completed 3-D BIM Model files available to the District in a format acceptable to the District.~~

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E. ~~Deliverable:~~ A completed 3-D BIM Model in electronic format acceptable to the District.

5. Construction Scheduling Services

- A. Definition: Construction Scheduling is defined as the process of developing a detailed master baseline construction schedule for the Project that identifies all the major tasks and subtasks associated with the planning, design, construction, commissioning, close-out and final occupancy of the completed Project. The schedule shall be prepared in Primavera or comparable software and shall identify all long lead items, critical path, coordination of site activities, and any phasing of the Project. The Construction Scheduling services shall culminate in a final baseline construction schedule approved by the District to be used as a baseline schedule for the Project.
- B. CONTRACTOR shall develop a detailed construction schedule utilizing the critical path method. This schedule will provide a logical means of establishing and tracking the Project and for the organization of activities into areas established by Project criteria. CONTRACTOR shall consider any potential disruptions to the learning environment and incorporate major school activities, such as site-wide or statewide testing dates, or as otherwise provided by the District, in the construction schedule.
- C. In addition to the Construction Schedule, CONTRACTOR shall develop a Responsibility Matrix and Construction Site Management Plan for the Project. The Responsibility Matrix shall identify the key team members (District/Architect/IOR) and the roles and responsibilities of each entity for the Project. The Construction Site Management Plan shall consist of, but is not limited to, staging areas, deliveries of materials and supplies, site fencing and location of construction site field office. The CONTRACTOR shall work with the Architect and Program Manager to develop these two deliverables in a format and content acceptable to the District.
- D. Deliverable: A completed and approved baseline construction schedule, a Responsibility Matrix and Construction Site Management Plan.

6. Cooperation and Attendance at Design Meetings

- A. CONTRACTOR shall attend regular meetings during Project design with the Architect, the District's Program Manager, the District, and any other applicable consultants of the District as necessary. CONTRACTOR shall contribute to the design meetings by providing applicable comments, feedback, recommendations, information and reports required under the scope of this Contract in a timely manner. Design meetings may be held as frequently as weekly.

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B. CONTRACTOR shall submit to the District's Program Manager, weekly report of its activities and progress related to deliverables identified in the scope of this Contract. The report shall be provided in a format that is acceptable to the Program Manager.

7. Schedule for Pre-Construction Services.

A. The services outlined herein shall commence on the date specified in the District's Notice to Proceed ("NTP"). The schedule of the services to be provided herein shall be consistent with the Design Schedule identified in the District's contract with the Architect for the Project. The service of this Contract shall conclude and terminate upon receipt of the stamped approval of the Project Plans and Specifications from DSA.

B. In the event that the CONTRACTOR is unable to perform the services anticipated in this Contract in the Architect's design schedule, CONTRACTOR shall notify the Program Manager and the Design Team shall work on a mutually agreeable modification to the design schedule.

C. Any extensions required for deliverables shall be subject to the reasonable approval in writing by the District.

Viola Inc.:

**OXNARD SCHOOL DISTRICT,
a California school district:**

By: _____

By: Lisa A. Franz_____

Title: _____

Title: Director, Purchasing_____

Date: _____

Date: _____

SITE LEASE

This Site Lease (hereinafter referred to as the "Site Lease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as lessor, and Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as lessee.

RECITALS

WHEREAS the District desires to provide for the financing and construction of certain public improvements more fully described in a Construction Services Agreement between the District and Contractor, dated as of the date hereof (the "Project") which will become Ritchen Elementary School, located at 2200 Cabrillo Way, Oxnard, California 93030, within the District, as more fully set forth in **Exhibit A** attached hereto (the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, the District's governing body has determined that it will provide the best value to the District and it is in the best interests of the District and for the common benefit of the citizens it serves to finance the Project by leasing to Contractor the land and the existing building(s) on the Site on which the public improvements are to be constructed and subleasing from Contractor the Site, including the Project, under a Sublease Agreement effective as of the date hereof (the "Sublease"); and

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Site Lease

The District leases to Contractor, and Contractor leases from the District, on the terms and conditions set forth herein, the Site situated in the County of Ventura, State of California, more specifically described in **Exhibit A** attached hereto and incorporated by reference herein, including any real property improvements now or hereafter affixed thereto.

SECTION 2. Term

The term of this Site Lease shall commence as of the date above and shall terminate on the last day of the term of the Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

- (a) The District has good title to the Site.

(b) There are no liens on the Site other than permitted encumbrances (the term "permitted encumbrances" as used herein shall mean, as of any particular time: (i) liens for general ad valorem taxes and assessments, if any, not then delinquent; (ii) this Site Lease, the Sublease, any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law, easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Site Lease and which will not materially impair the use of the Site; (iii) easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Site Lease and to which Contractor and the District consent in writing which will not impair or impede the operation of the Site.).

(c) All taxes, assessments or impositions of any kind with respect to the Site, if applicable, except current taxes not yet due and payable, have been paid in full.

(d) The Site is properly zoned for the intended purpose or the District intends to render zoning inapplicable pursuant to Government Code Section 53094.

(e) To the best of the District's knowledge, the District is in compliance in all material respects with all laws, regulations, ordinances and orders of public authorities applicable to the Site.

(f) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(g) To the best of the District's knowledge, upon reasonable investigation and in reliance on the District's phase one Preliminary Environmental Assessment, and except as otherwise delineated in the Contract Documents: (i) no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the District or Contractor or Contractor's subcontractors to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site; (ii) no threat exists of a discharge, release or emission of a Hazardous

Substance upon or from the Site into the environment; (iii) the Site has not been used as or for a mine, a landfill, a dump or other disposal facility, industrial or manufacturing facility, or a gasoline service station; (iv) no violation of any Environmental Regulation now exists relating to the Site, no notice of any such violation or any alleged violation thereof has been issued or given by any governmental entity or agency, and there is not now any investigation or report involving the Site by any governmental entity or agency which in any way relates to Hazardous Substances; (v) no person, party, or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (i) above; (vi) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under, over or from the Site; (vii) the Site is not listed in the United States Environmental Protection Agency's National Priorities List of Hazardous Waste Sites or any other list of Hazardous Substance sites maintained by any federal, state or local governmental agency; and (viii) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release of any Hazardous Substance.

(h) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and further shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site and the Project are to be maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Site Lease, and the execution, delivery and performance of this Site Lease have been authorized by all necessary corporate or partnership actions on the part of Contractor and do not require any further approvals or consents.

(c) Execution, delivery and performance of this Site Lease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party or by which it or its property is bound.

(d) There is no pending or, to the best knowledge of the Contractor, threatened action or proceeding before any court or administrative agency which will

materially adversely affect the ability of Contractor to perform its obligations under this Site Lease.

(e) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been visually identified during the site-visit in accordance with the indemnification contained in the General Conditions incorporated into the Construction Services Agreement.

(f) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Rental

Contractor shall pay to the District as and for advance rental hereunder the sum of One Dollar (\$1.00) for the duration of the rental, this payment being due on or before the commencement of the term of this Site Lease. The duration of the rental is expected to be from the effective date hereof through the last day of the term of the Sublease.

SECTION 6. Purpose

Contractor shall use the Site solely for the purpose of constructing the Project thereon and for subleasing the Site and leasing the Project to the District; provided, however, that in the event of an occurrence of an Event of Default by the District, under the Sublease, Contractor may exercise the remedies provided for in the Sublease.

SECTION 7. Termination

Contractor agrees, upon termination of this Site Lease: (i) to quit and surrender the Site in the same good order and condition as it was in at the time of commencement of the term hereunder, reasonable wear and tear excepted; (ii) to release and reconvey to the District any liens and encumbrances created or caused by Contractor; and (iii) that any permanent improvements and structures existing upon the Site at the time of the termination of this Site Lease, including the Project, shall remain thereon and title shall vest in the District. Notwithstanding the District's foregoing rights in the event of termination, Contractor shall retain the right to compensation pursuant to the Construction Services Agreement and the Sublease.

SECTION 8. Quiet Enjoyment

The District covenants and agrees that it will not take any action to prevent Contractor's quiet enjoyment of the Site during the term of this Site Lease; and that in the event that the District's fee title to the Site is ever challenged so as to interfere with Contractor's right to occupy, use and enjoy the Site, the District will use all governmental powers at its disposal, including the power of eminent domain, to obtain

unencumbered fee title to the Site and to defend Contractor's right to occupy, use, and enjoy that portion of the Site.

SECTION 9. No Liens

The District shall not mortgage, sell, assign, transfer or convey the Site or any part thereof to any person during the term of this Site Lease, without the written consent of Contractor. Nothing herein shall preclude the District from granting utility easements across the Site to facilitate the use and operation of the Project for which it is intended.

During the term of this Site Lease, Contractor shall not permit any lien or encumbrance to attach to the Site or any part thereof.

SECTION 10. Right of Entry

The District reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any repairs, improvements or changes necessary for the preservation thereof, but in so doing shall not interfere with Contractor's operations on the Project.

SECTION 11. Assignment and Subleasing

Other than the Sublease, as defined herein, Contractor will not assign or otherwise dispose of or encumber the Site or this Site Lease without the written consent of the District.

SECTION 12. No Waste

Contractor agrees that at all times that it is in possession of the Site it will not commit, suffer or permit any waste on the Site, and it will not willfully or knowingly use or permit the use of the Site for any illegal act or purpose.

SECTION 13. Default

In the event that Contractor shall be in default in the performance of any obligation on its part to be performed under the terms of this Site Lease, which default continues for thirty (30) days following notice and demand for correction thereof to Contractor, the District may exercise any and all remedies granted by law, except that no merger of this Site Lease and of the Sublease shall be deemed to occur as a result thereof. Termination of this Site Lease shall be in accordance with the provisions of the General Conditions incorporated into the Construction Services Agreement or such other provisions as may be applicable.

SECTION 14. Eminent Domain

In the event that the whole or any part of the Site or the improvements thereon is taken by eminent domain, the financial interest of Contractor shall be recognized and is hereby determined to be the amount of all Tenant Improvement Payments and Sublease Payments then due or past due, and the purchase option price stated in

Section 20 of the Sublease less any unearned interest as of the date Contractor receives payment in full. The balance of the award, if any, shall be paid to the District.

SECTION 15. Taxes

The District covenants and agrees to pay any and all assessments of any kind or character and also all taxes, including possessory interest taxes, levied or assessed upon the Site of the improvements thereon.

SECTION 16. Severability

If any one or more of the terms, covenants or conditions of this Site Lease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Site Lease shall be affected thereby, and each remaining provision of this Site Lease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 17. Notices

Any notices or filings required to be given or made under this Site Lease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave.
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue. Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 18. Construction Services Agreement and Sublease

The Construction Services Agreement and the Contract Documents as defined therein, including the Sublease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 19. Binding Effect

This Site Lease shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

SECTION 20. Entire Agreement

This Site Lease, the Sublease, the Construction Services Agreement and the additional Contract Documents as defined in the Construction Services Agreement constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, changed, modified or terminated without the written consent of both parties hereto, except as otherwise provided herein or in Section 10 of the Construction Services Agreement.

SECTION 21. Execution in Counterparts

This Site Lease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 22. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions incorporated into the Construction Services Agreement.

SECTION 23. Applicable Law

This Site Lease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding

the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 24. Headings

The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

SECTION 25. Time

Time is of the essence in this Site Lease and each and all of its provisions.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Site Lease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Attn: Patrick Waid

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

By: Lisa A. Franz _____

Title: _____

Title: Director, Purchasing _____

Date: _____

Date: _____

EXHIBIT A

Legal Description of Site

Will be Supplied and this Exhibit amended upon the Approval by
the Division of State Architect of the State of California of the final
Plans and Specifications

SUBLEASE

This Sublease (hereinafter referred to as the "Sublease") will be entered into on the day of GMP Approval by the Board of Trustees of Oxnard School District, this site lease will then be amended by and between the Oxnard School District, a California school district organized and existing under the laws of the State of California (hereinafter referred to as the "District") as sub-lessee, Viola Inc. which is a contractor licensed by the State of California, with its principal place of business at 1144 Commercial Ave., Oxnard, CA 93031 (hereinafter referred to as "Contractor") as sub-lessor.

RECITALS

WHEREAS the District deems it essential for its own governmental purpose to finance the installation and construction of certain public improvements more fully described in **Exhibit A** to that certain Construction Services Agreement between the District and Contractor dated the date hereof (the "Project") which will become improvements to Ritche Elementary School, 2200 Cabrillo Way, Oxnard, CA 93030 within the District as more fully set forth in Exhibit A of the site lease between the District and Contractor dated the date hereof (the "Site Lease") (The land and the real property improvements described in the Site Lease and the Construction Services Agreement are herein collectively referred to as the "Site"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for an additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

WHEREAS, pursuant to Section 17406 of the California Education Code, the District is leasing the Site to Contractor pursuant to the Site Lease in consideration of Contractor subleasing the Site, including the Project, to the District pursuant to the terms of this Sublease; and

WHEREAS, the District and Contractor agree to mutually cooperate now and hereafter, to the extent possible, in order to sustain the intent of this Sublease and the bargain of both parties hereto, and to provide payments pursuant to this Sublease on the dates and in the amounts set forth in **Exhibit A** of this Sublease which is incorporated by this reference.

NOW, THEREFORE, in consideration of the promises and covenants and conditions contained herein, the parties agree as follows:

SECTION 1. Sublease

Contractor hereby leases from and subleases to the District, and the District hereby leases to and subleases from Contractor, the Site including any real property improvements now or hereafter affixed thereto in accordance with the provisions herein for the term of this Sublease.

SECTION 2. Term

(a) The term of the Sublease (the "Term") shall become effective upon the authorized execution of this Sublease and shall terminate twelve months after the earlier of the following two events:

- (1) The date the District takes beneficial occupancy of the final phase of the Project; or
- (2) The date of substantial completion, as defined in Article 7.2.2 of the General Conditions.

(b) The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

- (1) An Event of Default by the District as defined herein and Contractor's election to terminate this Sublease as permitted herein; or
- (2) An Event of Default by Contractor as defined herein and the District's election to terminate this Sublease as permitted herein; or
- (3) Consummation of the District's purchase option pursuant to Section 20 of this Sublease.

SECTION 3. Representations and Warranties of the District

The District represents and warrants to Contractor that:

(a) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which the District is a party by which it or its property is bound.

(b) The Project and the Site are essential to the District in the performance of its governmental functions and their estimated useful life to the District exceeds the term of this Sublease.

(c) The District will take such action as may be necessary to include all Tenant Improvement Payments and Sublease Payments in its annual budget and annually to appropriate an amount necessary to make such Tenant Improvement Payments and Sublease Payments.

(d) To the best of the District's knowledge, there is no litigation of any kind currently pending or threatened regarding the District's use of the Site for the purposes contemplated by this Site Lease, the Sublease and the Construction Services Agreement.

(e) To the extent permitted by law, the District shall not abandon the Site for the use of which it is currently required by the District and, further, shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site is maintained under the Sublease.

SECTION 4. Representations and Warranties of Contractor

Contractor represents and warrants to the District that:

(a) Contractor is duly organized, validly existing and in good standing as a corporation and licensed contractor under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Sublease, and the execution, delivery and performance of this Sublease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents.

(c) The execution, delivery and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement or instrument to which Contractor is a party by which it or its property is bound.

(d) There is no pending or, to the best knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Sublease.

(e) Contractor will not mortgage or encumber the Site or the Sublease or assign this Sublease or its rights to receive Tenant Improvement Payments or Sublease Payments hereunder, except as permitted herein.

(f) Contractor has conducted a visual inspection of the Site and represents that it is familiar with the site conditions relating to construction and labor thereon and hereby indemnifies the District for any damage or omissions related to the site conditions that could have been identified during the site-visit in accordance with the indemnification contained in the General Conditions.

(g) Contractor has reviewed the Contract Documents (as that term is defined in the Construction Services Agreement) and is familiar with the contents thereof.

SECTION 5. Construction/Acquisition

(a) The District has entered into a Construction Services Agreement and the Site Lease with Contractor in order to acquire and construct the Project. The cost of the acquisition, construction and installation of the Project as well as the obligations under this Sublease are determined by the Guaranteed Maximum Price as determined in Section 5 of the Construction Services Agreement.

(b) In order to ensure that moneys sufficient to pay all costs will be available for this purpose when required, the District shall maintain on deposit, and shall annually appropriate funds sufficient to make all Tenant Improvement Payments and Sublease Payments which become due to Contractor under this Sublease, provided however that the District shall not be required to appropriate said funds in the event that the District

determines in good faith that exigent circumstances have arisen that require District to reduce its budget and not appropriate funds for the payments required hereunder. Any such failure to appropriate funds in any year subsequent to the initial year of this Sublease shall be deemed a termination for convenience and shall be subject to the provisions of the General Conditions.

SECTION 6. Payments

(a) The District shall pay Contractor the Tenant Improvement Payments and the Sublease Payments as set forth in **Exhibit A** hereof, at the office of Contractor or to such other person or at such other place as Contractor may from time to time designate in writing.

(b) If the District determines that the work is delayed so that Contractor shall not be able to deliver the work pursuant to the construction schedule required by the Construction Services Agreement (the "Construction Schedule"), the District shall be entitled to withhold a reasonable amount from the Tenant Improvement Payments and/or the Sublease Payments then due to cover the damages for delay. Once the District has determined that the work has been performed pursuant to the approved construction schedule, the District shall be obligated to release any funds withheld pursuant to this Paragraph.

(c) The obligation of the District to pay Tenant Improvement Payments and the Sublease Payments hereunder shall constitute a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitations or requirements concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds, or moneys of the District.

SECTION 7. Fair Rental Value

The Tenant Improvement Payments and the Sublease Payments shall be paid by the District in consideration of the right of possession of, and the continued quiet use and enjoyment of, the Project and the Site during the Term of this Sublease. The parties hereto have agreed and determined that such total Tenant Improvement Payments and Sublease Payments are not in excess of the fair rental value of the Project and the Site. In making such determination, consideration has been given to the fair market value of the Project and the Site, other obligations of the parties under this Sublease (including, but not limited to, costs of maintenance, taxes and insurance), the obligations under the Construction Services Agreement, the uses and purposes which may be served by the Project and the Site and the benefits therefrom which will accrue to the District and the general public, the ability of the District to make additions, modifications and improvements to the Project and the Site which are not inconsistent with the Construction Services Agreement and which do not interfere with Contractor's work on the Project and the Site.

SECTION 8. Sublease Abatement

In addition to delay of payments provided in Section 6, above, Tenant Improvement Payments and Sublease Payments due hereunder with respect to the

Project shall be subject to abatement prior to the commencement of the use of the Project or during any period in which, by reason of material damage to or destruction of the Project or the Site, there is substantial interference with the use and right of possession by the District of the Project and the Site or any substantial portion thereof. For each potential incident of substantial interference, decisions to be made on: i) whether or not abatement shall apply; ii) the date upon which abatement shall commence; iii) the applicable portion of the Tenant Improvement Payments and the Sublease Payments to be abated and; iv) the concluding date of the particular abatement shall all be subject to determinations by the District in concert with its insurance provider. Contractor's right to dispute these decisions is not impaired. The amount of abatement shall be such that the Tenant Improvement Payments and the Sublease Payments paid by the District during the period of Project restoration do not exceed the fair rental value of the usable portions of the Site. In the event of any damage or destruction to the Project or the Site, this Sublease shall continue in full force and effect.

SECTION 9. Use of Site and Project

During the Term of this Sublease, Contractor shall provide the District with quiet use and enjoyment of the Site without suit, or hindrance from Contractor or its assigns. The District will not use, operate, or maintain the Site or Project improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by this Sublease. The Contractor shall provide all permits and licenses, if any, necessary for the operation of the Project. In addition, the District agrees to comply in all respects (including, without limitation, with respect to the time, maintenance and operation of the Project) with laws of all jurisdictions in which its operations involving the Project may extend and any legislative, executive, administrative, or judicial body exercising any power or jurisdiction over the Site or the Project; provided, however, that the District may contest in good faith the validity or application of any such law or rule in any reasonable manner which does not adversely affect the estate of Contractor in and to the Site or the Project or its interest or rights under this Sublease. Upon completion of the Project or severable portions thereof, as defined in the General Conditions, Contractor shall provide the District with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns, subject to reasonable interference from ongoing construction operations on any remaining portion of the Site under construction by Contractor.

SECTION 10. Contractor's Inspection/Access to Site

The District agrees that Contractor and any Contractor representative shall have the right at all reasonable times to enter upon the Site or any portion thereof to construct and improve the Project, to examine and inspect the Site and the Project and to exercise its remedies pursuant to Section 16 of this Sublease. The District further agrees that Contractor and any Contractor representative shall have such rights of access to the Site as may be reasonably necessary to cause the proper maintenance of the Site and the Project in the event of failure by the District to perform its obligations hereunder.

SECTION 11. Project Acceptance

The District shall acknowledge final inspection and completion of the Project by executing a Certificate of Acceptance and recording a Notice of Completion in accordance with the General Conditions. The validity of this Sublease will not be affected by any delay in or failure of completion of the Project.

SECTION 12. Alterations and Attachments

All permanent additions and improvements that are made to the Project shall belong to and become the property of Contractor, subject to the provisions of Section 20 hereof. Separately identifiable additions and improvements added to the Project by the District shall remain the property of the District. At Contractor's request, the District agrees to remove the additions and improvements and restore the Project to substantially as good condition as when acquired and constructed, normal wear and tear excepted, in the event of failure by the District to perform its obligations hereunder.

SECTION 13. Physical Damage; Public Liability Insurance

Contractor and the District shall maintain such damage and public liability insurance policies with respect to the Project and the Site as are required of them herein and by the Construction Services Agreement.

SECTION 14. Taxes

The District shall keep the Project and the Site free and clear of all levies, liens, and encumbrances and shall pay all license fees, registration fees, assessments, charges, and taxes (municipal, state, and federal) if applicable, which may now or hereafter be imposed upon the ownership, leasing, renting, sale, possession, or use of the Project and the Site, excluding, however, all taxes on or measured by Contractor's income.

SECTION 15. Events of Default

The term "Event of Default," as used in this Sublease means the occurrence of any one or more of the following events: (a) the District fails to make any unexcused Tenant Improvement Payment or Sublease Payment (or any other payment) within 30 days after the due date thereof; (b) the District or Contractor fails to perform or observe any other covenant, condition or agreement to be performed or observed by it hereunder or under any of the Contract Documents (as that term is defined in the Construction Services Agreement), and such failure to either make the payment or perform the covenant, condition or agreement is not cured within 10 days after written notice thereof by the other party; (c) the discovery by a party that any statement, representation or warranty made by the other party in this Sublease, or in the Contract Documents (as that term is defined in the Construction Services Agreement), or in any document ever delivered by that other party pursuant hereto or in connection herewith is misleading or erroneous in any material respect; or (d) a party becomes insolvent, is unable to pay its debts as they become due, makes an assignment for the benefit of creditors, applies or consents to the appointment of a receiver, trustee, conservator or

liquidator of the party or of all or a substantial part of its assets, or a petition for relief is filed by the party under federal bankruptcy, insolvency or similar laws.

SECTION 16. Remedies on Default

Upon the happening of any Event of Default, the non-defaulting party may exercise any and all remedies available pursuant to law or in equity or granted pursuant to this Sublease. Notwithstanding any provisions to the contrary herein, Contractor shall not under any circumstances have the right to accelerate the Tenant Improvement Payments or the Sublease Payments that fall due in future Sublease periods or otherwise declare any Tenant Improvement Payment or Sublease Payments not then in default to be immediately due and payable. Upon the occurrence of an Event of Default, the non-breaching party may elect to terminate this Sublease in accordance with the provisions contained in the General Conditions. Termination of the Construction Services Agreement shall trigger the termination of the Site Lease and this Sublease.

SECTION 17. Non-Waiver

No covenant or condition to be performed by the District or Contractor under this Sublease can be waived except by the written consent of the other party. Forbearance or indulgence by the District or Contractor in any regard whatsoever shall not constitute a waiver of the covenant or condition in question. Until complete performance by the District or Contractor of said covenant or condition, the other party shall be entitled to invoke any remedy available to it under this Sublease or by law or in equity despite said forbearance or indulgence.

SECTION 18. Assignment

Without the prior written consent of Contractor, the District shall not (a) assign, transfer, pledge, or hypothecate this Sublease, the Project and the Site, or any part thereof, or any interest therein, or (b) sublet or lend the use of the Project or any part thereof, except as authorized by the provisions of the California Civic Center Act, Education Code Section 38130 *et seq.* Consent to any of the foregoing prohibited acts applies only in the given instance and is not a consent to any subsequent like act by the District or any other person. Contractor shall not assign its obligations under this Sublease with the exception of its obligation to issue default notices and to convey or reconvey its interest in the Project and Site to the District upon full satisfaction of the District's obligations hereunder; however, the District shall pay all Tenant Improvement Payments and Sublease Payments due hereunder pursuant to the direction of Contractor or the assignee named in the most recent assignment or notice of assignment. Subject always to the foregoing, this Sublease inures to the benefit of, and is binding upon, the heirs, legatees, personal representatives, successors, and assigns of the parties hereto.

SECTION 19. Ownership

The Project is and shall at all times be and remain the sole and exclusive property of Contractor, and the District shall have no right, title, or interest therein or thereto except as expressly set forth herein.

SECTION 20. Sublease Prepayments/Purchase Option

(a) Sublease Prepayments. At any time during the Term of this Sublease, the District may make Sublease Prepayments to the Contractor of the Tenant Improvement Payments and/or Sublease Payments ("Sublease Prepayments"). No Sublease Prepayments requested by Contractor may be made by the District in an amount which exceeds the aggregate true cost to Contractor of the work on the Project completed up to the date Contractor submits the request for a Sublease Prepayment less the aggregate amount of: (1) all Tenant Improvement Prepayments and Sublease Payments previously made by the District to Contractor; (2) all Sublease Prepayments previously made by the District to the Contractor; (3) all amounts previously retained pursuant to Section 20(a)(3), below, from Sublease Prepayments previously made by the District to Contractor (unless Contractor shall have previously substituted securities for such retained amounts pursuant to Section 20(a)(3)); and (4) the retention for such Sublease Prepayment pursuant to Section 20(a)(3) hereof. Contractor must submit evidence that the conditions precedent set forth in Section 20(a)(1), below, have been met. In the event District elects to make Sublease Prepayments, the Prepayment Price, contemplated in Section 20(b), below, shall be adjusted accordingly.

(1) In the event that the District elects to make a Sublease Prepayment, the following are conditions precedent to the District's delivery of such Sublease Prepayments to Contractor pursuant to a request of Contractor:

(A) Satisfactory progress of the construction of the Project pursuant to the Time Schedule shall have been made as determined in accordance therewith.

(B) Contractor shall also submit to the District (i) duly executed conditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all sub-contractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons conditionally waive all lien and stop notice rights against the District, the Project and the Project Site with respect to the pending Sublease Prepayment to be made by the District, (ii) duly executed unconditional lien releases and waivers (in the form provided in California Civil Code Sections 8132 through 8138) from Contractor and all subcontractors, consultants and other persons retained by Contractor in connection with the Project, whereby such persons unconditionally and irrevocably waive all lien and stop notice rights against the District, the Project and the Project Site with respect to all previous Sublease Prepayments made by the District, and (iii) any other items that Contractor may be required to collect and distribute to the District pursuant to the terms and provisions of the Construction Services Agreement. Contractor shall promptly pay all amounts due to each subcontractor, consultant and other person retained by Contractor in connection with the Project no later than 10 days after Contractor's receipt of a Sublease Prepayment from the District.

(2) The determination of whether satisfactory progress of the construction pursuant to the Time Schedule has occurred shall be made by the District in accordance with the General Conditions. If the District determines that pursuant to the Time Schedule the work required to be performed, as stated in Contractor's

Sublease Prepayment request, has not been substantially completed, then Contractor shall not be eligible to receive the requested Sublease Prepayment.

(3) The District shall retain an amount equal to 5% of each Tenant Improvement Payments (“retention”) made at Contractor’s request. Contractor shall have the right, as delineated in the General Conditions, to substitute securities for any retention withheld by the District, pursuant to the provisions of Public Contract Code Section 22300.

(b) If the District is not in default hereunder, the District shall have the option to purchase not less than all of the Project in as-is condition upon delivery of the Prepayment Price as defined herein. The Prepayment Price at any given time shall be an amount equal to the final GMP, as it may be revised from time to time, less the sum of any Tenant Improvement Payments, Sublease Payments and/or Sublease Prepayments made by the District prior to the date on which the District elects to exercise its option under this Section. The District may thereupon terminate this Sublease and Contractor shall deliver such deeds, bills of sale, assignments, releases or other instruments as District may reasonably require to reflect the transfer of all of Contractor’s interest in the Project. Following the closing of the District’s purchase option, the District shall retain all rights to any claim or warranty arising under the Construction Services Agreement.

SECTION 21. Indemnification

Contractor shall indemnify the District in accordance with the provisions set forth in the General Conditions during the course of construction.

SECTION 22. Construction Services Agreement and Site Lease

The Construction Services Agreement and the Contract Documents as defined therein, including the Site Lease, are incorporated by reference herein in their entirety as if fully set forth herein.

SECTION 23. Severability

If any one or more of the terms, covenants or conditions of this Sublease shall to any extent be declared invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, the finding or order or decree of which becomes final, none of the remaining terms, provisions, covenants and conditions of this Sublease shall be affected thereby, and each provision of this Sublease shall be valid and enforceable to the fullest extent permitted by law.

SECTION 24. Entire Agreement

The Contract Documents enumerated in paragraph C of Section 1 of the Construction Services Agreement, which include this Sublease, constitute the entire agreement between Contractor and the District, and the Contract Documents shall not be amended, altered, or changed except by a written agreement signed by the parties hereto.

SECTION 25. Notices

Any notices or filings required to be given or made under this Sublease shall be served, given or made in writing upon the District or Contractor, as the case may be, by personal delivery or registered mail (with a copy sent via fax or regular mail) to the respective addresses given below or at such other address as such party may provide in accordance with the provisions herein. Any change in the addresses noted herein shall not be binding upon the other party unless preceded by no less than thirty (30) days prior written notice.

If to Contractor:

Viola Inc.
1144 Commercial Ave,
Oxnard, CA 93035
Attn: Patrick Waid

If to the District:

Oxnard School District
1051 South A Street
Oxnard, California 93030
Attn: Dr. Cesar Morales, Superintendent

With a copy to Nitasha Sawhney,

Garcia, Hernandez, Sawhney LLP
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett

Caldwell Flores Winters, Inc.
1901 Victoria Avenue, Suite #106
Oxnard, CA 93035

Notices under this Agreement shall be deemed to have been given, and shall be effective, upon actual receipt by the other party, or, if mailed, upon the earlier of the fifth (5th) day after mailing or actual receipt by the other party.

SECTION 26. Titles

The captions or headings in this Sublease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Sublease.

SECTION 27. Time

Time is of the essence in this Sublease and each and all of its provisions.

SECTION 28. Applicable Law

This Sublease shall be governed by and construed in accordance with the laws of the State of California. The parties irrevocably agree that any action, suit or proceeding by or among the District and Contractor shall be brought in whichever of the Superior Courts of the State of California, Ventura County, or the Federal Court for the Central District of California in Los Angeles, California, has subject matter jurisdiction over the dispute and waive any objection that they may now or hereafter have regarding the choice of forum whether on personal jurisdiction, venue, forum non conveniens or on any other ground.

SECTION 29. Execution in Counterparts

This Sublease may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

SECTION 30. District Insurance

During the period after tenant improvement completion and beneficial occupancy of the Project and before the end of the Term, the District shall purchase and maintain Commercial General Liability and Property Insurance covering the types of claims set forth below which may arise out of or result from the District's operations of the Site and for which the District may be legally responsible: (i) claims for damages because of bodily injury, occupational sickness or disease or death of the District's employees; (ii) claims for damages because of bodily injury, sickness or disease or death of any person other than the District's employees; (iii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by the District, or (b) by another person; and (iv) claims for damages, other than to the Project itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom. Such insurance shall be in the coverage amount of \$1,000,000 per occurrence and \$2,000,000 aggregate. The insurance policy required of the District hereunder shall also name Contractor as an additional insured as its interests may appear. Such insurance shall be deemed to be primary and non-contributory with any policy maintained by Contractor and any policy or coverage maintained by Contractor shall be deemed to be excess over such insurance maintained by District.

IN WITNESS WHEREOF the parties hereto, intending to be legally bound thereby, have executed this Sublease effective as of the date first above written.

CONTRACTOR:

Viola Inc.
1144 Commercial Avenue
Oxnard, CA 93031
Patrick Waid, Operations Manager

THE DISTRICT:

Oxnard School District,
a California school district
1051 South A Street
Oxnard, California 93030

By: _____

Title: _____

Date: _____

By: Lisa A. Franz _____

Title: Director, Purchasing _____

Date: _____

EXHIBIT A
PAYMENT PROVISIONS

Tenant Improvement Payments and the Sublease Payments shall be paid monthly and the total of the Tenant Improvement Payments and the Sublease Payments made shall not exceed the amount of the GMP as defined in Section 5 of the Construction Services Agreement. Each month Contractor shall provide the District with an itemized summary (in accordance with the provisions set forth in the Project Manual) indicating the percentage of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager.

The District shall pay Contractor in accordance with the procedures set forth in the Construction Services Agreement, the Project Manual and the portion of the GMP set forth as the Tenant Improvement Payments in accordance with Section 5 of the Construction Services Agreement, based on the amount of work satisfactorily performed and signed off by the District’s Inspector of Record, Architect and Project Manager according to the approved Schedule of Values, less the retention applicable to said payment all in accordance with the procedures set forth in the Construction Services Agreement and/or the Project Manual.

The District shall pay Contractor Sublease Payments in an amount to be negotiated at GMP on a per month basis. The Sublease payments shall be in consideration of the District’s rental, use, and occupancy of the Project and the Site; the Sublease Payments shall include the portion of the Construction Costs financed by Contractor. The Sublease Payments shall commence with the Site Lease execution and be negotiated at GMP for a period of twelve (12) months beginning as stated in **Section 2** above and using the structure below.

The Lease Payment Amount shall be paid pursuant to the following structure and the annual interest rate shall be at **Three Percent (3.0%)**:

Date of Payment	(A) Total Lease Payment	(B) Total Interest Due on Lease Payment	Total Lease Payment plus interest due by District to Contractor (A + B)
30 Days after execution of Memorandum of Commencement	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___

SITE SUBLEASE AGREEMENT #17-220

30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___
30 days thereafter	\$Numeric Lease Payments/12	\$___	\$___

Financed Portion of Lease Payments. The District requires the Contractor to finance a portion of the Lease Payments and that financing is reflected in the table above. In no event shall the cumulative total of the Tenant Improvement Payments and the Lease Payments plus interest ever exceed the Guaranteed Project Cost as defined herein.

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-I: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

____ Academic

____ Enrichment

____ Special Education

____ Support Services

____ Personnel

____ Legal

X Facilities

SECTION D: ACTION _____

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

Approval of Supplemental Work Authorization Letter #12-S to ATC Group Services LLC (ATC), to provide Environmental Support Services for the Rose Avenue Elementary School (Penanhoat/Fateh/CFW)

At the September 6, 2017, regularly scheduled Board Meeting, the Board of Trustees approved Work Authorization Letter #12 with ATC Group Services to provide a Hazardous Materials Survey for Rose Avenue Elementary School.

Once sample gathering and testing commenced, it was determined per State regulation that additional testing would be required.

The Supplemental Work Authorization Letter is issued pursuant to and consists of:

Master Agreement: **#13-135**

Work Authorization Letter: **#12-S**

Consultant: **ATC Group Services LLC**

Date Issued: **11/1/17**

FISCAL IMPACT

The Design Phase Geotechnical Engineering services will be completed for a lump sum fixed fee of: **Four Thousand Seven Hundred Forty-Nine Dollars and Zero Cents (\$4,749.00)** to be paid out of Master Construct and Implementation Funds.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, that the Board of Trustees approve Supplemental WAL #12-S for Master Agreement #13-135 with ATC Group Services LLC.

ADDITIONAL MATERIAL(S)

Attached:

- WAL #12-S – ATC Group Services LLC (1 Page)
- Proposal dated October 4, 2017 (2 Pages)
- Master Agreement #13-135, ATC Group Services LLC (32 Pages)

	WORK AUTHORIZATION LETTER	
	GENERAL INFORMATION	
	PROJECT #: SITE NAME: Rose Avenue Elementary School MASTER AGREEMENT #: 13-135 WAL #: 12-S	DATE: 10/4/2017 DSA # OPSC # VENDOR ID:

PURSUANT TO MASTER AGREEMENT BETWEEN:

DISTRICT	CONSULTANT
OXNARD SCHOOL DISTRICT 1051 South A Street Oxnard, CA 93030 (805) 385-1501	Firm Name: ATC Group Services LLC Street: 25 Cupania Circle City, State, Zip: Monterey Park, CA 91755 Phone: 323.517.9780

SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL

Consultant will perform PLM analysis for an additional 361 samples as required by State regulation. Consultant will also perform 1000 point count analysis on 14 stucco samples and 1 joint compound sample that initially came back with trace asbestos. The results from these tests will be included as part of the original asbestos, lead and other hazardous materials survey.

(ATTACH ADDITIONAL PAGES AS NECESSARY)

SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL

START DATE: 9/7/2017	COMPLETION DATE: Approximately 10/27/2017
-----------------------------	--

FIXED FEE AMOUNT: Four Thousand Seven Hundred Forty-Nine Dollars and Zero Cents (\$4,749.00)

This fee amount is based upon Consultant's proposal dated 10/4/17 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 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.

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)	(SIGNATURE)
(DATE)	(DATE)

FOR DISTRICT USE ONLY

PROJECT MANAGER: Jennifer Maclsaac	PREPARED BY: Sean Mahan
P.O. #	P.O. AMOUNT:
SOURCE OF FUNDS: <input type="checkbox"/> MEASURE "R" <input type="checkbox"/> DEF. MAINT. <input type="checkbox"/> DEV. FEES <input checked="" type="checkbox"/> Master Construct & Implementation Funds	
COST ID: 6240	

(PM APPROVAL SIGNATURE)	(DATE)
-------------------------	--------

SPECIAL INSTRUCTIONS:



October 4, 2017

Mr. Chris Yafuso
Assistant Program Manager
Sent via email: [Cyafuso@aimcsworld.com]

Caldwell Flores Winter, Inc.
Oxnard Unified School District
1901 South Victoria Avenue, Suite 106
Oxnard, California 93035

RE: Proposal for Hazardous Material Survey – Change Order #1
Rose Avenue Elementary School
220 South Driskill Street
Oxnard, California 93030
ATC Proposal No. 10116-2017-07-0313CO1

Dear Mr. Yafuso:

ATC Group Services LLC (ATC) is pleased to provide this proposal in response to your Request for Proposal to provide asbestos/lead consulting services at the current Rose Avenue Elementary School property. ATC understands that the Oxnard School District is planning to construct new buildings and demolish most of the current buildings located on the Rose Avenue Elementary School property.

SCOPE OF SERVICES

Additional PLM Samples

- Perform PLM analysis for an additional 361 samples.

1000 Point Count Samples

- Perform 1000 Point Count analysis on 14 stucco samples and 1 joint compound sample that initially came back trace asbestos.

Laboratory Services

ATC's laboratory (LA Testing) has capabilities for PCM, PLM, and TEM analysis for asbestos samples as well as Flame AA analysis for lead samples. Located in South Pasadena, California, the laboratory is capable of providing prompt turn-around for samples. Samples will be analyzed on a normal turnaround time 3-5 days.

Oxnard Unified School District
October 4, 2017

Fee Schedule – LUMP SUM

Activity	Units	Fee
Additional ACM Bulk Samples	361 @ \$9/ea.	\$3,249.00
1000 Point Count Samples	15 @ \$100/ea.	\$1,500.00
TOTAL LUMP SUM CHANGE ORDER		\$4,749.00

Initial contract \$19,995 plus Change Order #1 \$4,749 = New Project Total Lump Sum Cost **\$24,744.**

Authorization

ATC appreciates the opportunity to present this proposal and looks forward to working with the Oxnard Unified School District on this project. If this proposal is acceptable to you and you wish ATC to schedule this project, please provide a notice to proceed and contract via email to Stephen.Drengson@atcassociates.com. If you have any questions regarding this proposal, please contact our office at (323) 517-9780.

Sincerely,
ATC Group Services LLC



Stephen R. Drengson
Program Manager
CAC No. 06-3975
LRCIA No. 2895
Direct Line +1 323 517 9650
Email: stephen.drengson@atcassociates.com



Andrew Hoyer
Project Manager
CAC No. 05-3837
LRCIA No. 19586
Direct Line +1 323 517 9645
Email: andrew.hoyer@atcassociates.com

**OXNARD SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES
(MASTER AGREEMENT – HAZARDOUS MATERIALS SURVEY & TESTING)**

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 **Cardno ATC** (“Consultant”) with a business address at 25 Cupania Circle, Monterey Park, CA 91755. 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

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CFW

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 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.

 (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.

 (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.

 (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: Cardno ATC
25 Cupania Circle
Monterey Park, CA 91755
ATTN: Carlos A. Galdamez
T: (323) 517-9780
Email: carlos.galdamez@cardno.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:

CARDNO ATC:



Signature



Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Stephen Drengson/Program Manager

Typed Name/Title

11-20-13

Date

10/30/13

Date

Tax Identification Number: 95-6002318

Tax Identification Number: 46-0399408

Not Project Related

Project #13-135

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #13-135

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 #13-135

	<u>WORK AUTHORIZATION LETTER (WAL)</u>	
	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 _____ (SIGNATURE)	CONSULTANT: _____ (SIGNATURE)	
_____ (DATE)	_____ (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 #13-135

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #13-135

COMPENSATION & RATE/FEE SCHEDULE

I. The following rates of pay shall apply in the performance of the Services under this Agreement and the WAL:

STANDARD PERSONNEL RATES

Category	Base Hourly Rates
Principal	\$115.00
Certified Safety Professional (CSP)	\$115.00
Certified Industrial Hygienist (CIH)	\$125.00
Geologist (CA Registered)	\$95.00
Engineer (CA Registered)	\$95.00
Program Manager	\$95.00
Senior Project Manager	\$85.00
Senior Engineer	\$85.00
Senior Geologist	\$85.00
Senior Industrial Hygienist	\$90.00
Project Industrial Hygienist	\$75.00
Project Engineer	\$75.00
Project Geologist	\$75.00
Project Scientist	\$75.00
Certified Asbestos Consultant (CA DOSH)	\$75.00
Project Manager	\$75.00
Trainer	\$75.00
Staff Industrial Hygienist	\$65.00
Staff Engineer	\$65.00
Staff Geologist	\$65.00
Certified Lead Project Designer (CA Registered)	\$55.00
Certified Lead Inspector/Assessor (CA Registered)	\$55.00
Certified Lead Project Monitor (CA Registered)	\$55.00
Certified Site Surveillance Technician (CA DOSH)	\$55.00
Technician III	\$65.00
Technician II	\$55.00
Technician I	\$45.00
Draftsperson / CADD	\$45.00
Clerical Staff	\$35.00

Not Project Related

Project #13-135

ASBESTOS

PLM Analysis (NVLAP QA/QC) 600/R-93/116		PCM Analysis NIOSH 7400, Revision 3 A Rules		TEM Air Analysis AHERA/EPA Level II	
Immediate	\$20.00	Immediate	\$20.00	Immediate	\$140.00
8 hours	\$15.00	8 hours	\$15.00	8 hours	\$125.00
24 hours	\$12.00	24 hours	\$12.00	24 hours	\$100.00
48 hours	\$9.00	48 hours	\$9.00	48 hours	\$75.00
3-5 days	\$9.00	3-5 days	\$9.00	3-5 days	\$75.00

1000 Point Count Analysis (0.1% Limit of Detection)		Wipes/Microvacacs by TEM Chatfield Method Semi- Quantitative		Wipes/Microvacacs by TEM ASTM D- 5755 Quantitative	
Immediate	N/A	Immediate	\$200.00	Immediate	N/A
8 hours	N/A	8 hours	\$175.00	8 hours	N/A
24 hours	N/A	24 hours	\$175.00	24 hours	N/A
48 hours	N/A	48 hours	\$125.00	48 hours	N/A
3-5 days	\$100.00	3-5 days	\$125.00	5 days	\$200

LEAD

Paint, Dust, Soil, Wipe, Bulk Sample Analysis EPA 3050/7420 Air, Wipes NIOSH 7082		Drinking Water Analysis EPA 200.9		Waste Analysis Extraction Only			
				STLC Wet-Title 22		TCLP EPA 1311	
Immediate	\$32.00	Immediate	\$40.00	24 hours	N/A	24-hours	\$125.00
8 hours	\$28.00	8 hours	\$35.00	2 days	\$100.00	2 days	\$100.00
24 hours	\$17.00	24 hours	\$30.00	3-5 days	\$84.00	3-5 days	\$84.00
48 hours	\$14.00	48 hours	\$25.00				
3-5 Days	\$10.00	3-5 Days	\$20.00				

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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,

Not Project Related

Project #13-135

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.

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 #13-135

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:

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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

Project #13-135

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #13-135

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

Project #13-135

**EXHIBIT “E”
TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**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: SEE LIST BELOW - ALL CLEARED

Title: _____

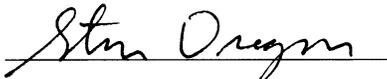
AND/OR

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: 10/30/13

Proper Name of Contractor: ATC GROUP SERVICES INC dba CARONO ATC

Signature: 

By: STEPHEN DRENSON

Its: PROGRAM MANAGER

PRINTS ON FILE & CLEARED:

STEPHEN DRENSON SR PM
CARLOS GALDAMEZ SA PM
BARRY HIETT SA PM
ROBERT de la TORRE TECH
DAMON CARRIER TECH
RICHARD GARCIA TECH

Not Project Related

Project #13-135

**EXHIBIT “F”
TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

SCOPE OF SERVICES – Lead, Asbestos, & Hazardous Materials Survey & Testing

The Lead, Asbestos, & Hazardous Materials Survey & Testing Lab’s Scope of Work includes, but is not limited to, the following:

Consultant shall ensure that the project sites and existing improvements are free from hazardous materials, and/or to verify the presence of hazardous materials and develop a work plan to remove, contain, or otherwise mitigate the effects of hazardous materials to the school site. 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.

1. Pre-Construction Services:

a. Asbestos-Related Consulting Services

- i. Provide State of California, Division of Occupational Safety and Health Association (OSHA), Certified Asbestos Consultant(s) (CAC) or Certified Site Surveillance Technician(s) (CSST), for asbestos-related services.
- ii. Review sites and scope of work and/or specification and plans for proposed construction activities to determine the type of work that will occur on the project. Also, CONSULTANT shall review building records, including architectural and structural plans as provided by the DISTRICT to obtain information regarding building elements and for reference to asbestos used in construction, renovation and/or repair.
- iii. Meet with District Project Manager and where applicable, other consultants, to perform on-site inspections of the locations involved in the project to determine where asbestos containing materials may be present, or are in close proximity to the work and could be impacted, as a result of the project.
- iv. Review of previous asbestos documents provided by the DISTRICT to determine sampling strategy. Sampling to be conducted in accordance with EPA/AHERA established sampling protocols and asbestos analysis shall be performed by an NVLAP Accredited Laboratory.
- v. Inspections shall include accessing and possibly creating destructive entry into walls and enclosed spaces. CONSULTANT shall collect representative bulk samples of suspect materials not identified as positive or negative for asbestos content. Materials assumed to contain asbestos, such as transite pipes and flues, gaskets, etc. will not be sampled or analyzed.
- vi. Take digital photographs of special site conditions, anomalies, and for describing conditions more clearly.
- vii. Review existing Asbestos Management Plan, Survey Reports and supplemental bulk sample and analysis reports and reports prepared by consultants on prior projects.

b. Lead Based Paint (LBP) and other Lead-Related Consulting Services

- i. Provide staff with State of California, Department of Health Services Lead Certification to perform lead-related services.

Not Project Related

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- ii. Review sites and scope of work and/or specification and plans for proposed construction activities to determine the type of work that will occur on the project.
- iii. Meet with District Project Manager and where applicable, other consultants, to perform on-site inspections of the locations involved in the project to determine where lead-based paint may be present, or are in close proximity to the work and could be impacted, as a result of the project.
- iv. Areas of deteriorated paint or other lead-containing materials may need to be identified so that loose and flaky paint, or other potential lead-containing materials, can be removed or otherwise properly handled prior to and/or during demolition and construction.
- v. Lead-based paint testing will be performed using a portable X-ray fluorescence (XRF) analyzer.

c. Hazardous Materials Consulting Services

- i. Prior to demolition or abatement, a survey of potential hazardous materials (in addition to asbestos and lead based paint (LBP) must be inventoried. CONSULTANT shall perform a visual evaluation of potential hazardous chemicals and/or ballasts to determine the need for additional mitigation efforts required for safe demolition. CONSULTANT is to visit the project site and determine what materials require sampling. CONSULTANT is to take bulk samples of all materials that are suspected to be hazardous including all unmarked containers containing unknown substances. Samples are analyzed for PCBs according to EPA Method 8082 by an accredited laboratory using proper chain-of custody procedures to collect and transport samples.
- ii. The following items require sampling:
 - Polychlorinated Biphenyl (PCB) Ballasts including capacitors
 - Mercury thermostats and light switches and fluorescent light tubes
 - Cooling units, Freon heating, refrigerators, air conditioners and drinking water fountains
 - Hydrocarbon-containing equipment (door closers)
 - Lead (lead-acid batteries)
 - Other suspect items including but not limited to paint, coatings, window film, ceramic tile, ceiling tile, resilient flooring tile, adhesives/mastics, and any other potentially hazardous or suspect materials or items.

d. Evaluation of Soil Conditions

- i. Assessing site structures for the potential presence of hazardous materials will occur concurrently with evaluating soils for the same. This requirement may be due to the Site's history and the analytes that may occur in the soils of such properties. The analytes include lead leached from LBP, organochlorine pesticides (OCP) used for termite control, PCBs from pole-mounted transformers, pesticides, fertilizers, heavy metals, hydrocarbons, and all other hazardous materials identified by DTSC as a potential threat to the health and well being of students.
- ii. To assess the potential presence of these analytes at the Site and to characterize them, if present, the CONSULTANT may be required to prepare a workplan. The proposed work for evaluation of the presence of residual lead in soil from LBP or other lead affected materials shall be conducted in a manner consistent with the California Environmental Protection Agency (Cal EPA) and Department of Toxic Substances Control (DTSC) regulations.
- iii. Soils samples may be collected within the buildings' drip lines and exterior areas with known, or the potential for, LBP. CONSULTANT shall collect samples from ground surface to approximately 0.5 feet below ground surface (bgs). Based on analytical results, additional soil samples may be collected from other lateral "step-out" positions to define the extent of soils with

Not Project Related

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lead exceeding current allowable regulatory limits. The exact number of samples collected at each building will be determined by accessibility.

- iv. After sample collection, the CONSULTANT will close each borehole and decontaminate drilling and sampling equipment. To close the borehole, the CONSULTANT shall backfill it with unused sample material and/or hydrated bentonite chips to grade and finish the borehole with material that is compatible with the surrounding surface.

2. Construction Phase:

- a. During the course of construction, monitor abatement work to ensure compliance with the contract requirements and completion of the work by the abatement contractor. During construction, perform the following tasks:
 - i. Attend all necessary construction meetings during the course of abatement work
 - ii. Review abatement contractor submittals
 - iii. Provide on-site inspections with daily reports and photos of abatement work. Maintain on-site records and perform monitoring during all abatement work. Perimeter monitoring for fugitive lead and asbestos at or near the entrances and or openings to the containment zone are an essential part of assuring that the containment is operating properly. This perimeter monitoring shall be performed by the CONSULTANT.
 - iv. Monitor abatement contractor's compliance with the plans, specifications and any regulations including but not limited to certification of abatement workers, ensuring proper containments, and confirmation of the removal of all asbestos, lead and hazardous materials.
 - v. Assist the District with problem resolutions associated with abatement work and keep District informed of abatement contractor's performance.
 - vi. Surveys of existing buildings and sample collection, and utilization and compliance with OSHA, AHERA and ASHARA and EPA approved methods.
 - vii. Complete written reports on all activities performed.
 - viii. Consultation on remedial action and contractor selection.
 - ix. Develop, implement and monitor a network of real-time ambient air monitoring stations to screen for potential particulate matter released from construction activities on the Project Site.
 - x. Collect and analyze a subset of daily air monitoring samples for contaminants of potential concern via Transmission electron Microscopy (TEM), Scanning Electron Microscopy (SEM), or other appropriate methodology.
 - xi. An on-site technical staff position may be required to interpret, consult and advise on air monitoring results.
 - xii. Upon completion of the contracted abatement, the CONSULTANT shall inspect the entire surface from which asbestos-containing materials have been abated as well as the entire containment setup, plastic, and/or polyethylene used in the containment setup, the decontamination setup and any other item, equipment or material within the isolated/regulated area.

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xiii. The CONSULTANT shall verify that all surfaces are free of visible debris before approving the area.

3. Close-out Phase:

- a. Verify the Uniform Hazardous Waste Manifest, when required, has been submitted and reviewed by Office of Environmental Health and Safety (OEHS) for completeness a minimum of 48-hours prior to the date the waste is to be removed from the site. Consultant shall provide waste specific information for inclusion on the manifest. No hazardous waste may be transported away from a District site without a manifest. Submit all original paper work required to be maintained by the contract documents, this agreement, and by law to the District.
- b. Upon completion of the abatement work, prepare a Closeout Abatement Report that documents all the activities performed, including copies of all sampling forms with results, daily reports, progress photos, correspondence and any regulatory compliance forms.

4. Reports

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

- a. Assessment Reports, Abatement Plan, & Final Close-Out Report
 - i. Prepare an Assessment Report for each project and in the case of projects involving site acquisition, subsections by each property parcel including a description of the site conditions, details of the site inspection/investigations, site drawings indicated sampling locations, site photographs and laboratory results with a summary of all identified asbestos, lead or hazardous materials and soil conditions.
 - ii. Prepare recommendations and an abatement plan with an estimate of costs for abatement of the materials that will impact the project/parcels. The abatement plan shall include an Abatement Scope of Work and Abatement Technical Specifications to be included in the Project Bid Documents. The specifications will stipulate industry standard methods for abatement activities; ACBM, LBP, and HMA abatement methods; removal and disposal methods, regulations, and standards to be followed. Drawings will be included to depict the location and design of containment systems, access to abatement areas, routes for waste removal, locations of waste containers, and other details important to abatement activities. Under otherwise desired by DISTRICT, the specifications will allow for one 8-hour work shift per day of abatement. The Bid Documents will require that bids include a schedule consistent with the DISTRICT'S needs; a work plan based on specifications; a list of recently completed projects; records of any EPA or OSHA citations; and documentation of insurance, licensing, training, medical surveillance and respirator fit-testing.
 - iii. Preparation of a final report describing and quantifying identified friable and non-friable ACMs associated with the property.
 - iv. Upon completion of the abatement work, prepare a Closeout Abatement Report that documents all the activities performed, including copies of all sampling forms with results, daily reports, progress photos, correspondence and any regulatory compliance forms.

5. Time

Phase 1 initial survey & sampling report shall be provided to the District within 30 days of receipt of Notice to Proceed (NTP). Phase 2 work detailing all required remediation, abatement, and containment activities to be performed shall be provided within 45 days of receipt of NTP. Phase 3 monitoring &

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observation reports shall be provided on a weekly basis while work is underway to summarize activities completed that week, and look ahead for upcoming activities over next two weeks. Final Close-out Abatement Report shall be provided within 30 days of completion of all remediation, abatement, and containment activities.

6. Accuracy Standards

Precision of all required reports and recommendations shall be in accordance with the professional standard of care to be expected of professional hazardous materials consultants licensed to practice in the State of California.

Not Project Related

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EXHIBIT "G"
TO AGREEMENT FOR CONSULTANT SERVICES #13-135

INVOICE APPROVAL LETTER & BILLING COVER SHEET

DATE:

Project No. ___: [INSERT PROJECT NAME]

Consultant: Cardno ATC ("ATC")

ATC has submitted Invoice No. _____ for review by the District's Program Manager, Caldwell Flores Winters, Inc. ("CFW"), and Assistant Superintendent of Business Services, Lisa Cline.

By signing below, a representative of ATC, hereby certifies that the invoice submitted is a true and accurate reflection of the work performed to date, is an accurate representation of the percent work completed for the phase identified in the invoice, and that the invoice submitted does not include any charges for services that have been previously paid, or rejected by the District and/or CFW.

Cardno ATC Date

The invoice has been reviewed by the following and is recommended for payment:

Caldwell Flores Winters, Inc. Date

Oxnard School District Date
Lisa Cline, Assistant Superintendent,
Business and Fiscal Services

- Not Project Related
 Project #13-135

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@cfwinc.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)
10/31/2013

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 Services Southwest, Inc. Houston TX Office 5555 San Felipe Suite 1500 Houston TX 77056 USA	CONTACT NAME: PHONE (A/C. No. Ext): (866) 283-7122 FAX (A/C. No.): (800) 363-0105		
	E-MAIL ADDRESS:		
INSURED ATC Group Services, Inc. Cardno ATC ATC Associates, Inc. 221 Rue De Jean Suite 200 Lafayette LA 70508 USA	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A:	Insurance Co of the State of PA	19429
	INSURER B:	National Union Fire Ins Co of Pittsburgh	19445
	INSURER C:	New Hampshire Ins Co	23841
	INSURER D:	Chartis Specialty Insurance Company	26883
	INSURER E:		
INSURER F:			

COVERAGES **CERTIFICATE NUMBER:** 570051838093 **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	
D	GENERAL LIABILITY			PROP11781522	09/30/2013	09/30/2014	EACH OCCURRENCE	\$1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$300,000
	CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person)	\$10,000
	<input checked="" type="checkbox"/> Contractual Liability is included						PERSONAL & ADV INJURY	\$1,000,000
	<input checked="" type="checkbox"/> General Agg. apply per Project						GENERAL AGGREGATE	\$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	\$2,000,000
	POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/>							
A	AUTOMOBILE LIABILITY			CA 3582949 Auto (AOS)	09/30/2013	09/30/2014	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
B	<input checked="" type="checkbox"/> ANY AUTO			CA 2714604 Auto (MA)	09/30/2013	09/30/2014	BODILY INJURY (Per person)	
	ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS						BODILY INJURY (Per accident)	
	<input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	
D	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR			PROU11781566	09/30/2013	09/30/2014	EACH OCCURRENCE	\$5,000,000
	EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE						AGGREGATE	\$5,000,000
	DED <input checked="" type="checkbox"/> RETENTION \$10,000							
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			WC039901297 WC _ AOS	09/30/2013	09/30/2014	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER	
	ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N	N/A	SIR applies per policy terms & conditions			E.L. EACH ACCIDENT	\$1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE-EA EMPLOYEE	\$1,000,000
							E.L. DISEASE-POLICY LIMIT	\$1,000,000
D	Contractor Prof			PROP11781522 Professional Liability	09/30/2013	09/30/2014	Aggregate	\$2,000,000
							Per Incident	\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 RE: Meeting of the Board of Trustees of the Oxnard School District on November 13, 2013.

CERTIFICATE HOLDER **CANCELLATION**

Oxnard School District Program Manager 6425 Christie Ave., Suite 270 Emeryville CA 94608 USA	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
---	---

Holder Identifier :

Certificate No : 570051838093

RECEIVED NOV 01 2013
CFW



ADDITIONAL REMARKS SCHEDULE

AGENCY Aon Risk Services Southwest, Inc.		NAMED INSURED ATC Group Services, Inc.	
POLICY NUMBER See Certificate Number: 570051838093			
CARRIER See Certificate Number: 570051838093	NAIC CODE	EFFECTIVE DATE:	

ADDITIONAL REMARKS

**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance**

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER	
INSURER	
INSURER	
INSURER	

ADDITIONAL POLICIES If a policy below does not include limit information, refer to the corresponding policy on the ACORD certificate form for policy limits.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
	WORKERS COMPENSATION							
C		N/A		WC039901296 WC - (NJ,PA) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC039901295 WC - (IL,KY,NC,NH,UT,VT) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC039901294 WC - (AK,AZ,GA,VA) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC025842892 WC - FL SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC012055045 WC - (MA,ND,OH,WA,WI,WY) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
A		N/A		WC025842891 WC - CA SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
	OTHER							
D	Contractor Poll			PROP11781522 Pollution Coverage	09/30/2013	09/30/2014	Aggregate	\$2,000,000
							Per Incident	\$1,000,000
							Deductible	\$25,000
							SIR/Deduct	\$25,000

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Change Order #1 to Ardalan Construction Co. Inc. for Chavez School HVAC Modernization (Penanhoat/Fateh)

On May 3, 2017, the Board approved the Award of Formal Bid #16-04 and the Approval of Agreement #16-266 for Chavez School HVAC project in the amount of \$1,153,000.00. Upon commencement of construction the project team encountered unforeseen conditions during the demolition activity which required modifications to the existing buildings and modifications to the infrastructure serving existing units.

Change Order #1 in the amount of \$ \$87,478.91, with an additional 81 excusable non-compensable calendar days has been negotiated with Ardalan Construction Co. Inc. The additional 81 days is for the purpose of completing work which was delayed due to extended manufacturer production time which was above and beyond the contractor's control, as well as to perform corrective work and address punch list items. The work performed during this extended period will be coordinated to avoid impact or disruptions to the educational program. Change Order #1 represents a net increase of 7.5% to the original contract amount.

FISCAL IMPACT:

\$87,478.91- General Fund – Ongoing Maintenance Funds

RECOMMENDATION:

It is the recommendation of the Director of Facilities, that the Board of Trustees ratify Change Order #1 – Ardalan Construction Co. Inc. in the amount of \$87,478.91 and an additional 81 excusable non-compensable calendar days.

ADDITIONAL MATERIALS:

Attached: Change Order #1 (66 Pages)



CHANGE ORDER

Date: 10/13/17

CHANGE ORDER NO. 1

PROJECT: Chavez School HVAC Project
O.S.D. BID No.16-03
O.S.D. Agreement No. 16-275

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT Flewelling & Moody

CONTRACTOR: Ardalan Construction Co.

Architects Proj. No.:
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-116914 (phase-1)
03-117636 (phase-2)

Attn: Teo Barragan

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.....	\$1,153,000.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 0.00
ADJUSTED CONTRACT SUM.....	\$1,153,000.00
<u>NET CHANGE – This change order</u>	<u>\$ 87,478.91</u>
Total Change Orders to Date:	\$ 87,478.91
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO. 1.....	\$1,240,478.91
Commencement Date:	5/15/17
Original Completion Date:	8/14/17
Time Extension for all Previous Change Orders:	0 days
Time Extension for this Change Order: ... (excusable, non-compensable).....	81 days
Adjusted Completion Date:	11/3/17
Percentage	7.5%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCO-1: increase HVAC Unit from 8-ton to 12-ton	X			
2.	PCO-3: additional Demo for new HVAC Units	X			
3.	PCO-4: refeed power to remaining existing components	X			
4.	PCO-5: reinstall plywood at wall framing to accommodate new HVAC unit	X			
5.	PCO-6: modify platforms for new HVAC units	X			
6.	PCO-7: install new drop ceiling	X			
7.	PCO-9: install three new disconnects		X		
8.	PCO-11: install new power to existing t-stats	X			
9.	PCO-12: provide roof patch by Tremco certified roofer		X		
10.	PCO-15: change from rigid duct to flex duct	X			
11.	PCO-16: install new condensate line		X		
12.	PCO-17: relocate existing thermostat	X			
	Totals				

Total Change Order No. 1 \$ 87,478.91

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES: _____

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST.SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



Project: Chavez HVAC Modernization					
Owner: Oxnard School District					
COP #	RFI #	Description	Estimates	Submitted	Approved CO#1
1	18	Condensing Unit to 12 Tons		\$ 13,514.28	\$ 13,514.28
2	40	AE-200 System	VOID		
3	5 & 29	Bldg. 6 demo windows & patchwork	\$ 22,500.00	\$ 19,461.35	\$ 18,053.75
4	12 & 33	Reconnect misc. electrical items connected to FAU power	\$ 5,900.00	\$ 3,184.35	\$ 3,184.35
5	14	Building 2 exterior patchwork	\$ 12,000.00	\$ 12,392.75	\$ 11,688.95
6	30	AC-5 & HP-1 additional framing	\$ 3,500.00	\$ 3,176.60	\$ 2,472.81
7	39	Bldg. 3 New t-bar ceiling & electrical items	\$ 5,000.00	\$ 3,817.98	\$ 3,817.98
8	27	HVAC unit base extension	\$ 2,000.00	\$ 1,235.59	
9	47	Added electrical disconnects	\$ 4,000.00	\$ 1,761.17	\$ 1,761.17
10	48	Added smoke detectors	VOID		
11	37	Branch controller electrical work	\$ 2,800.00	\$ 2,915.74	\$ 2,915.74
12	22	Tremco Roofing/Falcons total invoice is \$44,756.00. Ardalán Const. did not include mark up, only 2% for allowable bond fee	\$ 45,651.00	\$ 30,351.12	\$ 27,651.00
13		Credit for roof patch. Schedule of Values indicates \$18,000, the adjusted number reflects some work already performed and adjustment of overhead and profit.	VOID (see COP #12)		
14	31	FC-1 location & additional patchwork	VOID		
15	17	Credit for providing flex duct instead of metal duct material at Bldg. #6			\$ (294.98)
16	52	FC-1 Unit added drain line		\$ 1,486.55	\$ 1,486.55
17	51	Kitchen thermostat relocation		\$ 1,227.31	\$ 1,227.31
TOTAL:			\$ 103,351.00	\$ 94,524.79	\$ 87,478.91

Total Approved Under CO #01 \$ 87,478.91



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	June 30, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	1
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

As requested by the District, we are to replace (1) one of the 8-ton condensing units to a 12-ton condensing unit. This COP includes credit for the original unit and cost difference for the larger unit.

A. Subcontractor Cost of the Work:

S&A Mechanical	\$	12,618.38	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 12,618.38

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 630.92
Payroll Costs (See attached supporting documentation)	\$	-	
Materials and Equipment (See attached supporting documentation)	\$	-	
Consultant Costs (See attached supporting documentation.)	\$	-	
Supplemental Costs (See attached supporting documentation)	\$	-	
		Subtotal B:	\$ -

C. Contractor Fee: (As per General Conditions)

		15% GC Work Only	Subtotal C: \$ -
		2% Bond Fee	Subtotal D: \$ 264.99
		Total:	\$ 13,514.28

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

June 30, 2017

Date



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL
Project Name:	HVAC MODERNIZATION
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.

Date:	August 9, 2017
COP Number:	3-Rev1
Contract Number:	16-266
Bid Number:	16-04

Description of Work:

In order to be able to install the new hvac units in Building 6, we need to remove the existing lockers in the way, benches, patch flooring, remove windows above and reframe, remove additional stucco, drywall and patch back drywall and stucco.

A. Subcontractor Cost of the Work:

	\$ -	
	\$ -	
	\$ -	
	\$ -	
	\$ -	
	\$ -	
	Subtotal A:	\$ -

B. Contractor Cost of the Work:

	Subcontractor Mark Up 5%:	\$ -
Payroll Costs (See attached supporting documentation)	\$ 13,800.00	
Materials and Equipment (See attached supporting documentation)	\$ 1,591.09	
Consultant Costs (See attached supporting documentation)	\$ -	
Supplemental Costs (See attached supporting documentation)	\$ -	
	Subtotal B:	\$ 15,391.09

C. Contractor Fee: (As per General Conditions)

15% GC Work Only	Subtotal C:	\$ 2,308.68
2% Bond Fee	Subtotal D:	\$ 354.00
	Total:	\$ 18,053.75

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 9, 2017

Date



WORKSHEET

COP: 3-Rev1

Date: 8/9/2017

Owner: Oxnard School District

Project: Chavez HVAC Modernization

Item	Description of Work			Labor	Material	Fees/Equip	Sub
	In order to be able to install the new hvac units in Building 6, we need to perform the following work:						
1	Remove and protect existing lockers and benches. 3M x 1D	24	\$ 75.00	\$ 1,800.00			
2	Remove additional stucco, drywall and windows above. 2M x 2D. Dumping fee/dumpster \$650.	32	\$ 75.00	\$ 2,400.00		\$ 650.00	
3	Re-frame/infill areas where the windows were removed. 2M x 3D	48	\$ 75.00	\$ 3,600.00	\$ 185.00		
4	Patch back drywall at area of removed windows. 2M x 2D	32	\$ 75.00	\$ 2,400.00	\$ 100.00		
5	Additional insulation. 2M x 1/2D	8	\$ 75.00	\$ 600.00	\$ 49.64		
6	Patch back lath/paper and stucco. 2M x 2.5D	40	\$ 75.00	\$ 3,000.00	\$ 406.45		
7	Painting of stucco included in original bid.						
8	Truck to procure material per allowable Caltrans daily fee					\$ 200.00	
						Total W/O Markup	\$ 15,391.09
							\$ -

Notes: This change order proposal is an estimate and does not include cost of un-knowns or impacts to the project. Ardalan reserves the right to revise or modify this proposal in case other facts are discovered or conditions are changed.

Legends Construction lic# 712493

Lath, Plaster and Styrofoam
ANYTHING in Stucco

Owner Robert De Los Santos
716 Encino Pl.
Santa Paula Ca. 93060

[Robert from legends@hotmail.com](mailto:Robert_from_legends@hotmail.com)

October 3, 2017
(805)377-2939

July 16-22

Submitted To: Ardalan Construction
805-496-7273 Teo Barragan
teo@aralancc.com

Re: Chavez Elementary School
224 N. Juanita
Oxnard CA 93030

Description: To supply materials and equipment for the added work:

Lathing July 20, 21, 22

Materials

2 rolls Self furred wire @ \$55.00 ea.....	\$ 110.00
3 rolls 60-min paper @ \$10.00 ea.....	\$ 30.00
4 pcs. Corner Aid @ \$3.00 ea.....	\$ 12.00
1 stone tie wire @ \$12.00 ea.....	\$ 12.00
1 Tube Calking @ 7.00 ea.	\$ 7.00
Nails, Staples, Ect.	\$ 35.00
Sub-Total:	\$206.00
Tax @ 8%.....	\$ 16.48
Total:	\$ 222.48

Thank you for your business.

Legends Construction lic# 712493

Lath, Plaster and Styrofoam
ANYTHING in Stucco

Owner Robert De Los Santos
716 Encino Pl.
Santa Paula Ca. 93060

Robert_from_legends@hotmail.com

October 3, 2017
(805)377-2939

July 16-22

Submitted To: Ardalan Construction
805-496-7273 Teo Barragan
teo@aralance.com

Re: Chavez Elementary School
224 N. Juanita
Oxnard CA 93030

Description: To supply Materials and equipment for added cost:

Plastering -July 22

Materials

roll bui lding paper @ \$ e 9.00a.....	\$ 9.00
roll pl lastic @ \$ e 35.00a.....	\$ 35.00
2 sacks Eisenwall @ \$ 2s/9.00ack.....	\$ 58.00
2 Gree nfloats @ \$ 3.00ea.....	\$ 6.00
1 neoprene Float @ \$ 5.35ea.....	\$ 5.35
4 pairs gloves @ \$4.50 ea.....	\$ 18.00
1 Scoop wash plaster sane\$ @ d 21.00a.....	\$ 21.00
1 Sacks 16/20 base @ 1\$e 8.00a.....	\$ 18.00
Sub-Total:.....	\$170.35
Tax @ 8%.....	\$ 13.62
Total.....	\$ 183.97

Thank you for your business.



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 9, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	4
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

There were multiple items/equipment connected to the existing FAU power such as restroom hand dryer, light clock and irrigation clock. Once the FAUs were demolished these items will require power and reconnection.

A. Subcontractor Cost of the Work:

Taft Electric	\$	2,277.77	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 2,277.77

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 113.89
Payroll Costs (See attached supporting documentation.)	\$	600.00	
Materials and Equipment (See attached supporting documentation.)	\$	35.00	
Consultant Costs (See attached supporting documentation.)	\$	-	
Supplemental Costs (See attached supporting documentation.)	\$	-	
		Subtotal B:	\$ 635.00

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ 95.25
2% Bond Fee		Subtotal D:	\$ 62.44
		Total:	\$ 3,184.35

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan
 Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager
 Printed Name & Title

August 9, 2017
 Date



ARDALAN
CONSTRUCTION COMPANY, INC.

WORKSHEET

COP: 4

Date: 8/9/2017

Owner: Oxnard School District

Project: Chavez HVAC Modernization

Item	Description of Work	Hours	Rate	Labor	Material	Fees/Equip	Sub
	There were multiple items/equipment connected to the existing FAU power such as restroom hand dryer, light clock and irrigation clock. Once the FAUs were demolished these items will require power and reconnection.						
1	Provide power to hand dryer						\$ 618.47
2	Provide power to irrigation controller						\$ 576.36
3	Reconnect outside lighting fixture						\$ 1,082.94
4	Touch up and clean up	8	\$ 75.00	\$ 600.00	\$ 35.00		
	(see attached subcontractor proposal for details)						
				\$ 600.00	\$ 35.00	\$ -	\$ 2,277.77
				Total W/O Markup			\$ 2,912.77

Notes: This change order proposal is an estimate and does not include cost of un-knowns or impacts to the project. Ardalan reserves the right to revise or modify this proposal in case other facts are discovered or conditions are changed.

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization

Project # 2254

Taft Electric Company

Tel: Fax:

Change Order Request: 005

Date: 8/15/2017

To: **From:** Brian Stamper
 Taft Electric Company
 P.O. Box 3416
 Ventura, CA 93006

Description	Category	Status
HAND DRYER POWER		Proceed

Reference	Required By	Days Req	Amt Req
HAND DRYER POWER	8/22/2017	0	618

Notes

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amounts for impacts such as interference, trade stacking, disruptions, rescheduling, changes in the sequence of work, delays, and/or associated acceleration costs. We expressly reserve our right to submit our request for any of these items should we be faced with performing work under any of these conditions.

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Qualifications/Exclusions:

Please sign this proposal and provide a Contract Change Order for billing purposes if you agree as proposed

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description		Notes				

Approved By:

Signature _____

Name _____ **Date** _____



LOS ANGELES VENTURA SCUMING THOUSAND OAKS
TAFT ELECTRIC COMPANY ELECTRICAL CONTRACTORS
 HOME OFFICE: 1894 EASTMAN AVE., VENTURA, CA 93003, PHONE (805) 642-0121
 P.O. BOX 3418, VENTURA, CA 93006 • STATE LICENSE #772245

Date Ordered 8/11/17 Date Completed 8/16/17
 Job No. 2254 W.O. No. _____
 Job Name Cesar Chavez F.A. No.
 Address _____

Work Description: Run Power for Bathroom Hand Dryer in Bldg 3

MATERIAL	QUANTITY	UNIT PRICE	PER	EXTENSION
<u>1/2" GWT</u>	<u>30'</u>			
<u>1/2" GWT Raintight Conn</u>	<u>3</u>			
<u>1/2" GWT Raintight Corp</u>	<u>3</u>			
<u>#12 THHN</u>	<u>100'</u>			
<u>1/2" LB Form 35</u>	<u>1</u>			
EQUIPMENT CHARGES				
Date	Description	Hours	Rate	Amount
TOTAL EQUIPMENT CHARGE				
LABOR				
Date	Name	Hours	Rate	Amount
<u>8/11</u>	<u>Terry G</u>	<u>4</u>	<u>SW</u>	
<u>8/11</u>	<u>Jesse Mellon</u>	<u>1</u>	<u>F</u>	
TOTAL LABOR CHARGE				

Above work authorized by the undersigned; charges therefore to be billed to the undersigned for payment on regular 30 day terms.

William A. [Signature]
 AUTHORIZED REPRESENTATIVE

Job ID: 2254BGS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST Labor Level: TAFT 15 Aug 2017 18:10:16

Cost Code CC 33, BRANCH CONDUIT OH

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
--------	------	-------------	----------	-----	----------	--------	------------

0.00% of Job Total

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
20168	1/2	EMT 90-DEG ELBOW	30	EA	3.0930	1.000	92.79
30146	1/2	EMT STEEL-COMP COUPLING RT	3	EA	0.8898	1.000	2.67
30226	1/2	EMT STEEL COMP CONNECTOR RT	3	EA	0.6213	1.000	1.86
30356	3/4	GRC LB CONDUIT BODY	1	EA	9.7635	1.000	9.76

Cost Code CC 33, BRANCH CONDUIT OH totals: \$0.00

87.25% of Job Total

Cost Code CC 43, BRANCH WIRE <#8

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
70033	12	THHN/THWN CU (STR)	100	FT	0.1564	1.000	15.64

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL totals: \$107.09

12.75% of Job Total

Cost Code CC 43, BRANCH WIRE <#8 totals: \$15.64

Job totals: \$122.73

Taft Electric Company

1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization

Project # 2254

Taft Electric Company

Tel: Fax:

Change Order Request: 006

Date: 8/15/2017

To:

From:

Brian Stamper
Taft Electric Company
P.O. Box 3416
Ventura, CA 93008

Description	Category	Status
IRRIGATION CONTROLLER POWER		Proceed

Reference	Required By	Days Req	Amt Req
IRRIGATION CONTROLLER POWER	8/22/2017	0	576

Notes

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Qualifications/Exclusions:

Please sign this proposal and provide a Contract Change Order for billing purposes if you agree as proposed.

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description		Notes				

Approved By:

Signature _____

Name _____

Date _____



LOS ANGELES VENTURA SOLVING THOUSAND OAKS
TAFT ELECTRIC COMPANY ELECTRICAL CONTRACTORS
 HOME OFFICE: 1884 EASTMAN AVE., VENTURA, CA 93003, PHONE (805) 642-0121
 P.O. BOX 3418, VENTURA, CA 93008 • STATE LICENSE #772245

Date Ordered 8/16/17 Date Completed 8/17/17
 Job No. 2254 W.O. No. _____
 Job Name Cory Chavez F.A. No. _____
 Address _____

At Description: Run New Power for Irrigation Control — **CHARGE ACCUMULATION**

EQUIPMENT CHARGES			
Date	Description	Hours	Rate
TOTAL EQUIPMENT CHARGE			
LABOR			
Date	Name	Hours	Rate
8/17	Ferry G	2	50
8/17	Ryan Hayes	3	65.00
8/17	Jesse Mellon	1	50
TOTAL LABOR CHARGE			

MATERIAL	QUANTITY	UNIT PRICE	PER	EXTENSION
Form 35 T	1			
3/4" GWT	10'			
3/4" to 1/2" Reducer Bushing	1			
1/2" Seal Tight	3'			
1/2" Seal Tight Conn	1			
1/2" Seal Tight 450	150'			
#12 THWN				

Above work authorized by the undersigned; charges therefore to be billed to the undersigned for payment on regular 30 day terms.

[Signature]
 SIGNATURE OF AUTHORIZED REPRESENTATIVE

Job ID: 2254BGS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST
 Labor Level: TAFT
 15 Aug 2017 18:16:27

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
10047	3/4	EMT	10	FT	1.1187	1.000	11.19

Cost Code CC 33, BRANCH CONDUIT OH totals: \$11.19

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
30378	3/4	GRC T CONDUIT BODY	1	EA	11.8103	1.000	11.81
40230	3/4x1/2	REDUCING BUSHING	1	EA	1.2221	1.000	1.22
50073	1/2	LIQUIDITITE CONDUIT	3	FT	1.0485	1.000	3.15
50084	1/2	LIQUIDITITE ANGLE CONNECTOR	1	EA	3.2811	1.000	3.28
50095	1/2	LIQUIDITITE STRAIGHT CONNECTOR	1	EA	1.9387	1.000	1.94

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL totals: \$21.40

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
70033	12	THHN/THWN CU (STR)	150	FT	0.1564	1.000	23.47

Cost Code CC 43, BRANCH WIRE <#8 totals: \$23.47

Job totals: \$56.05

Taft Electric Company
 1694 Eastman Avenue
 Ventura, CA 93003
 Phone: 805-642-0121
 Web: www.taftelectric.com

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization	Project # 2254	Taft Electric Company
	Tel: Fax:	

Change Order Request: 008	Date: 8/16/2017
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To:	From: Brian Stamper Taft Electric Company P.O. Box 3416 Ventura, CA 93006
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Description	Category	Status
RECONNECT OUTSIDE LIGHTS		Proceed

Reference	Required By	Days Req	Amt Req
RECONNECT OUTSIDE LIGHTS	8/23/2017	0	1,083

Notes

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amounts for impacts such as interference, trade stacking, disruptions, rescheduling, changes in the sequence of work, delays, and/or associated acceleration costs. We expressly reserve our right to submit our request for any of these items should we be faced with performing work under any of these conditions.

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Qualifications/Exclusions:

Please sign this proposal and provide a Contract Change Order for billing purposes if you agree as proposed.

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description			Notes			

Approved By:

Signature _____

Name _____ **Date** _____



LOS ANGELES VENTURA SOLVANG THOUSAND OAKS
TAFT ELECTRIC COMPANY ELECTRICAL CONTRACTORS
 HOME OFFICE: 1694 EASTMAN AVE., VENTURA, CA 93003. PHONE (805) 642-0121
 P.O. BOX 3416, VENTURA, CA 93006 • STATE LICENSE #772245

Date Ordered 8/11/17 Date Completed 8/11/17
 Job No. 2254 W.O. No. _____
 Job Name Cleaner Change 2 F.A. No. _____
 Address _____

Work Description: Installed Remand outside lighting & controls **CHARGE ACCUMULATION** —

MATERIAL	QUANTITY	UNIT PRICE	PER	EXTENSION	EQUIPMENT CHARGES				
					Date	Description	Hours	Rate	Amount
17X14X12 Concrete Poll box	1								
17X14 Concrete Lide hole Electr. 2	1								
120V Time Clock									
3/4" GWT	20'								
3/4" GRC	10'								
3/4" GRC 90°	1								
3/4" PVC 90°	2								
3/4" PVC	10'								
10 mil Tape	Roll								
3/4" LP Form 35	1				8/11	Ryan Lago	4	65.00 A	
#12 THHN	210'				8/11	Terry G	2	50.00 SW	
					8/11	Jesse Miller	1	F	
TOTAL EQUIPMENT CHARGE									
LABOR									
TOTAL LABOR CHARGE									

Above work authorized by the undersigned; charges therefore to be billed to the undersigned for payment on regular 30 day terms.

[Signature]
 SIGNATURE OF AUTHORIZED REPRESENTATIVE

Job ID: 22546GS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST		Labor Level: TAFT		16 Aug 2017 8:46:50	
Cost Code CC 14, PRECAST/PB/MH					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
400002	11"X17"	PRECAST HANDHOLE	1	EA	75.0000
					18.50% of Job Total
					Mat Result
					75.00
Cost Code CC 31, BRANCH CONDUIT UG					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
10058	3/4	PVC SCH 40	10	FT	0.2821
					0.70% of Job Total
					Mat Result
					2.82
Cost Code CC 33, BRANCH CONDUIT OH					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
10001	3/4	GRC	10	FT	3.2313
10047	3/4	FMT	20	FT	1.1187
					13.49% of Job Total
					Mat Result
					32.31
					22.37
Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
20001	3/4	PVC SCH 40 90-DEG ELBOW	2	EA	0.6082
20107	3/4	GRC 90-DEG ELBOW	1	EA	6.0419
30356	3/4	GRC LB CONDUIT BODY	1	EA	9.7635
					4.20% of Job Total
					Mat Result
					1.22
					6.04
					9.76
Cost Code CC 43, BRANCH WIRE <#8					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
70033	12	THHN/THWN CU (STR)	210	FT	0.1564
					8.10% of Job Total
					Mat Result
					32.85
Cost Code CC 43, BRANCH WIRE <#8 totals:					
					\$32.85
Cost Code CC 67, LTG CONTROL/DIMMING					
<u>Item #</u>	<u>Size</u>	<u>Description</u>	<u>Quantity</u>	<u>U/M</u>	<u>Mat Unit</u>
510002	DPST	TIME CLOCK120V 40A	1	EA	222.9694
					55.01% of Job Total
					Mat Result
					222.97
Cost Code CC 67, LTG CONTROL/DIMMING totals:					
					\$222.97
Job totals:					\$405.35

Phone: 805-642-0121
 Web: www.taftelectric.com

1694 Eastman Avenue
 Ventura, CA 93003

Taft Electric Company

ConfEst Software Systems



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 9, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	6-Rev1
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

The curb details for units AC-5 and HP-1 will need to be modified to become platforms. We will need to provide additional blocking, plywood and framing in order for these units to be installed properly.

A. Subcontractor Cost of the Work:

_____	\$ -	
_____	\$ -	
_____	\$ -	
_____	\$ -	
_____	\$ -	
_____	\$ -	
_____	\$ -	
	Subtotal A:	\$ -

B. Contractor Cost of the Work:

	Subcontractor Mark Up 5%:	\$ -
Payroll Costs (See attached supporting documentation)	\$ 1,800.00	
Materials and Equipment (See attached supporting documentation)	\$ 308.10	
Consultant Costs (See attached supporting documentation)	\$ -	
Supplemental Costs (See attached supporting documentation)	\$ -	
	Subtotal B:	\$ 2,108.10

C. Contractor Fee: (As per General Conditions)

15% GC Work Only	Subtotal C:	\$ 316.22
2% Bond Fee	Subtotal D:	\$ 48.49
	Total:	\$ 2,472.81

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

<i>Teo Barragan</i>	Teo Barragan, Project Manager	August 9, 2017
Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.	Printed Name & Title	Date



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 9, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	7
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

Per District's request, at Building 3 we are to provide and install new t-bar grid, acoustical tiles, insulation, relocate electrical/fire alarm devices as needed in order to conceal the new HVAC branch controller.

A. Subcontractor Cost of the Work:

Prime Acoustics	\$	981.00	
Taft Electric	\$	1,030.48	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 2,011.48

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 100.57
Payroll Costs (See attached supporting documentation.)	\$	1,200.00	
Materials and Equipment (See attached supporting documentation.)	\$	218.32	
Consultant Costs (See attached supporting documentation.)	\$	-	
Supplemental Costs (See attached supporting documentation.)	\$	-	
		Subtotal B:	\$ 1,418.32

C. Contractor Fee: (As per General Conditions)

		15% GC Work Only	Subtotal C: \$ 212.75
		2% Bond Fee	Subtotal D: \$ 74.86
		Total:	\$ 3,817.98

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 9, 2017

Date

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization

Project # 2254

Taft Electric Company

Tel: Fax:

Change Order Request: 004

Date: 8/15/2017

To:

From:

Brian Stamper
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
RELOCATED LIGHTS IN BLDG 3 OFFICE		Proceed

Reference	Required By	Days Req	Amt Req
RELOCATED LIGHTS IN BLDG 3 OFFICE	8/22/2017	0	1,030

Notes

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Qualifications/Exclusions:

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PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description		Notes				

Approved By:

Signature _____

Name _____

Date _____



LOS ANGELES VENTURA SOLVANG THOUSAND OAKS
TAFTELECTRIC COMPANY ELECTRICAL CONTRACTORS
 HOME OFFICE: 1694 EASTMAN AVE., VENTURA, CA 93003, PHONE (805) 642-0121
 P.O. BOX 3416, VENTURA, CA 93006 • STATE LICENSE #772245

Date Ordered 8/8/17 Date Completed 8/8/17
 Job No. 2254 W.O. No. _____
 Job Name Cesar Chavez F.A. No.
 Address _____

Description: Railroad Lights & Power for PC for T-6 City in 6003

MATERIAL		QUANTITY	UNIT PRICE	PER	EXTENSION	EQUIPMENT CHARGES			
Date	Description	Hours	Rate	Amount	Date	Description	Hours	Rate	Amount
	3/4" GWT	20'							
	1/2" Box	2							
	1/2" Plug	Roll							
	1/2" Plug Conn	8							
	addy Clip	4							
	1/2 THHN	90'							
	1/2 Blank	2							
TOTAL EQUIPMENT CHARGE									
LABOR									
Date	Name	Hours	Rate	Amount					
8/8	Ryan Lopez	5	65% A						
8/8	Terry Gopitz	4	3W						
TOTAL LABOR CHARGE									

Above work authorized by the undersigned; charges therefore to be billed to the under-
 signed for payment on regular 30 day terms.

Michael Ramsey
 SIGNATURE OF AUTHORIZED REPRESENTATIVE

Job ID: 2254BGS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST Labor Level: TAFT 15 Aug 2017 18:01:34

Cost Code CC 33, BRANCH CONDUIT OH

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result	26.39% of Job Total
10047	3/4	EMT	20	FT	1.1187	1.000	22.37	

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result	57.00% of Job Total
50001	1/2	FLEXIBLE STEEL CONDUIT	50	FT	0.5960	1.000	29.80	
50034	1/2	FLEX COND STRAIGHT CONN	8	EA	0.6737	1.000	5.39	
150041	2-1/8"D 30.3-Cl	4"SQ CMB-KO NO BRKT	2	EA	5.1340	1.000	10.27	
150090		4"SQ BLANK CVR	2	EA	1.4292	1.000	2.86	

Cost Code CC 43, BRANCH WIRE <#8

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result	16.61% of Job Total
70033	12	THIN/THWN CU (STR)	90	FT	0.1564	1.000	14.08	

Cost Code CC 33, BRANCH CONDUIT OH totals: \$22.37
 Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL totals: \$48.32
 Cost Code CC 43, BRANCH WIRE <#8 totals: \$14.08
 Job totals: \$84.77

Taft Electric Company

1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com



31129 Via Collinas #702 Westlake Village, CA 91362
Tel 818/707-3508 Fax 818/707-3509
DZEST@MSN.COM License No 739826

July 27, 2017

To: Ardalan Construction Company Inc.
8 Gainsborough Road
Thousand Oaks, CA 91360

Re: Chavez School HVAC Modernization

Request for Change Order # 1

We are providing you with extra cost in material and labor to add T bar ceiling
15/16" grid with CertainTeed BET 197 tile at 1 room in bldg. 3 (205 sqft)

Material:	\$351.94
Labor:	\$500.88
O & P 15%	\$127.92
Total:	\$981.00

If you have any question, please call me at (818) 707-3508

Doron Zahavi
Project Manger

Job Name **Chavez Elem. -HVAC**
P.O. **872**

Change Order Cost Breakdown Number **1**

T bar in room Bldg 3

Material	Quantity	Unit	Price	Total
Main Runner	72	L.F	\$ 0.620	\$ 44.64
4' T 15/16"	120	L.F	\$ 0.620	\$ 74.40
2' T 15/16"		L.F	\$ 0.550	\$ -
7/8" wall angle	60	L.F	\$ 0.450	\$ 27.00
BET 197	256	sqft	\$ 0.600	\$ 153.60
Post	2	Each	\$ 5.000	\$ 10.00
Wire	50	Each	\$ 0.250	\$ 12.50
Screws		Each	\$ 0.050	\$ -
Delivery			\$ 50.000	\$ -
Total				\$ 322.14
Fuel Charge	0.00%			\$ -
Tax	9.25%			\$ 29.80
Total				\$ 351.94

Equipment	Quantity	Unit	Price	Total
Scaffolding		Day	\$ -	\$ -
Lazer		Day	\$ -	\$ -
Drill		Day	\$ -	\$ -
Hilti Gun		Day	\$ -	\$ -
Lift		Day	\$ -	\$ -
				\$ -
Total				\$ -

Labor	Date	Day	Hr	Price	Total
Grid		1	4.00	\$ 83.48	\$ 333.92
Wire				\$ 83.48	\$ -
Tile		1	2.00	\$ 83.48	\$ 166.96
Wall angle				\$ 83.48	\$ -
Post				\$ 83.48	\$ -
Stocking				\$ 83.48	\$ -
Total				\$ 500.88	

Grand Total **\$ 852.82**
Overhead & profit 15% **\$ 127.92**
Total Change order **\$ 980.74**



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 14, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	9
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

Per District's request, we are to provide and install (1) new electrical disconnect in Bldg 3 at HP-1 unit and (2) new electrical disconnects in the MPR building at AC-6 unit.

A. Subcontractor Cost of the Work:

Taft Electric	\$	1,644.42	
_____	\$	-	
_____	\$	-	
_____	\$	-	
_____	\$	-	
_____	\$	-	
_____	\$	-	
		Subtotal A:	\$ 1,644.42

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 82.22
Payroll Costs (See attached supporting documentation)	\$	-	
Materials and Equipment (See attached supporting documentation)	\$	-	
Consultant Costs (See attached supporting documentation)	\$	-	
Supplemental Costs (See attached supporting documentation)	\$	-	
		Subtotal B:	\$ -

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ -
2% Bond Fee		Subtotal D:	\$ 34.53
		Total:	\$ 1,761.17

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 14, 2017

Date

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization

Project # 2254

Taft Electric Company

Tel: Fax:

Change Order Request: 007

Date: 8/15/2017

To:

From:

Brian Stamper
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description

Category

Status

ADDED DISCONNECTS

Proceed

Reference

Required By

Days Req

Amt Req

ADDED DISCONNECTS

8/22/2017

0

1,644

Notes

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amounts for impacts such as interference, trade stacking, disruptions, rescheduling, changes in the sequence of work, delays, and/or associated acceleration costs. We expressly reserve our right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades which may be required to complete this change order is not part of this proposal.

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this change proposal should the approval take longer than 30 days.

Qualifications/Exclusions:

Please sign this proposal and provide a Contract Change Order for billing purposes if you agree as proposed.

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
		Description	Notes			

Approved By:

Signature _____

Name _____

Date _____



LOS ANGELES VENTURA SOLVING THOUSAND OAKS
TAFT ELECTRIC COMPANY ELECTRICAL CONTRACTORS
 HOME OFFICE: 1694 EASTMAN AVE., VENTURA, CA 93003, PHONE (805) 642-0121
 P.O. BOX 3416, VENTURA, CA 93006 • STATE LICENSE #772245

Date Ordered 8/8/17 Date Completed 8/8/17
 Job No. 2254 W.O. No. _____
 Job Name Copier Chute-2A No. _____
 Address _____

Work Description: Installed Disconnector for AC-G, AC-G Blower - HP-1 **CHARGE ACCUMULATION**

EQUIPMENT CHARGES			
Date	Description	Hours	Amount
TOTAL EQUIPMENT CHARGE			
LABOR			
Date	Name	Hours	Amount
8/8	Jesse Miller	7	F
TOTAL LABOR CHARGE			

MATERIAL	QUANTITY	UNIT PRICE	PER	EXTENSION
3 Amp 3 Pole Mono 3 Feed Discard	3			
5 Amp 600V Fuses	3			
3 Amp 600V Fuses	3			
1 Amp 600V Fuses	3			
1/8 THHN	50'			
1/2" Seal Tight	20'			
1/2" Seal Tight Conn	2			
1/2" Chase Nipple	3			

Above work authorized by the undersigned; charges therefore to be billed to the undersigned for payment on regular 30 day terms.

[Signature]
 SIGNATURE OF AUTHORIZED REPRESENTATIVE

INVOICE



3600 W Segerstrom Ave.
Santa Ana, CA 92704

Phone: (949) 833-3052
Fax: (949) 833-6928

REMIT TO: Main Electric Supply Co.
Dept LA 23573
Pasadena CA 91185-3573

INVOICE 7337016	
Invoice Date 8/10/2017 07:53:44	Page 1 of 1
ORDER NUMBER 2644848	

Bill To:

TAFT ELECTRIC CO
P.O. BOX 3416
VENTURA, CA 93006
USA

Ship To:

2254 - CESAR CHAVEZ SCHOOL
224 N JUANITA AVE
OXNARD, CA 93030

Customer ID: 4288

PO Number	Term Description	Net Due Date	Disc Due Date	Discount Amount
M-2254	net 25th prox	9/25/2017	9/25/2017	0.00

Order Date	Pick Ticket No	Primary Salesrep Name	Taker
8/8/2017 05:16:58	5266113	Maurice Orozco	AMENDOZA

Quantities				Item ID Item Description	Pricing UOM	Unit Price	Extended Price
Ordered	Shipped	Remaining	Disp.				

Carrier: WALK IN WILL CALL

3	3	0		CHDH361NRK CH DH361NRK 30A 600V 4SN SW NEMA3R 782113-20553 CUTLER-HAMMER HEAVY DUTY SAFETY; 480 V STAR/277 V, 600 V STAR/347 V Ordered As: 6507	EA	205.49	616.47
---	---	---	--	---	----	--------	--------

Total Lines: 1

SUB-TOTAL: 616.47
City of Ventura: 47.78
AMOUNT DUE: 664.25

PAST DUE AMOUNTS ARE SUBJECT TO 1.5% SERVICE CHARGE PER MONTH OR 18% PER ANNUM. Should vendor be required to bring legal action to collect past due amounts, customer agrees to pay all costs and expenses of collecting past due amounts, including but not limited to actual attorney fees and court costs.

*** REPRINT ***

Job ID: 22548GS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST Labor Level: TAFT 15 Aug 2017 18:25:42

Cost Code CC 33, BRANCH CONDUIT OH

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
--------	------	-------------	----------	-----	----------	--------	------------

0.00% of Job Total

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
50074	3/4	LIQUIDTITE CONDUIT	20	FT	1.3860	1.000	27.72
50096	3/4	LIQUIDTITE STRAIGHT CONNECTOR	2	EA	2.7966	1.000	5.59
60002	3/4	BUSHED CHASE NIPPLE-STEEL	3	EA	1.4588	1.000	4.38

Cost Code CC 33, BRANCH CONDUIT OH totals: \$0.00

24.75% of Job Total

Cost Code CC 43, BRANCH WIRE <#8

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
70035	8	THHN/THWN CU (STR)	50	FT	0.3834	1.000	19.17

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL totals: \$37.69

12.59% of Job Total

Cost Code CC 51, GEAR/XFMR/MCC/EXO

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
230097	15 AMP	RK5 TIME DELAY 600V FUSE	3	EA	10.7482	1.000	32.24
230099	20 AMP	RK5 TIME DELAY 600V FUSE	3	EA	10.5744	1.000	31.72
230100	25 AMP	RK5 TIME DELAY 600V FUSE	3	EA	10.4934	1.000	31.48

Cost Code CC 43, BRANCH WIRE <#8 totals: \$19.17

62.67% of Job Total

Cost Code CC 51, GEAR/XFMR/MCC/EXO totals: \$95.45

Job totals: \$152.31

Taft Electric Company

1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com

ConEst Software Systems



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL
Project Name:	HVAC MODERNIZATION
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.

Date:	August 14, 2017
COP Number:	11
Contract Number:	16-266
Bid Number:	16-04

Description of Work:

The thermostats for Buildings 3 & 6 and HVAC branch controller in Building do not show any power connections in the electrical plans. Power is to be connected to nearest circuit for the thermostats and the BC controller should have its own power source.

A. Subcontractor Cost of the Work:

Taft Electric	\$	1,326.02	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 1,326.02

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 66.30
Payroll Costs (See attached supporting documentation)	\$	1,200.00	
Materials and Equipment (See attached supporting documentation)	\$	75.00	
Consultant Costs (See attached supporting documentation)	\$	-	
Supplemental Costs (See attached supporting documentation)	\$	-	
		Subtotal B:	\$ 1,275.00

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ 191.25
2% Bond Fee		Subtotal D:	\$ 57.17

Total: \$ 2,915.74

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan
 Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager
 Printed Name & Title

August 14, 2017
 Date

Change Order Request

Detailed, Grouped by Each Number

2254 Cesar Chavez School HVAC Modernization

Project # 2254

Taft Electric Company

Tel: Fax:

Change Order Request: 002

Date: 8/15/2017

To: **From:** Brian Stamper
 Taft Electric Company
 P.O. Box 3416
 Ventura, CA 93006

Description	Category	Status
BRANCH CONTROLLER POWER		Proceed

Reference	Required By	Days Req	Amt Req
BRANCH CONTROLLER POWER	8/22/2017	0	1,326

Notes

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amounts for impacts such as interference, trade stacking, disruptions, rescheduling, changes in the sequence of work, delays, and/or associated acceleration costs. We expressly reserve our right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades which may be required to complete this change order is not part of this proposal.

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this change proposal should the approval take longer than 30 days.

Qualifications/Exclusions:

Please sign this proposal and provide a Contract Change Order for billing purposes if you agree as proposed.

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description		Notes				

Approved By:

Signature _____
Name _____ **Date** _____

Job ID: 22548GS
 Project: 2254 COR'S



Material Cost Codes Report

Vendor: COST Labor Level: TAFT 15 Aug 2017 17:35:05

Cost Code CC 33, BRANCH CONDUIT OH

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
10047	3/4	EMT	40	FT	1.1187	1.000	44.75
							26.53% of Job Total

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
30356	3/4	GRC LB CONDUIT BODY	1	EA	9.7635	1.000	9.76
50073	1/2	LIQUIDITE CONDUIT	10	FT	1.0485	1.000	10.49
50095	1/2	LIQUIDITE STRAIGHT CONNECTOR	2	EA	1.9387	1.000	3.88
150041	2-1/8"D 30.3-CI	4"SQ CMB-KO NO BRKT	1	EA	5.1340	1.000	5.13
150061	3/4"RISE 5.8-CI	1G 4"SQ PLASTER-RING	1	EA	2.6855	1.000	2.69
							18.94% of Job Total

Cost Code CC 43, BRANCH WIRE <#8

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
70033	12	THHN/THWN CU (STR)	240	FT	0.1564	1.000	37.55
							22.26% of Job Total

Cost Code CC 51, GEAR/XFMR/MCC/EXO

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
180114	20/2	BOLT-ON BREAKER	1	EA	43.2500	1.000	43.25
							25.64% of Job Total

Cost Code CC 81, DEVICES/TRIMOUT

Item #	Size	Description	Quantity	U/M	Mat Unit	M-Fact	Mat Result
140279	20A	2P TOGGLE COMMERCIAL -GRADE	1	EA	11.2045	1.000	11.20
							6.64% of Job Total

Cost Code CC 33, BRANCH CONDUIT OH totals: \$44.75

Cost Code CC 34 MATL, BRANCH FTNG/BOX MATL totals: \$31.95

Cost Code CC 43, BRANCH WIRE <#8 totals: \$37.55

Cost Code CC 51, GEAR/XFMR/MCC/EXO totals: \$43.25

Cost Code CC 81, DEVICES/TRIMOUT totals: \$11.20

Job totals: \$168.70

Taft Electric Company
 1694 Eastman Avenue
 Ventura, CA 93003
 Phone: 805-642-0121
 Web: www.taftelectric.com



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 14, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	12-Rev1
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

Per District's request the roof patching to be performed by a Tremco certified roofing contractor.

A. Subcontractor Cost of the Work:

Falcon Roofing Company	\$	27,108.82	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 27,108.82

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	NO GC MARKUP
Payroll Costs (See attached supporting documentation)	\$	-	
Materials and Equipment (See attached supporting documentation)	\$	-	
Consultant Costs (See attached supporting documentation)	\$	-	
Supplemental Costs (See attached supporting documentation)	\$	-	
		Subtotal B:	\$ -

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ -
2% Bond Fee		Subtotal D:	\$ 542.18

Total: \$ 27,651.00

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 14, 2017

Date

FALCON ROOFING COMPANY

425 Constitution Ave. Suite D. Camarillo, Ca. 93012

Office: (805) 484-7400

Fax: (805) 484-9200

Calif. Contractors License # 715753



INVOICE

TO:

Ardalan Construction Company, Inc.
8 E. Gainsborough Road.
Thousand Oaks , Ca. 91360

Date 8 / 9 / 17

INVOICE # 18917

DIR Project ID # 182420

Project # 16-04

ATTN:

Teo Barragan
Project Manager

RE:

Oxnard School District
Chavez Elementary School (**Multi Purpose Building Only**)

1. Completed all work as per signed proposal dated 7 / 27 / 17

Original Agreement Amount	\$ 43,756.00
Change Order Amount	\$ 1,000.00
TOTAL AMOUNT DUE:	\$ 44,756.00

NOTES:

1. All work has been completed per Tremco Warranty Guidelines.
2. All labor paid at current Ventura County Prevailing wage rates.
3. Five (5) year workmanship warranty on areas of completed work only.
4. Falcon Roofing Company is a Certified Tremco Applicator.

FALCON ROOFING COMPANY

425 Constitution Ave. Suite D. Camarillo, Ca. 93012

Office: (805) 484-7400 Fax: (805) 484-9200

Calif. Contractors License # 715753

REQUEST FOR CHANGE ORDER #1

TO:

Ardalan Construction Company, Inc.
8 E. Gainsborough Road.
Thousand Oaks, Ca. 91360

Date 8 / 9 / 17



ATTN:

Teo Barragan
Project Manager

RE:

Oxnard School District
Chavez Elementary School (**Multi Purpose Building Only**)

We request an additive change order to original contract amount as described bellow.

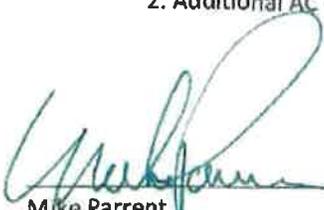
1. Fill in areas where gravity vents were removed by general contractor due to extensive termite damage. Two (2) locations.
2. Roofers removed remaining base angle materials from area of removed curbs.
3. Roofers provided and installed a 3" Rigid insulation and two (2) additional layers of 1/2 pre-primed fiber board to flush areas of repairs with existing roof system.
4. Roofers applied an asphalt based primer to surrounding areas of repairs for proper tie-in.
5. Roofers Installed one (1) layer of Tremco Composite Base sheet set in Tremco Burmasrtic Adhesive LV over entire area of repairs. (Two (2) Locations)
6. Roofers installed three (3) additional layers of Tremco 28# Burmastic Ply Sheets over entire areas of repairs. (Two (2) Locations)
7. Roofers sealed entire perimeter of each repair utilizing a five (5) course method.
8. Roofers installed a # 5 crushed granite over entire areas of repairs embeded into Tremco Burmastic LV Adhesive.

ADD TO CONTRACT \$ 1,000.00
(\$ 500.00 each location)

NOTES:

1. Original contract called for capping each curb with a 20 gage sheet metal pan cover. Pan Covers were figured at \$ 250.00 each. Those costs were figured into the above figures that would have been \$ 750.00 each location. No credits are to be generated from the above change order amount.
2. Additional AC duct supports (two (2)) completed at no additional cost.

Original Contract Amount	\$ 43,756.00
Change Order Amount	\$ 1,000.00
New Contract Amount	\$ 44,756.00


Mike Parrent
Falcon Roofing Company

8/9/17
date

Teo Barragan
Ardalan Const. Co. Inc.

date



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL
Project Name:	HVAC MODERNIZATION
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.

Date:	August 14, 2017
COP Number:	15
Contract Number:	16-266
Bid Number:	16-04

Description of Work:

In order to avoid demolishing the entire existing t-bar grid and ceiling tiles and replacing it with new, we will provide flexible hvac ductwork in lieu of rigid hvac duct work. This COP is a credit for difference in material.

A. Subcontractor Cost of the Work:

	\$	-
	\$	-
	\$	-
	\$	-
	\$	-
	\$	-
	\$	-
Subtotal A:	\$	-

B. Contractor Cost of the Work:

Subcontractor Mark Up 5%:	\$	-
Payroll Costs (See attached supporting documentation.)	\$	-
Materials and Equipment (See attached supporting documentation.)	\$	(294.98)
Consultant Costs (See attached supporting documentation.)	\$	-
Supplemental Costs (See attached supporting documentation.)	\$	-
Subtotal B:	\$	(294.98)

C. Contractor Fee: (As per General Conditions)

Subtotal C:	
Subtotal D:	
Total:	\$ (294.98)

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 14, 2017

Date



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 14, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	16
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

Plan sheet M2.01 building #2 shows a fan coil installed in the staff room closet, plan sheet P2.00 doesn't show any condensate drain piping being run for this unit. Per RFI #052 we are to provide and install a new 3/4" condensate drain line.

A. Subcontractor Cost of the Work:

Precision Plumbing-Mechanical	\$	1,388.00	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
	\$	-	
		Subtotal A:	\$ 1,388.00

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 69.40
Payroll Costs (See attached supporting documentation.)	\$	-	
Materials and Equipment (See attached supporting documentation.)	\$	-	
Consultant Costs (See attached supporting documentation.)	\$	-	
Supplemental Costs (See attached supporting documentation.)	\$	-	
		Subtotal B:	\$ -

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ -
2% Bond Fee		Subtotal D:	\$ 29.15
		Total:	\$ 1,486.55

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 14, 2017

Date



PRECISION Plumbing - Mechanical

5350 Gabbert Road • Moorpark, CA 93021 • (805) 529-4748 • fax (805) 529-5433

Proposal

Page No. _____ of _____ Pages

PROPOSAL SUBMITTED TO Ardalan Construction		PHONE 805-496-7273	DATE 8-25-2017
STREET 8E. Gainsborough Road		JOB NAME COR #1 Chavez Elementary School HVAC Mod	
CITY, STATE AND ZIP CODE Thousand Oaks, CA 91360		JOB LOCATION Oxnard, CA	
ARCHITECT	DATE OF PLANS	teo@ardalanc.com	JOB PHONE

We hereby propose to furnish in accordance with specifications below, or on attached pages, all labor and materials necessary to complete the following:

We propose to provide the labor and materials needed to install approximately 15'-0" of 3/4" type L copper pipe to run the condensate drain from the fan coil in the staff room closet to the lavatory in the staff room restroom.

SEE ATTACHMENT "A" FOR ITEMS INCLUDED AND EXCLUDED

WE PROPOSE hereby to furnish material and labor – complete in accordance with above specifications, for the sum of:

One Thousand Three Hundred Eighty Eight Dollars NO/100 _____ dollars (\$ **1,388.00**)

Payment to be made as follows:

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature _____ Ryan Ramirez _____

Note: This proposal may be withdrawn by us if not accepted within _____ days.

ACCEPTANCE OF PROPOSAL The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outline above.

Signature _____

Date of Acceptance. _____ Signature _____

Attachment "A"
PROPOSAL #12175

The following items are included in this proposal:

- ABS PVC foam core pipe and solvent joint ABS fittings for underground sanitary sewer piping.
- Excavation backfill and compaction of plumbing trenches.
- Haul off of excess spoils.
- All work will be performed during regular hours from 7:00 AM to 3:30 PM Monday through Friday.

The following items are excluded from this proposal:

- Off hours, weekend or holiday work.
- Any patchwork to walls, ceilings or roof.
- Soil reports.
- Asbestos or lead abatement.
- Site work.
- Approximately 60' of sawcut, break and removal of (AC / concrete) as required for plumbing installation.
- Concrete coring.
- Concrete or AC replacement.
- Repairs to existing utilities or any underground piping not clearly identified prior to excavation.

Attachment "A"
PROPOSAL #12251

The following items are included in this proposal:

- Type L copper pipe with wrought copper solder type fittings for condensate drain piping.
- ½" thick Armaflex insulation for condensate drain piping
- 1-1/2" x ¾" wye branch tailpiece to install at existing lavatory.
- All work will be performed during off hours from 7:00 AM to 3:30 PM Saturday.

The following items are excluded from this proposal:

- Night and holiday work.
- Any patchwork to walls.
- Replacement of any damaged walls or floors due to condensate drain not being installed prior to startup of fan coil.



8 E. Gainsborough Rd., Thousand Oaks, CA 91360
 T. 805-496-7273, F. 805-496-7310

CA Lic. 893121

CHANGE ORDER PROPOSAL (COP)

School Name:	CHAVEZ SCHOOL	Date:	August 14, 2017
Project Name:	HVAC MODERNIZATION	COP Number:	17
To: <i>Name & Title</i>	DAVID FATEH, DIRECTOR OF FACILITIES	Contract Number:	16-266
From: <i>Contractor</i>	ARDALAN CONSTRUCTION CO. INC.	Bid Number:	16-04

Description of Work:

The thermostat for AC-6 located on the kitchen wall has a freezer in front of it and is causing the unit to work in cool mode constantly without turning off. Per RFI #051, we are to relocate thermostat outside of dishwashing area.

A. Subcontractor Cost of the Work:

S&A Mechanical	\$	379.28	
_____	\$	-	
_____	\$	-	
_____	\$	-	
_____	\$	-	
_____	\$	-	
		Subtotal A:	\$ 379.28

B. Contractor Cost of the Work:

		Subcontractor Mark Up 5%:	\$ 18.96
Payroll Costs (See attached supporting documentation)	\$	600.00	
Materials and Equipment (See attached supporting documentation)	\$	100.00	
Consultant Costs (See attached supporting documentation)	\$	-	
Supplemental Costs (See attached supporting documentation)	\$	-	
		Subtotal B:	\$ 700.00

C. Contractor Fee: (As per General Conditions)

15% GC Work Only		Subtotal C:	\$ 105.00
2% Bond Fee		Subtotal D:	\$ 24.06
		Total:	\$ 1,227.31

The proposal would Increase Decrease the Contract Time by TBD calendar days.

The proposal does NOT affect the Contract Time.

Teo Barragan

Contractor's Signature: ARDALAN CONSTRUCTION CO. INC.

Teo Barragan, Project Manager

Printed Name & Title

August 14, 2017

Date

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X **Facilities**
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Ratification of Change Order #1 to Precision Plumbing - Mechanical (Penanhoat/Fateh)

On August 23, 2017, the Board approved Field Contract #FC – P18-00938 in the amount of \$34,587.00, for the Transportation Yard Storm Water Diversion System Repair project, pursuant to the Uniform Public Construction Cost Accounting Act. Precision Plumbing – Mechanical is requesting ratification of Change Order #1 in the amount of \$3,028.00 in order to address unforeseen conditions encountered during demolition including removal of existing concrete vault discovered during excavation as well as excavation around unforeseen electrical duct bank and installation of a new sleeve below the existing uncovered duct bank.

Change Order #1 in the amount of \$3,028.00 to the original contract price of \$34,587.00 with Precision Plumbing – Mechanical will result in a net increase of 8.7% of the original contract amount.

FISCAL IMPACT:

\$3,028.00 – Deferred Maintenance One-Time Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #1 in the amount of \$3,028.00 with Precision Plumbing - Mechanical.

ADDITIONAL MATERIALS:

Attached: Change Order #1 (2 Pages)
 Proposal (8 Pages)



CHANGE ORDER

Date: 10/13/17

CHANGE ORDER NO. 1

PROJECT: OSD Transportation Yard
 O.S.D. BID No. #FC – P18-00938
 O.S.D. Agreement No.

OWNER: Oxnard School District
 1051 South A Street
 Oxnard, CA. 93030

ARCHITECT: AE Group Mechanical
 Engineering Inc.
 838 E. Front St.
 Ventura, CA. 93001

CONTRACTOR: Precision Plumbing – Mechanical

Attn:

Architects Proj. No.:
 D.S.A. File No.:
 D.S.A. App. No.:

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.....	\$ 34,587.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 0.00
ADJUSTED CONTRACT SUM.....	\$ 3,028.00
<u>NET CHANGE -</u>	<u>\$ 37,615.00</u>
Total Change Orders to Date:	\$ 3,028.00
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.:.....	\$ 37,615.00
Commencement Date:	8/29/17
Original Completion Date:	9/21/17
Original Contract Time:	N/A
Time Extension for all Previous Change Orders:	0 Days
Time Extension for this Change Order:	0 Days
Adjusted Completion Date:	9/21/17
Percentage	8.7%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Unforeseen conditions encountered during demolition; remove existing concrete vault discovered during excavation; excavate around unforeseen electrical duct bank and install new sleeve below duct bank.	X			
2.					
3.					
4.					
5.					
6.					
	Totals				

Total Change Order No. \$ 3,028.00

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES:

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

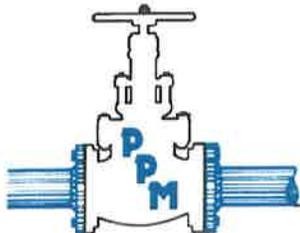
DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



PRECISION Plumbing-Mechanical

5350 Gabbert Road • Moorpark, CA 93021 • (805) 529-4748 • fax (805) 529-5433

Proposal

Page No. _____ of Pages

PROPOSAL SUBMITTED TO Oxnard School District - Orlando De Leon		PHONE (805) 385-1514	DATE 9-27-17
STREET 1055 South C Street		JOB NAME COR #1 Demo Existing Concrete Vault	
CITY, STATE AND ZIP CODE Oxnard, CA 93030		JOB LOCATION OSD Transportation Yard	
ARCHITECT	DATE OF PLANS	odeleon@oxnardsd.org	JOB PHONE

We hereby propose to furnish in accordance with specifications below, or on attached pages, all labor and materials necessary to complete the following:

We propose to demo the existing concrete vault discovered during our excavation of the new electrical trench, install 2" steel sleeve and concrete below existing duct bank and epoxy in re bar prior to pouring back concrete trench.

WE PROPOSE hereby to furnish material and labor – complete in accordance with above specifications, for the sum of:

Three Thousand Twenty Eight Dollars & No/100 _____ dollars (\$ **3,028.00**)

Payment to be made as follows:

Monthly progress payments; Net 15 days invoice.

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature

Daniel Bascom
Daniel Bascom

Note: This proposal may be withdrawn by us if not accepted within **15** days.

ACCEPTANCE OF PROPOSAL The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outline above.

Signature _____

Date of Acceptance: _____

Signature _____

EQUIPMENT / SUBCONTRACTORS:

QTY	DESCRIPTION	UNIT PRICE	TOTAL
1	COR #1 Thomas / Schwab Corporation	\$477.00	\$477.00
1	20 lbs. chipping gun rental	\$250.25	\$250.25
1	Dumpster fee for concrete vault	\$50.00	\$50.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

SUBTOTAL: \$777.25

10% M/U: \$77.73

TOTAL: \$854.98

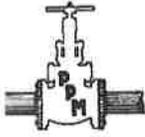
LABOR:

QTY.	DESCRIPTION	UNIT PRICE	TOTAL
12	Foreman	\$108.80	\$1,305.60
	Journeyman	\$98.48	\$0.00
12	Apprentice	\$70.12	\$841.44
	Foreman Overtime	\$147.49	\$0.00
	Journeyman Overtime	\$132.22	\$0.00
	Apprentice Overtime	\$93.95	\$0.00
	Foreman Double Time	\$183.81	\$0.00
	Journeyman Double Time	\$163.80	\$0.00
	Apprentice Double Time	\$116.06	\$0.00

LABOR TOTAL: \$2,147.04

SUBTOTAL OF ALL SECTIONS: \$3,027.72

TOTAL: \$3,027.72

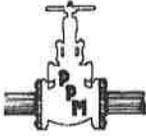


PRECISION PLUMBING-MECHANICAL

5350 GABBERT RD. MOORPARK, CA. 93021 PH: 805-529-4748 FAX: 805-529-5433

DAILY WORK SHEET

Job Name:		Job #:	Date:			
Oxnard School District Transportation yard		17-284	09-11-17			
Foreman Name:		Time In:	Time Out:			
Gaudencio Ortiz		7:00 AM	3:30 PM			
Employee Name:	Class:	Reg Hrs:	OT Hrs:	2T Hrs:	Shift Hrs:	
Gaudencio Ortiz	Foreman	8				
Juan Magaña	Apprentice	8				
Subcontractors:		Work Performed:				
		Installed 2" steel sleeve poured concrete underneath electrical duct bank and chipped out concrete				
Description of Work Performed:						
<p>We installed a 2" steel sleeve, poured concrete underneath the electrical duct bank, chipped out concrete to install new drain box, chipped out around existing drain pipe and removed it</p> <p>Gaudencio Ortiz 6 hours 12 hours Juan Magaña 6 hour</p>						
Approved By:			Date:			



PRECISION PLUMBING-MECHANICAL

5350 GABBERT RD. MOORPARK, CA. 93021 PH: 805-529-4748 FAX: 805-529-5433

DAILY WORK SHEET

Job Name: <i>Ormond school District Transportation yard</i>		Job #: <i>17-284</i>		Date: <i>09-08-17</i>	
Foreman Name: <i>Gaudencio Ortiz</i>		Time In: <i>7:00 am</i>		Time Out: <i>3:30 PM</i>	
Employee Name:	Class:	Reg Hrs:	OT Hrs:	2T Hrs:	Shift Hrs:
<i>Gaudencio Ortiz</i>	<i>Foreman</i>	<i>8</i>			
<i>Juan Magaña</i>	<i>Apprentice</i>	<i>8</i>			
Subcontractors:		Work Performed: <i>Sawcut and brocked concret, excavated trenches</i>			
Description of Work Performed: <i>we sawcut and chipped out 8" of concret above electrical duct bank and dug out underit it 12" to installe the 2" steel sleeve Gaudencio Ortiz 1.5 hours Juan Magaña 1.5 hours 3 hours we used a smole ^{RENTED} Jack hammer, to braki the bot wall we sawcut and broked a concret Box Gaudencio Ortiz 4.5 hour 9. hours Juan Magaña 4.5 hours</i>					
Approved By:					Date:



THOMAS SCHWAB
• CORPORATION •

CCL#830201
 A California Constuction Company

CHANGE ORDER PROPOSAL

Work Order No: _____ Contract No: _____ C.O.P. No.: 1

Submitted by:
Thomas-Schwab Corporation

 Ken Thomas

Submitted to:
 Precision Plumbing and Mechanical

 Gabbert Road

 Moorpark, CA

The following is an itemized quotation regarding proposed modifications to the Contract Documents.

Description of Work:
Changes as directed by District personnel or Architect
Bus Maintenance yard Concrete repairs and fencing

Subcontractor's Cost (Includes subcontractor overhead and profit):			
1/4 Plate / \$ holes drilled, Welded	\$	175.00	
holes drilled in concrete and red heads (4)	\$		
	\$		
	\$		Subtotal A: \$ 175.00
General Contractor's Cost:			
Labor (2) HRS @ \$80.11	\$	160.22	
Epoxy @ \$44.74 per (2) plus tax	\$	98.42	
	\$		
	\$		Subtotal B: \$ 258.64
			Subtotal C: \$ 43.36
			Subtotal D: \$ -
			GRAND TOTAL (A+B+C+D): \$ 477.00

The proposed change would increase the Final Completion Date by 0 calendar days.

The proposed change **DOES NOT AFFECT** THE final completion Date required by the Contract.

This Change Order Proposal is effective for 30 calendar days.

Contractor: _____
 Signature

Project Manager _____
 Title Date

Architect: _____
 Signature

Owner/Rep: _____
 Signature

Thomas-Schwab Corporation

PO Box 847
Agoura Hills, CA 91376

Invoice

DATE	INVOICE #
9/27/2017	1034

BILL TO
Precision Plumbing-Mechanical 5350 Gabbert Road Moorpark, CA 93021

P.O. NO.	TERMS	JOB#
	Due on receipt	01717 OSD Transpo...

DESCRIPTION	Prior %	RATE	Curr %	Total %	AMOUNT
CO#1		477.00	100.00%	100.00%	477.00
			Total		\$477.00
			Balance Due		\$477.00



INVOICE
 SEND ALL PAYMENTS TO:
 SUNBELT RENTALS, INC
 PO BOX 409211
 ATLANTA, GA 30384-9211

INVOICE NUMBER	72231863-0001
ACCOUNT NUMBER	423036
INVOICE DATE	9/13/17

PAGE 1

INVOICE TO
 PRECISION PLUMBING-MECHANICAL
 5350 GABBERT ROAD
 MOORPARK, CA 93021

JOB ADDRESS
 516 W WOOLEY RD, OXNARD
 PRECISION PLUMBING-MECHANICAL
 516 W WOOLEY RD
 OXNARD, CA 93030 7405
 C#: 805-529-4748 J#: 805-529-4748

RECEIVED BY
 RAMIREZ, RYAN

CONTRACT NUMBER
 72231863

PURCHASE ORDER NUMBER
 17-284

JOB NUMBER
 6 - PRECISION PLUMBI

BRANCH
 0763 VENTURA NORTH CA PC763
 320 W STANLEY AVENUE
 VENTURA, CA 93001
 805-643-0996

QTY	EQUIPMENT #	Min	Day	Week	4 Week	Amount
1	20 LB AIR HAMMER 842054 Make: APT Model: SB-5211 Ser #: 101308 Billed from 9/08/17 thru 9/13/17	43.00	48.00	180.00	355.00	180.00
1	AIR CHIPPING HAMMER POINT	9.00	9.00	21.00	59.00	21.00
Rental Sub-total:						201.00

SALES ITEMS:

Qty	Item number	Unit	Price	Amount
1	ENVIRONMENTAL ENVIRONMENTAL	EA	1.100	1.10
1	RENTAL PROTECTION PLAN	EA		30.15

FINAL BILL: 9/08/17 07:33 AM THRU 9/13/17 04:17 PM.

COPY

232.25

NET DUE UPON RECEIPT

RENTAL RETURN

SUBTOTAL	232.25
TAX	18.00
INVOICE TOTAL	250.25

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Ratification of Change Order #2 to Viola Inc. - San Miguel Pre-School New Portable Classrooms (Penanhoat/Fateh)

On June 7, 2017, the Board approved the Award of Formal Bid #16-03 and Approval of Agreement #16-275 for San Miguel Pre-School New Portable Classrooms in the amount of \$819,000.00. Upon commencement of construction, the project team encountered unforeseen conditions during the excavation and grading activity that required modifications to grading, utilities, asphalt and landscaping as well as modification to fencing.

This Change Order #2 in the amount of \$ \$2,865.20, with an additional 81 excusable non-compensable calendar days has been negotiated with Viola Inc. The additional 81 days is solely for the purpose of addressing corrective work and punch list items and will cause no impact or disruptions to the educational program.

Change Order #2 represents a net increase of 0.3% to the original contract amount. The total cumulative change order amount of \$66,329.98 represents 8% of the original contract amount.

FISCAL IMPACT:

\$2,865.20 – Deferred Maintenance One-Time Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #2 – Viola Inc. in the amount of \$2,865.20 and an additional 81 excusable non-compensable calendar days.

ADDITIONAL MATERIALS:

Attached: Change Order #2 (26 Pages)



CHANGE ORDER

Date: 10/13/17

CHANGE ORDER NO. 2

PROJECT: San Miguel Pre-School
O.S.D. BID No.16-03
O.S.D. Agreement No. 16-275

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT CSDA Architects

CONTRACTOR: Viola Inc.

Architects Proj. No.:
D.S.A. File No.: 56-22
D.S.A. App. No.:03-117806

Attn: Robert Viola

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.....	\$ 819,000.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 63,464.78
ADJUSTED CONTRACT SUM.....	\$ 885,329.98
<u>NET CHANGE -</u>	<u>\$ 2,865.20</u>

Total Change Orders to Date:\$ 66,329.98

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.:2..... \$885,329.98

Commencement Date:6/12/17

Original Completion Date:8/14/17

Time Extension for all Previous Change Orders:Zero Days

Time Extension for this Change Order: ...(excusable, non-compensable).....81 Calendar Days

Adjusted Completion Date:11/3/17

Percentage8%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCO-3: paving and landscape modifications		X		
2.	PCO-4: asphalt pad- split into two phases		X		
3.	PCO-5: demo and cap unforeseen concrete pipe	X			
4.	PCO-6: relocate existing catch basin	X			
5.	PCO-7: add temporary asphalt ramps for furniture move in	X			
6.	PCO-8: delete fencing changes		X		
	Totals				

Total Change Order No. 2 \$ 2,865.20

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES:

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

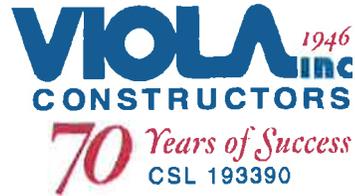
DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



Monday, August 28, 2017

David Fateh
 Oxnard School District
 Oxnard, CA 93033

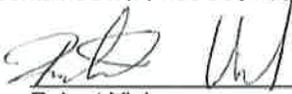
**RE: PCO Number 003
 Paving and Landscape Changes.
 San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number **003**, for the following extra work: **Paving and Landscape Changes**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all changes. Contractor may request adjustment to the Contract Time for extra work or schedule impacts to completion of the Work.

Item Number	Description	Proposed Amount	Company
001	Additional 1700 SF of 2" Asphalt on 3" Crushed Aggregate Base (10% Markup included)	\$9,101.42	Berry General Engineering
002	Change Over Excavation Depth from 2' to 1' (10% Markup included)	(\$1,260.00)	Berry General Engineering
003	Remove and Replace Additional 270 SF of Asphalt (10% Markup included)	\$2,484.00	Berry General Engineering
004	Credit 1700 SF of Sod (10% Markup included)	(\$2,285.00)	Dufau Landscape
005	Add 350 SF of Sod (10% Markup included)	\$795.00	Dufau Landscape
006	Change 280 SF of Sod to Mulch (10% Markup included)	(\$51.00)	Dufau Landscape
007	Credit 294 LF of Mow Strip and Change 74 LF of Mow Strip to 6" Wide (10% Markup included)	(\$6,061.58)	Berry General Engineering
008	Viola Markup @ 5% on Added Changes	\$619.02	Viola Incorporated
Total Amount		\$3,341.86	

The information contained here has been verified and found to conform to project requirements.

Contractor:  Date 8-29-17
 Robert Viola
 Project Manager

Approved: _____ Date _____
 David Fateh
 Director of Facilities

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

July 20, 2017

Viola Incorporated
Attn: Pat Waid
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-5; Additional 1700 SF. of Asphalt Paving for Playground Area

1) Additional Asphalt Paving, 1700 SF. of 2" Asphalt on 3" Crushed Aggregate Base.

Labor	\$	4,414.24	+	10 %	=	\$	4,855.66
Equipment	\$	826.28	+	10 %	=	\$	908.91
Material	\$	3,033.50	+	10 %	=	\$	3,336.85
Sub-Contract	\$	0.00	+	10 %	=	\$	0.00
Sub-Total						\$	9,101.42
2% for Bonds						\$	0.00
Total						\$	9,101.42

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$78,086.07
Total This Request	\$9,101.42
Revised Contract Amount	\$223,124.49

Contract time extension required for these changes, 2 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

Group: CHOR Change Order Work

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010	Paving Playground Area	1,700.00	SF	4.8671	8,274.02		
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:	1.78	2.60	0.49				
Total Cost:	3,033.50	4,414.24	826.28				

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.02	Buy Asphalt Paving	21.00	TN	144.4524	3,033.50		
Prod. per Hr:	Day Lgth: 8.00	Hrs Req:	Lbr Typ: Standard	Man. Hrs.:			
Work. Comp. PAVE	14.75%	Days Req:		Prod./Man Hr: 0.000000			
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:	144.45						
Total Cost:	3,033.50						

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
M 1/2 Hot Mix	STD	25.00	TN	68.9800	1,724.50
M Class II Base	STD	50.00	TN	26.1800	1,309.00

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.04	Asphalt Subgrade	1,700.00	SF	0.9028	1,534.76		
Prod. per Hr: 425.00	Day Lgth: 8.00	Hrs Req: 4.00	Lbr Typ: Standard	Man. Hrs.: 16.00			
Work. Comp. PAVE	14.75%	Days Req: 0.50		Prod./Man Hr: 106.250000			
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:		0.74	0.16				
Total Cost:		1,262.00	272.76				

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
C Small Area Grade Crew	STD	1.00	EA	0.0000	0.00
L Foreman	STD	1.00 / 4.00	HR	91.5700	366.28
E 3/4 Ton Pickup	STD	1.00 / 4.00	HR	10.1400	40.56
E John Deere Skip	STD	0.50 / 4.00	HR	29.4000	58.80
L Ave Operator	STD	1.00 / 4.00	HR	90.1900	360.76
L Ave Laborer	STD	2.00 / 4.00	HR	66.8700	534.96
E Flatbed Truck	STD	1.00 / 4.00	HR	33.5000	134.00
E Water Trailer	STD	1.00 / 4.00	HR	3.6500	14.60
E Small Roller	STD	0.50 / 4.00	HR	12.4000	24.80

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.06	Place And Finish Base	1,700.00	SF	0.9028	1,534.76		
Prod. per Hr: 425.00	Day Lgth: 8.00	Hrs Req: 4.00	Lbr Typ: Standard	Man. Hrs.: 16.00			
Work. Comp. PAVE	14.75%	Days Req: 0.50		Prod./Man Hr: 106.250000			
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:		0.74	0.16				
Total Cost:		1,262.00	272.76				

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
C Small Area Grade Crew	STD	1.00	EA	0.0000	0.00
L Foreman	STD	1.00 / 4.00	HR	91.5700	366.28
E 3/4 Ton Pickup	STD	1.00 / 4.00	HR	10.1400	40.56
E John Deere Skip	STD	0.50 / 4.00	HR	29.4000	58.80
L Ave Operator	STD	1.00 / 4.00	HR	90.1900	360.76
L Ave Laborer	STD	2.00 / 4.00	HR	66.8700	534.96
E Flatbed Truck	STD	1.00 / 4.00	HR	33.5000	134.00

Estimator: John Hale
For Job: 17-055 - San Miguel Pre-School

(Crew/Assembly) Zero Total Cost Warning

7/20/2017
10:14AM

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

E Water Trailer	STD	1.00 /	4.00 HR	3.6500	14.60
E Small Roller	STD	0.50 /	4.00 HR	12.4000	24.80

010.08	Asphalt Paving	21.00 TN	103.3810	2,171.00			
Prod. per Hr: 5.25	Day Lgth: 8.00	Hrs Req: 4.00	Lbr Typ: Standard	Man. Hrs.: 24.00			
Work. Comp. PAVE	14.75%	Days Req: 0.50	Prod./Man Hr:	0.875000			
<u>Unit Cost:</u>	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Total Cost:		90.01	13.37				
		1,890.24	280.76				

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
C Leeboy Pave Crew	STD	1.00	EA	0.0000	0.00
L Foreman	STD	1.00 /	4.00 HR	91.5700	366.28
E 3/4 Ton Pickup	STD	1.00 /	4.00 HR	10.1400	40.56
E Leeboy 8500	STD	1.00 /	4.00 HR	31.2500	125.00
L Ave Operator	STD	1.00 /	4.00 HR	90.1900	360.76
E Small Roller	STD	1.00 /	4.00 HR	12.4000	49.60
L Ave Operator	STD	1.00 /	4.00 HR	90.1900	360.76
L Ave Laborer	STD	3.00 /	4.00 HR	66.8700	802.44
E Crew Truck	STD	1.00 /	4.00 HR	16.4000	65.60

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

July 20, 2017

Viola Incorporated
Attn: Pat Waid
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

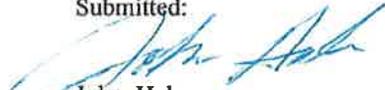
Changed or Additional Prices as Requested- COR-7; Credit change in Over-excavation depth.

- 1) Credit for changing over-excavation depth from 2' to 1' in the Playground area and the walk way area around new portables \$ 1,260.00 Credit (10% markup included)

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$72,024.49
Total This Request	-\$1,260.00
Revised Contract Amount	\$206,701.49

Contract time extension required for these changes, 0 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

August 28, 2017

Viola Incorporated
Attn: Robert Viola
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-10; Remove and Replace Asphalt

- 1) Remove and replace 270 sf. of asphalt paving including saw cutting and dump fees.

Labor	\$	1,125.94	+	10 %	=	\$	1,238.53
Equipment	\$	592.24	+	10 %	=	\$	651.46
Material	\$	540.00	+	10 %	=	\$	594.00
Sub-Contract	\$	0.00	+	10 %	=	\$	0.00
Sub-Total						\$	2,484.00
2% for Bonds						\$	0.00
Total						\$	2,484.00

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$98,915.69
Total This Request	\$2,484.00
Revised Contract Amount	\$237,336.69

Contract time extension required for these changes, 1 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

DUFAU LANDSCAPE

Professional Horticultural Services

August 16, 2017

Viola Inc.

c/o Robert Viola
P. O. Box 5624
Oxnard, CA. 93031
Ph. 805/487-3871
rviola@violainc.com

RE: Sod Relocations Change Order #2: San Miguel Sp. Ed. School

Layout changes to playground Marathon Sod per your request.

Main Lawn Area Next to Play structure

Delete

Irrigation 9 Toro 570 6" pop-up's Lateral line fittings	(\$225.00)
1,700 sq. ft.- Marathon Sod @ \$1.20 per sq. ft.	(\$ 2,040.00)
Area Total	(\$2,285.00)

Small Lawn Area South of New Mobile Classroom

Delete

Irrigation 6 Toro 570 6" pop-up's Lateral line fittings	(\$150.00)
280 sq. ft.- Marathon Sod @ \$1.20 per sq. ft.	(\$ 336.00)
Area Total	(\$486.00)

Main Lawn Area between Play structure & Existing Classroom

Add

Irrigation 8 Toro 570 6" pop-up's Lateral line fittings	\$200.00
350 Sq Feet Rough Grading	\$175.00
350 sq. ft.- Marathon Sod @ \$1.20 per sq. ft.	\$420.00
Area Total Add	\$795.00

Small Lawn Area South of New Mobile Classroom

Delete

280 Sq Feet Weed Fabric, Delivered, Placed & Stapled	(\$150.00)
3 cubic Yards @ aprox 3" deep over 280 ft sq Mulch, Delivered	(\$ 285.00)
Area Total Add	(\$435.00)

Total Credit for Sod Layout Changes (\$1,541.00)

(10% markups on adds and credits included)

Lic. # 823698 CA DIR #1000009300

P.O. Box 7105 Oxnard, CA 93031

805/667-9191 dufauland@aol.com

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

July 26, 2017

Viola Incorporated
Attn: Pat Waid
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-6; Credit for deleting 294 LF of Mow Strip Curb

1) Credit for deleting 294 LF of Mow Strip and adding 294 LF. of Redwood Header

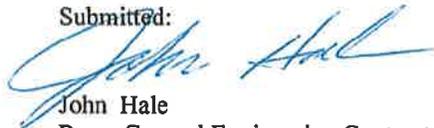
Total contract price for Mow Strip with mark-up	\$ 21,029.12
Cost of Remaining Mow Strip with mark-up	<u>\$ 9,710.82</u>
Total	\$ 11,318.30

Delete 294 LF of Concrete Mow Strip, Credit of	\$ 11,318.30
<u>Replace Mow Strip with Redwood Header including Mark-up</u>	<u>\$ - 5,256.72</u>
Total Credit	\$ 6,061.58

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$78,086.07
Total This Request	<u>-\$6,061.58</u>
Revised Contract Amount	\$207,961.49

Contract time extension required for these changes, 0 working day

Submitted:



John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated



Tuesday, August 29, 2017

David Fateh
Oxnard School District
Oxnard, CA 93033

**RE: PCO Number 004
Split Asphalt into 2 Mobilizations.
San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number 004, for the following extra work: **Split Asphalt into 2 Mobilizations**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all extra costs. Contractor may request adjustment to the Contract Time for extra work or schedule impacts to completion of the Work. Viola is reserving the right to determine if these changes affect the critical path.

Item Number	Description	Proposed Amount	Company
001	Split paving into 2 separate operations for the building delivery date	\$3,069.26	Berry General Engineering
002	Viola Markup @ 5%	\$153.46	Viola Incorporated

Total Amount \$3,222.72

The information contained here has been verified and found to conform to project requirements.

Robert Viola
Viola Constructors

Contractor:

Robert Viola
Project Manager

Date

8-29-17

Approved:

David Fateh
Director of Facilities

Date

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

July 20, 2017

Viola Incorporated
Attn: Pat Waid
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-4; Additional Move in for Paving

- 1) Additional equipment moves due to splitting the paving into 2 separate operations for the building delivery date.

Labor	\$	1,890.24	+	10 %	=	\$	2,079.26
Equipment	\$	900.00	+	10 %	=	\$	990.00
Material	\$	0.00	+	10 %	=	\$	0.00
Sub-Contract	\$	0.00	+	10 %	=	\$	0.00
<hr/>							
Sub-Total						\$	3,069.26
2% for Bonds						\$	0.00
<hr/>							
Total						\$	3,069.26

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$75,016.81
Total This Request	\$3,069.26
<hr/>	
Revised Contract Amount	\$214,023.07

Contract time extension required for these changes, 1 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

Group: PAVING Paving Items

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010	Paving Extra Move	1.00	LS	2,790.2400	2,790.24		
Unit Cost:	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
		1,890.24					900.00
Total Cost:		1,890.24					900.00

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.02	Paving Move In	1.00	LS	900.0000	900.00		
Prod. per Hr: 0.13	Day Lgth: 8.00	Hrs Req: 8.00	Lbr Typ: Standard	Man. Hrs.:			
Work. Comp. PAVE 14.75%		Days Req: 1.00		Prod./Man Hr: 0.000000			
Unit Cost:	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Total Cost:							900.00

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
T Equip Moves	STD	3.00	EA	300.0000	900.00

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.04	Paving Crew Time	1.00	LS	1,890.2400	1,890.24		
Prod. per Hr: 0.25	Day Lgth: 8.00	Hrs Req: 4.00	Lbr Typ: Standard	Man. Hrs.: 24.00			
Work. Comp. PAVE 14.75%		Days Req: 0.50		Prod./Man Hr: 0.041667			
Unit Cost:	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Total Cost:		1,890.24					

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
C Leeboy Pave Crew	STD	1.00	EA	0.0000	0.00
L Foreman	STD	1.00 /	4.00 HR	91.5700	366.28
L Ave Operator	STD	1.00 /	4.00 HR	90.1900	360.76
L Ave Operator	STD	1.00 /	4.00 HR	90.1900	360.76
L Ave Laborer	STD	3.00 /	4.00 HR	66.8700	802.44



Tuesday, August 29, 2017

David Fateh
 Oxnard School District
 Oxnard, CA 93033

**RE: PCO Number 005
 Demo and Cap RCP.
 San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number 005, for the following extra work: **Demo and Cap RCP**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all extra costs. Contractor may request adjustment to the Contract Time for extra work or schedule impacts to completion of the Work. Viola is reserving the right to determine if these changes affect the critical path.

Item Number	Description	Proposed Amount	Company
001	Remove 60' of Reinforce Concrete Pipe and cap exposed ends	\$4,014.82	Berry General Engineering
002	Viola Markup @ 5%	\$200.74	Viola Incorporated

Total Amount \$4,215.56

The information contained here has been verified and found to conform to project requirements.

Robert Viola
 Viola Constructors

Contractor:

Robert Viola
 Project Manager

Date

8-29-17

Approved:

 David Fateh
 Director of Facilities

Date

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

July 26, 2017

Viola Incorporated
Attn: Pat Waid
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-8;16" RCP Pipe Removal and Capping

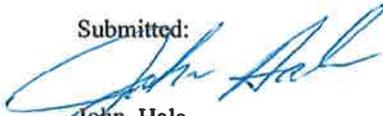
- 1) Remove and Haul to Concrete Recycler 60' of 16" Reinforced Concrete Pipe and cap exposed ends in excavation with concrete cap.

Labor	\$	2,517.92	+	10 %	=	\$	2,769.71
Equipment	\$	889.92	+	10 %	=	\$	978.91
Material	\$	242.00	+	10 %	=	\$	266.20
Sub-Contract	\$	0.00	+	10 %	=	\$	0.00
<hr/>							
Sub-Total						\$	4,014.82
2% for Bonds						\$	0.00
<hr/>							
Total						\$	4,014.82

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$70,764.49
Total This Request	\$4,014.82
<hr/>	
Revised Contract Amount	\$210,716.31

Contract time extension required for these changes, 1 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

7/26/2017
8:22AM

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

Group: COR- 8 16" RCP Pipe Removal And Cappeng

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost
010	Grading Crew Time	1.00	LS	2,600.4400	2,600.44
	<u>Material</u>				
Unit Cost:	200.00	Labor	1,616.68	Equipment	783.76
Total Cost:	200.00		1,616.68		783.76

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost
010.02	Grading Crew Time	1.00	LS	2,600.4400	2,600.44
Prod. per Hr: 0.25		Day Lgth: 8.00		Hrs Req: 4.00	
Work. Comp. PAVE 14.75%				Lbr Typ: Standard	
				Man. Hrs.: 20.00	
				Prod./Man Hr: 0.050000	
	<u>Material</u>				
Unit Cost:	200.00	Labor	1,616.68	Equipment	783.76
Total Cost:	200.00		1,616.68		783.76

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
L Foreman	STD	1.00 / 4.00	HR	91.5700	366.28
E 3/4 Ton Pickup	STD	1.00 / 4.00	HR	10.1400	40.56
E 321 Excavator	STD	1.00 / 4.00	HR	50.0000	200.00
L Ave Operator	STD	1.00 / 4.00	HR	90.1900	360.76
E Cat 950 Loader	STD	1.00 / 4.00	HR	67.5000	270.00
L Ave Operator	STD	1.00 / 4.00	HR	90.1900	360.76
E Water Truck - 1500 Gallon	STD	1.00 / 4.00	HR	23.5000	94.00
L General Laborer	STD	1.00 / 4.00	HR	66.1100	264.44
E 10 Wheel Dump	STD	1.00 / 4.00	HR	44.8000	179.20
L General Laborer	STD	1.00 / 4.00	HR	66.1100	264.44
M Dump Brokan AC & Clean Conc By Load	STD	1.00	LD	200.0000	200.00

MATERIAL = \$ 242.00 LABOR = 2,517.92 EQ = 889.92

Estimator: John Hale

For Job: 17-055 - San Miguel Pre-School

(Crew/Assembly) (Zero Total Cost Warning)

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
020	Concrete Pipe Cap	1.00	LS	1,049.4000	1,049.40		
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:	42.00	901.24	106.16				
Total Cost:	42.00	901.24	106.16				
020.02	Cap Concrete Pipe	1.00	LS	1,049.4000	1,049.40		
Prod. per Hr: 0.25	Day Lgth: 8.00	Hrs Req: 4.00	Lbr Typ: Standard	Man. Hrs.: 12.00			
Work. Comp. PAVE	14.75%	Days Req: 0.50	Prod./Man Hr: 0.083333				
	<u>Material</u>	<u>Labor</u>	<u>Equipment</u>	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Unit Cost:	42.00	901.24	106.16				
Total Cost:	42.00	901.24	106.16				

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
L Foreman	STD	1.00 / 4.00	HR	91.5700	366.28
E 3/4 Ton Pickup	STD	1.00 / 4.00	HR	10.1400	40.56
L Ave Laborer	STD	2.00 / 4.00	HR	66.8700	534.96
E Crew Truck	STD	1.00 / 4.00	HR	16.4000	65.60
M Portland Cement	STD	6.00	EA	7.0000	42.00



Tuesday, August 29, 2017

David Fateh
Oxnard School District
Oxnard, CA 93033

**RE: PCO Number 006
Lower Existing Catch Basin.
San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number **006**, for the following extra work: **Lower Existing Catch Basin**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all extra costs.

Item Number	Description	Proposed Amount	Company
001	Lower Existing Catch Basin	\$320.63	M & T Concrete
002	Viola Markup @ 5%	\$16.03	Viola Incorporated

Total Amount \$336.66

The information contained here has been verified and found to conform to project requirements.

Robert Viola
Viola Constructors

Contractor:


Robert Viola
Project Manager

Date 8-29-17

Approved:

David Fateh
Director of Facilities

Date _____

Work Order Proposal

M&T Concrete Inc.

P.O. Box 5624
Oxnard, CA 93031
Phone: 805.487.3871
Fax: 805.487.3870

Work order # 001

Project: San Miguel Pre-School
Location:
Field Directive # PCO 006

Date 7/25/2017

Description of change:
Lower existing catch basin to match plans

Persons	Trade Classification	Hours	Hourly Rate	Total Cost
1	Journeyman Carpenter	4	\$71.87	\$287.48

Own or Rental Equipment Used	Days	Daily Rate	Total Cost
	0	\$0.00	\$0.00

Material Used	Quantity	Unit Rate	Total Cost
Concrete	1	\$4.00	\$4.00

Subtotal

Overhead and Profit 10%

Total Cost

Contractor Representative

Date

Owner Representative

Date



Tuesday, August 29, 2017

David Fateh
Oxnard School District
Oxnard, CA 93033

**RE: PCO Number 007
Add Asphalt Ramps.
San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number 007, for the following extra work: **Add Asphalt Ramps**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all extra costs.

Item Number	Description	Proposed Amount	Company
001	Add asphalt ramps at end of Silver Creek ramps	\$1,089.09	Berry General Engineering
002	Viola Markup @ 5%	\$54.45	Viola Incorporated

Total Amount \$1,143.54

The information contained here has been verified and found to conform to project requirements.

Robert Viola
Viola Constructors

Contractor:

Date 8-29-17

Robert Viola
Project Manager

Approved:

David Fateh
Director of Facilities

Date _____

BERRY
GENERAL ENGINEERING
CONTRACTORS, INC.

P.O. BOX 1457 VENTURA, CA 93002
805-643-7567 FAX 805-643-7482
License No. 400577

August 28, 2017

Viola Incorporated
Attn: Robert Viola
1144 Commercial Ave.
Oxnard, CA.93031-5624

RE: San Miguel Pre-School New Portable Classrooms

Changed or Additional Prices as Requested- COR-11; Asphalt Paving at end of Access Ramps

- 1) Pave at the end of ADA Ramps to match existing asphalt grade.

Labor	\$	631.00	+	10 %	=	\$	694.10
Equipment	\$	79.08	+	10 %	=	\$	86.99
Material	\$	280.00	+	10 %	=	\$	308.00
Sub-Contract	\$	0.00	+	10 %	=	\$	0.00
Sub-Total						\$	1,089.09
2% for Bonds						\$	0.00
Total						\$	1,089.09

Original Contract Amount	\$135,937.00
Approved Change Orders	\$0.00
Pending Change Orders	\$101,399.69
Total This Request	\$1,089.09
Revised Contract Amount	\$238,425.78

Contract time extension required for these changes, 0 working day

Submitted:


John Hale
Berry General Engineering Contractors, Inc.

Accepted:

Viola Incorporated

Berry General Engineering Contr., Inc.
Item Cost Detail
San Miguel Pre-School

Group: RAMP PAVE Paving At End Of Access Ramp

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010	Access Rasmp Paving	1.00	LS	990.0800	990.08		
Unit Cost:	<u>Material</u> 280.00	<u>Labor</u> 631.00	<u>Equipment</u> 79.08	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Total Cost:	280.00	631.00	79.08				

Bid-Item	Description	Quantity	UM	Unit Cost	Total Cost		
010.02	Access Ramp Paving	1.00	LS	990.0800	990.08		
Prod. per Hr: 0.50	Day Lgth: 8.00	Hrs Req: 2.00	Lbr Typ: Standard	Man. Hrs.: 8.00			
Work. Comp. PAVE 14.75%		Days Req: 0.25		Prod./Man Hr: 0.125000			
Unit Cost:	<u>Material</u> 280.00	<u>Labor</u> 631.00	<u>Equipment</u> 79.08	<u>Other</u>	<u>Subcontractor</u>	<u>Plug</u>	<u>Truck</u>
Total Cost:	280.00	631.00	79.08				

Description	Area	Quantity/Hours	UM	Unit Cost	Total Cost
L Foreman	STD	1.00 / 2.00	HR	91.5700	183.14
E 3/4 Ton Pickup	STD	1.00 / 2.00	HR	10.1400	20.28
L Ave Laborer	STD	2.00 / 2.00	HR	66.8700	267.48
E John Deere Skip	STD	1.00 / 2.00	HR	29.4000	58.80
L Ave Operator	STD	1.00 / 2.00	HR	90.1900	180.38
M 1/2 Hot Mix	STD		4.00 TN	70.0000	280.00



Wednesday, September 06, 2017

David Fateh
 Oxnard School District
 Oxnard, CA 93033

**RE: PCO Number 008
 Fencing Changes.
 San Miguel Pre-School - New Portable Classrooms-17-15**

Dear Mr. Fateh,

Please find for your review and approval all the required quotations for PCO Number **008**, for the following extra work: **Fencing Changes**. We have reviewed the scopes of work and have verified that all extra work items are in compliance with our contract agreement. The following is a detailed itemization of all changed costs.

Item Number	Description	Proposed Amount	Company
001	Delete Gate 3	(\$3,504.61)	Magnum Fence and Security, Inc.
002	Delete Gate 4	(\$3,504.61)	Magnum Fence and Security, Inc.
003	Delete Gate 5 Hardware	(\$2,299.79)	Magnum Fence and Security, Inc.
004	Modify Gate 8	(\$945.54)	Magnum Fence and Security, Inc.
005	Modify Gate 7	(\$651.89)	Magnum Fence and Security, Inc.
006	Increase parking lot fence height to 6ft	\$1,467.79	Magnum Fence and Security, Inc.
007	Add fence by Gate 4	\$897.61	Magnum Fence and Security, Inc.
008	Markup @ 10%	(\$854.10)	Magnum Fence and Security, Inc.

Total Amount (\$9,395.14)

The information contained here has been verified and found to conform to project requirements.

Robert Viola
 Viola Constructors

Contractor:

Robert Viola
 Project Manager

Date 9-6-17

Approved:

David Fateh
 Director of Facilities

Date _____

Magnum Fence and Security, Inc
San Miguel
Change Order Request #1

Delete Gate 3

	<u>\$/Unit</u>	<u>Extended</u>
1 Gate with hinges and kick plate	-805.00	-805.00
1 Von Durpin Panic Device with lever set and Keedex Gate Box	-1107.00	-1,107.00
2 2 7/8 x sch40 posts	-42.00	-84.00
2 Caps	-2.30	-4.60
1 Concrete	-304.00	-304.00
		<hr/> -2,304.60
Sales Tax	7.750%	-178.61
		<hr/> -2,483.21
16 hrs labor Iron Workers Fence Erector	-63.84	-1,021.40
Total		<hr/> -3,504.61 <hr/>

Delete Gate 4

1 Gate with hinges and kick plate	-805.00	-805.00
1 Von Durpin Panic Device with lever set and Keedex Gate Box	-1107.00	-1,107.00
2 2 7/8 x sch40 posts	-42.00	-84.00
2 Caps	-2.30	-4.60
1 Concrete	-304.00	-304.00
		<hr/> -2,304.60
Sales Tax	7.750%	-178.61
Total		<hr/> -2,483.21
16 hrs labor Iron Workers Fence Erector	-63.84	-1,021.40
Total		<hr/> -3,504.61 <hr/>

Delete hardware on Gate 5 East Side

1 Von Durpin Panic Device with lever set and Keedex Gate Box	-1,107.00	-1,107.00
		<hr/> -1,107.00
	7.75%	-85.79
Total		<hr/> -2,299.79 <hr/>

Modify Gate 8

Installed new gate with hardware in existing opening. Plans called for new posts etc

2 2 7/8 x sch40 posts	-48.00	-96.00
2 Caps	-1.78	-3.56
1 Concrete	-304.00	-304.00
		<hr/>
		-403.56
	7.75%	-31.28
		<hr/>
		-434.84
8 hrs labor Iron Workers Fence Erector	-63.84	-510.70
Total		<hr/> -945.54 <hr/>

Added Hardware to existing gate 7

Installed new hardware to existing gate and changed swing

1 Gate with hinges	-605.00	-605.00
	7.75%	-46.89
		<hr/>
Total		-651.89 <hr/>

Increased height of 4ft tall east/west fence to 6ft

80 difference between 4ft and 6ft chainlink	1.02	81.60
12 Extensions	10.58	126.90
4 tension bands	1.03	4.12
1 Increase in the size of the gate	201.67	201.67
		<hr/>
		414.29
	7.75%	32.11
		<hr/>
		446.39
16 hrs labor Iron Workers Fence Erector	63.84	1,021.40
Total		<hr/> 1,467.79 <hr/>

Install 10ft of 6ft tall chainlink fence by CDR Building

1 2 3/8 x sch40 post	20.08	20.08
10 1 5/8 x sch40 top rail	12.50	125.00
2 tension bars	4.05	8.10
10 tension bands	1.03	10.30
2 rail ends	1.60	3.20
2 brace bands	1.05	2.10
2 Caps	1.78	3.56
1 PorRok	9.00	9.00
		<u>181.34</u>
	7.75%	<u>14.05</u>
		195.39
11 hrs labor Iron Workers Fence Erector	63.84	702.21
Total		<u>897.61</u>
		<u>-8,541.03</u>
Mark Up	10%	<u>-854.10</u>
Grand Total		<u>-9,395.13</u>

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- STUDY SESSION** _____
- CLOSED SESSION** _____
- SECTION A-1: PRELIMINARY** _____
- SECTION A-II: REPORTS** _____
- SECTION B: HEARINGS** _____
- SECTION C: CONSENT AGENDA** X

- Agreement Category:
- _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities

SECTION D: ACTION _____

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

Approval of Notice of Completion, Haydock Sewer Repair/Replacement Project, Bid #16-05 (Penanhoat/Fateh)

The contractor, Kiwitt’s General Building Contractor, has completed the work of Bid #16-05 to perform the work for Haydock Sewer Repair/Replacement, as of August 14, 2017. It is recommended that the Board of Trustees approve the Notice of Completion for this project, which will be filed by the District with the County Recorder’s Office.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder’s Office, for Bid #16-05, Haydock Sewer Repair/Replacement with Kiwitt’s General Building Contractor.

ADDITIONAL MATERIALS:

Attached: Notice of Completion (1 Page)

Return Recorded Notice of Completion to:
Lisa A. Franz
Oxnard School District
1051 South "A" Street
Oxnard, CA 93030

NO FEE PER GOVT CODE 27383

NOTICE OF COMPLETION

Notice is hereby given that the Oxnard School District, a school district in Ventura County, is the owner in fee of the following described real property, to-wit:

Description: Haydock Middle School, 647 West Hill Street, Oxnard, CA 93033, for Bid #16-05, Haydock Sewer Repair/Replacement Project:

That on or about the 17th day of May 2017 the said Oxnard School District of Ventura County entered into a contract with Kiwitt's General Building Contractor for the work of site improvements located at Curren Elementary School that certain real property hereinbefore described; that said building(s) and improvements were substantially completed on the 14th day of August, 2017; that the address of said Oxnard School District is 1051 South A Street, City of Oxnard, Ventura County, California 93030.

Oxnard School District

By _____
Secretary of its Board of Trustees

STATE OF CALIFORNIA)
COUNTY OF VENTURA)

Cesar Morales, being first duly sworn deposes and says: that he is Secretary and Clerk of the Board of Trustees of the Oxnard School District, a school district of Ventura County, California; that he therefore verifies the forgoing Notice of Completion on behalf of said Oxnard School District; that the Oxnard School District, of Ventura County, California, is owner of the property described in the forgoing notice; that he has read the forgoing notice and knows the contents thereof; that he has personal knowledge of the facts therein stated; that the same are true.

Subscribed and sworn to (**or affirmed**) before me on this _____ day of _____, 2017, by _____, **proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.**

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Credit Change Order #2 to Kiwitt's General Building – Haydock Sewer Repair/Replacement Project (Penanhoat/Fateh)

On May 17, 2017, the Board approved the Award of Formal Bid#16-05, Haydock Sewer Repair/Replacement in the amount of \$128,000.00.

This credit change order reduced the scope of work due to deletion of new roof vents, drywell and changes location of eyewash and cleanout.

The Credit Change Order amount of (-\$2,725.00) represents (- 2.1%) of the original contract amount. The total cumulative change order amount is \$6,248.87 which represents 4.9% of the original contract amount.

FISCAL IMPACT:

Credit of \$2,725.00

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Credit Change Order #1 in the amount of (\$2,725.00) with Kiwitt's General Building.

ADDITIONAL MATERIALS:

Attached: Change Order #2 (2 Pages)



CREDIT CHANGE ORDER

Date: 10/9/17

CHANGE ORDER NO. 2

PROJECT: Haydock Sewer Repair/Replacement Project
O.S.D. BID No.16-05
O.S.D. Agreement No. P17-05086

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT: FM Architects
815 Colorado Blvd. #200
Los Angeles, CA. 90041

CONTRACTOR: Kiwitt's General Building Contractor

Attn: Mike Kiwitt

Architects Proj. No.: N/A
D.S.A. File No.: N/A
D.S.A. App. No.: N/A

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	\$128,000.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS	\$8,973.87
ADJUSTED CONTRACT SUM	\$136,973.87
NET CREDIT CHANGE -	\$2,725.00

Total Change Orders to Date:

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 2..... \$134,248.87

Commencement Date: **6/19/17**

Original Completion Date: **8/14/17**

Original Contract Time: **56 days**

Time Extension for all Previous Change Orders: **Zero Days**

Time Extension for this Change Order: **Zero Days**

Adjusted Completion Date:8/14/17

Percentage

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.					
2.					
3.					
4.					
5.					
6.					
	Totals				

Total Credit Change Order No. \$2,725.00

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES ;

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____

KIWITT'S GENERAL BUILDING CONTRACTOR

P.O. BOX 1359
SOMIS, CA 93066-1359
OFFICE (805) 986-4882

LIC# 431960 DIR# 1000004196
KIWITTCLAN@AOL.COM
FAX (805) 531-0035

CREDIT MEMO

CHANGE ORDER

ADDITIONAL WORK ORDER

TO OXNARD SCHOOL DISTRICT

PHONE	DATE 9/14/17
JOB NAME / LOCATION HAYDOCK	
CONTRACT / JOB NUMBER	JOB PHONE

We hereby agree to the change(s) or additional work specified below:

credit and description for the following items

1. Based off the original architectural drawings we were to replace the roof vents in each of the classrooms and janitor storage room, and install a new vent for the new eyewash station. during investigation we removed sections of drywall and plaster to expose the existing vents. we identified each vent and inspected. the vents were cleaned and clear upon inspection. we went up the wall on each vent and removed the old sewer tie in and replaced all pipes up to the vertical roof vent first no hub coupling. a credit will be issued for each of the vents that we did not replace on the roof top. there were 5 vents total not replaced the following breakdown is for not replacing each of the vents. (5) roofjacks, and (5) roof vent covers, (5) areas of the roof would have minor sealant needed. vent pipe credit and labor. materials and labor \$2000.00 credit
 2. based off the architectural drawings we were to install condensate line to a drywell after speaking with district they wanted the line stubbed out to the exterior where it would be visible and not in a drywell. a credit to the district for the concrete collar and lid, concrete, gravel, 4" pvc pipe and 3/4" pv pipe and labor. materials and labor \$350.00
 3. we had an rfi that changed the location to the eyewash station the new location was closer to the existing cold water source a credit will be issued for the 1 1/4" copper pipe will be issued \$100.00
 4. in the bathroom a cleanout was to be placed above the sink drain. we placed a cleanout on the floor to clean out the lines. the district will receive a credit for the cleanout that was not added \$75.00
 5. Lockable water closet with shut off valve behind. district will have us put the shutoff valve in the mechanical room behind the bathroom since the mechanical room is always locked. \$200.00 credit for the lockable cabinet and labor.
- grand total \$2725.00

NOTE: This Change Order becomes part of and in conformance with the existing contract.

We Agree hereby to make the change(s) specified above at this price ▶ -2725.00

Date of agreement: <u> /14/17 </u>	PREVIOUS CONTRACT AMOUNT
Authorized Signature <u> <i>Michael Kiwitt</i> </u> <small>(CONTRACTOR)</small>	REVISED CONTRACT TOTAL

Payment will be made as follows:

Accepted — The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Authorized Signature _____
(OWNER)

Date of acceptance: _____

09-11-2017

Job # 16-089

Haydock MS Bldg. 900 Sewer Repipe Punch Walk notes from B&A 09/08/17 Punch Walk

PLUMBING

1. Seal all pipe penetrations. Contractor shall patch, repair and paint around all pipe penetrations to match existing surrounding conditions. See below photo for example.



Kiwitt general building will patch and seal around all the penetration we made to match surrounding conditions.

2. Typical all new lab sink waste lines: The horizontal waste pipe in the photo below indicates PVC pipe instead of CPVC per the contract documents. All lab waste lines were to be Spears "Lab Waste" CPVC per the contract documents. See below for example.



Kiwitt General Building will replace the incorrect waste line that was installed under the sink and replace with the cpvc pipe that was approved. our supplier issued us the wrong pipe and will reimburse us for the pipe that they gave us.

3. Existing vents were not replaced per Construction Key Note #3 and #1/P-3.1. Contractor stated that the existing vents were in good condition and were cleaned out prior to connection to the new 2" CPVC lab waste lines. Provide credit to District. [see credit sheet attached](#)
4. Lab sink waste lines all have their own cleanouts per District direction. This was not per the contract documents. B&A takes no exception with this revision.
5. No drywells were installed per District direction. Instead, the condensate drains stub out and daylight beyond the existing concrete stem wall. This is a deviation from Construction Key Note #9 on sheet P-3.1, and detail 1/P-1.1. Provide credit to District. [see credit sheet attached](#)
6. Eyewash location in the North Science Lab was changed per RFI 1 & 2 responses. However, a new vent was not provided per Construction Key Note #13/P-3.1. Instead, the eyewash vent tied into an existing vent near the door to the Workroom. Provide credit to District.
7. New 1-1/4" CW pipe length for the eyewash was reduced per RFI-1 & 2 responses due to the eyewash relocation. Provide credit to District. [see credit sheet attached](#)
8. Contractor to confirm that WHA-1 and SOV behind lockable access panel was installed per Construction Key Note #1 in the restroom. [see attached credit sheet](#) [shut off valve will be installed and wha-1](#)
9. Contractor to confirm that a new wall cleanout is installed above the lavatory in the restroom per Key Note #2 of the contract documents. [see attached credit](#)

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 X Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Amendment #1 to Agreement #16-155 – CSDA Design Group (Penanhoat/Fateh)

At the Board meeting of December 7, 2016, the Board of Trustees approved Agreement #16-155 with CSDA Design Group (CSDA) to provide architectural design services for the installation of three (3) new portable buildings at San Miguel School, in the amount not to exceed \$96,368.00. The project also includes additional parking, replacement of the existing play structure, and the addition of a new on-site fire hydrant and fire sprinklers required by the local fire authority.

Amendment #1 in the amount of \$2,480.00 is for additional architectural & engineering services due to unexpected requirements by the Division of State Architect (DSA). The scope of work for Amendment #1 requires CSDA to provide additional structural analysis of the existing exterior wall structure, and justification of a new drinking fountain attachment including information requested by the DSA plan checker to prove that the existing wall is structurally adequate.

The new total agreement amount is a not-to-exceed amount of \$98,848.00.

FISCAL IMPACT:

\$2,480.00 - Deferred Maintenance One-Time Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees approve Amendment #1 to Agreement #16-155 with CSDA Design Group.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (1 Page)
 Proposal (2 Pages)
 Agreement #16-155, CSDA Design Group (17 Pages)

**AMENDMENT #1 TO AGREEMENT #16-155 with
CSDA Design Group
November 1, 2017**

At the Board meeting of December 7, 2016, the Board of Trustees approved Agreement #16-155 with CSDA Design Group (CSDA) to provide architectural design services for the installation of three (3) new portable buildings at San Miguel School, in the amount not to exceed \$96,368.00. The project also includes additional parking, replacement of the existing play structure, and the addition of a new on-site fire hydrant and fire sprinklers required by the local fire authority.

Amendment #1 in the amount of \$2,480.00 is for additional architectural & engineering services due to unexpected requirements by the Division of State Architect (DSA). The scope of work for Amendment #1 requires CSDA to provide additional structural analysis of the existing exterior wall structure, and justification of a new drinking fountain attachment including information requested by the DSA plan checker to prove that the existing wall is structurally adequate.

The new total agreement amount is a not-to-exceed amount of \$98,848.00.

CSDA Design Group:

By: _____
Michael Schoen, Principal

Date: _____

Oxnard School District:

By: _____
Lisa A. Franz, Director, Purchasing

Date: _____

September 26, 2017

David Fateh
Director of Facilities
Oxnard School District
1055 South C Street
Oxnard, CA 93030

**Subject: Proposal to Provide Additional Service No. 1
San Miguel New Portable Classrooms Project
RE: Additional Scope of Work per DSA Requirements
#03-117806**

Dear David,

CSDA Design Group (CSDA) is pleased to be given the opportunity to continue our professional working relationship with the Oxnard School District on the New Portable Classrooms Project at San Miguel Preschool. Due to the additional and unexpected requirements by DSA, there is a need to submit an add-service for the increased level of effort related to these requirements. The scope of work for the Architectural & Engineering Services is listed below.

SCOPE OF WORK

- **Architectural & Engineering services are as follows:**
 - **Provided additional structural analysis of the existing exterior wall with the information the DSA plan checker requested to prove that the wall is structurally adequate.**
 - **Revision to CCD 3 to provide the required structural analysis**

COMPENSATION

As compensation for professional Architectural & Engineering services for the scope of work as outlined above, CSDA proposes a total lump sum fee of **\$2,480.00 (Two Thousand Four Hundred And Eighty Dollars, and Zero Cents)** per the fee breakdown below.

- Structural: \$ 1,280.00
- Architectural: \$ 1,200.00
- **Total** **\$2,480.00**

CLOSING

Thank you for providing CSDA with the opportunity to continue our working relationship with the Oxnard School District community. Please contact me at (310) 301-4772 if you have any questions or concerns regarding this proposal.

Sincerely,

CSDA DESIGN GROUP



Michael Schoen, AIA, LEED AP
Principal

Cc: Anissa K. Wong - Principal
CSDA File

OXNARD SCHOOL DISTRICT

Agreement #16-155

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 7th day of December, 2016 by and between the Oxnard School District ("District") and CSDA Design Group ("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 1, 2016 through December 31, 2017** (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 shall not exceed Sixteen Thousand Four Hundred Ten Hundred Dollars (\$16,410.00), 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 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 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. Indemnification for Professional Liability. Where the law establishes a professional standard of care for Consultant's Services, to the fullest extent permitted by law, Consultant shall indemnify, protect, defend and hold harmless District and any and all of its officials, elected board members, employees and agents ("Indemnified Parties") from and against any and all losses, liabilities, damages, costs and expenses, including attorney's fees and costs to the extent same are caused in whole or in part by any negligent or wrongful act, error or omission of Consultant, its officers, agents, employees or sub-

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.** DAVID FATEH shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing 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. This Agreement supersedes any prior understanding or agreement, oral or written, of the parties with respect to said matters.

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:

Lisa A. Franz
Signature

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

12-13-16
Date

Tax Identification Number: 95-6002318

CSDA DESIGN GROUP:

[Signature]
Signature

MILIE SCROBEL, PRINCIPAL
Typed Name/Title

11-23-16
Date

Tax Identification Number: 94-3235744

Not Project Related

Project #16-155

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #16-155

SERVICES

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

PER ATTACHED PROPOSAL DATED 10/4/16 (**Amount of proposal represents balance due from previous agreement #15-220 which expired on 8/31/16 plus additional fee of \$3,100.00 required for on-site fire hydrant and fire sprinklers*)

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

PER ATTACHED PROPOSAL DATED 10/4/16

III. During performance of the Services, Consultant will keep the District apprised 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.	
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 #16-155

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #16-155

COMPENSATION

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

Total Compensation Not to Exceed \$16,410.00

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 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 \$16,410.00 as provided in Section 4 of this Agreement.

Not Project Related

Project #16-155

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-155

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 #16-155

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 #16-155

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #16-155

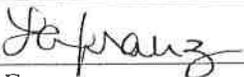
CONFLICT OF INTEREST CHECK

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).

Consultants 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, CSDA DESIGN GROUP, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 12-13-16

By: 
Lisa A. Franz
Director, Purchasing

October 4, 2016

Lisa Cline
Director Superintendent
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Subject: Proposal to Extend Contract for Architectural Services related to San Miguel School, 2400 South J Street, Oxnard, CA 93030

Dear Ms. Cline,

CSDA Design Group (CSDA) is pleased to submit our proposal to extend our current architectural contract for the San Miguel School Upper at 2400 South J Street, Oxnard, CA 93030.

SCOPE OF WORK

- Extend CSDA’s architectural contract
 - Original contract duration dates: April 21, 2016 thru August 31, 2016
 - New contract duration dates: September 1, 2016 thru December 31, 2017
- Provide a construction cost estimate based off the District approved construction documents

COMPENSATION

As compensation for professional architectural and engineering services for the scope of work as outlined above, CSDA proposes a lump sum fee of **\$16,410.00 (Sixteen Thousand Four Hundred Ten Dollars and Zero Cents)** per the below fee breakdown.

FEE BREAKDOWN

- Architectural: \$13,310 (11 months @ 11 hours each month @ average of \$110 per hour)
- Cost Estimate: \$3,100
- Total: \$16,410

FEE DATA

- Original contract amount: \$79,958.00
- Contract amount spent to date: \$56,615.38
- Contract percent spent to date: 70.8%
- Project percent complete to date: 50%

- Expected project completion date: August 2017

Additional services are being requested due to the following reasons:

- Additional project duration of 11 months
- Project switching to a permanent structure rather than a portable structure as contracted
- Project required to be submitted to CGS for review and approval due to the permanent nature of the structure
- Submittal to DSA as a full submittal and not an over the counter approval as contracted for a temporary structure
- Addition of a new on-site fire hydrant and fire sprinklers for the modular buildings due to conditions of approval by the local fire authority

CLOSING

Thank you for providing CSDA with the opportunity to continue our working relationship with the Oxnard School District and community. Please contact me at (310) 301-4772 if you have any questions or concerns regarding this proposal.

Sincerely,

CSDA DESIGN GROUP



Michael Schoen, AIA, LEED AP
Principal

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 Dealey, Renton & Associates P. O. Box 12675 Oakland, CA 94604-2675 510 465-3090 Mandy Guo		CONTACT NAME: Doris A. Chambers PHONE (A/C, No, Ext): 510 465-3090 E-MAIL ADDRESS: dchambers@dealeyrenton.com FAX (A/C, No): 510 452-2193	
INSURED CSDA Design Group (a corporation) 475 Sansome Street, Suite 800 San Francisco, CA 94111		INSURER(S) AFFORDING COVERAGE INSURER A: American Automobile Ins. Co. NAIC # 21849 INSURER B: Travelers Property Casualty Co. 25674 INSURER C: Travelers Casualty & Surety Co. 31194 INSURER D: INSURER E: INSURER F:	

COVERAGES CERTIFICATE NUMBER: 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	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:	X	X	AZC80910415	07/01/2016	07/01/2017	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 ANY AUTO ALL OWNED AUTOS X HIRED AUTOS X SCHEDULED AUTOS NON-OWNED AUTOS	X	X	AZC80910415	07/01/2016	07/01/2017	COMBINED SINGLE LIMIT (Ea accident) \$2,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	UMBRELLA LIAB X OCCUR X EXCESS LIAB CLAIMS-MADE DED RETENTION \$	X	X	AZC80910415	07/01/2016	07/01/2017	EACH OCCURRENCE \$3,000,000 AGGREGATE \$3,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		X	UB2H699267	07/01/2016	07/01/2017	X PER STATUTE OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
C	Professional Liability			105558234	02/04/2016	02/04/2017	\$2,000,000 per Claim \$2,000,000 Annl Aggr.

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
GENERAL LIABILITY POLICY EXCLUDES CLAIMS ARISING OUT OF THE PERFORMANCE OF PROFESSIONAL SERVICES.
 Oxnard School District, its officers, agents, employees and or volunteers are named as Additional Insured to General and Auto Liability per policy form wording.

CERTIFICATE HOLDER Oxnard School District Attn: Lisa Franz, Purchasing Dept. 1051 South A Street Oxnard, CA 93030-0000	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 [Signature]
--	--

Additional Insured - Owners, Lessees or Contractors - AB 90 67 12 93
Policy Amendment Section II

Insured CSDA Design Group (a corporation)

Policy Number AZC80910415

Producer Dealey, Renton & Associates

Effective Date 07/01/2016

Schedule

Name of Person(s) or Organization(s)

Description of Operations

Oxnard School District

Attn: Lisa Franz, Purchasing Dept.

1051 South A Street

Oxnard, CA 93030-0000

(If no entry appears above, information required to complete this Endorsement will be shown in the Declarations as applicable to this Endorsement.)

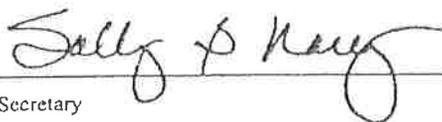
The following is added to Part I - WHO IS AN INSURED in the Business Liability Section of this policy

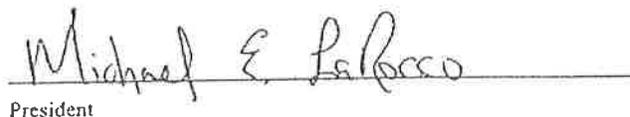
arising out of your work for that insured by or for you.

5. The person or organization shown in the Schedule is also an insured, but only with respect to liability

All other terms and conditions of the policy apply.

This Form must be attached to Change Endorsement when issued after the policy is written.
One of the Fireman's Fund Insurance Companies as named in the policy


Secretary


President

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Change Order #1 ReGreen Inc. – Time Extension (Penanhoat/Fateh)

On April 19, 2017, the Board approved the Adoption of Resolution #16-28 and Approval of Agreement #16-255 with ReGreen Inc. for Lighting Retrofit Services – Prop 39 in the amount of \$1,261,917.53.

This No-Cost Change Order grants ReGreen Inc. an excusable non-compensable time extension of 42 days due to unforeseen conditions related to addition of seismic support wiring and enhancement of the existing dimming system. There will not be any negative impact or disruptions to instructional programs and the additional work performed during this extended period will be performed after school hours and/or on weekends.

This time extension is excusable and not-compensable to ReGreen Inc. and will have no fiscal impact to the District.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Change Order #1 to ReGreen Inc.

ADDITIONAL MATERIALS:

Attached: Change Order #1 (2 Pages)



CHANGE ORDER

Date: 10/19/17

CHANGE ORDER NO. 1

PROJECT: Lighting Retrofit Services at Seventeen (17) Sites

O.S.D. BID No. 16-52
O.S.D. Agreement No. 16-255

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

CONSULTANT Cumming Corporation
523 West 6th Street Ste.1001
Los Angeles, CA 90014

CONTRACTOR: ReGreen Corporation

Architects Proj. No.: n/a
D.S.A. File No.: n/a
D.S.A. App. No.: n/a

Attn:

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.....	\$ 1,261,917.53
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 0
ADJUSTED CONTRACT SUM.....	\$ 1,261,917.53
<u>NET CHANGE -</u>	<u>\$</u>
Total Change Orders to Date:	\$ 0
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO:.....	\$ 1,261,917.53

Commencement Date:	5/15/17
Original Completion Date:	10/23/17
Original Contract Time:	161 Days
Time Extension for all Previous Change Orders:	0 Days
Time Extension for this Change Order:	42 Days
Adjusted Completion Date:	12/4/17

Percentage 0%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Seismic reinforcements for new LED fixtures				X
2.	Remove existing dimming system at Drifill		X		
3.					
4.					
5.					
6.					
	Totals				

Total Change Order No. 1 \$ 0.00

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED): Digitally signed by Angel Ayala Jr
 DN: cn=Angel Ayala Jr, o=Cumming Corporation, ou,
 email=aayala@ccorpusa.com, c=US
 Date: 2017.10.19 10:34:01 -07'00'

PROJECT MANAGER : _____

DATE: 10/19/17

CONTRACTOR : _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES: _____

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

DEPUTY SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

- Study Session:** _____
Closed Session _____
- A-1. Preliminary** _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 X Facilities
- D. Action Items** _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Credit Change Order #2 EMCOR Services Mesa Energy Systems (Penanhoat/Fateh)

On April 19, 2017, the Board of Trustees approved the Adoption of Resolution #16-27 and Approval of Agreement #16-254 with EMCOR Services Mesa Energy Systems Inc. for HVAC Design Build Services – Prop 39 in the amount of \$1,544,442.00. This contract included \$100,000.00 contingency allowance to address unforeseen conditions. From this contingency allowance, an amount of \$66,520.00 was allocated towards the replacement of existing return air blowers, expansion tanks and water valves at Frank, Rose Avenue and Fremont Schools as recommended by the Construction Management Company, Cumming Corporation and approved by Facilities staff.

It is requested that the Board of Trustees approve Credit Change Order #2 in the deductive amount of (\$33,480.00) to the original contract of \$1,544,442.00, for the unused portion of the contingency allocation, reducing the total contract amount by (2.1%). The current contract amount would be \$1,510,962.00.

FISCAL IMPACT:

Credit of \$33,480.00 – Proposition 39 Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services and the Director of Facilities, that the Board of Trustees ratify Credit Change Order #2 EMCOR Service Mesa Energy Service Energy Systems for (\$33,480.00).

ADDITIONAL MATERIALS:

Attached: Change Order #2 (2 Pages)



CREDIT CHANGE ORDER

Date: 10/16/17

CHANGE ORDER NO. 2

PROJECT: HVAC Design Build Services

O.S.D. BID No.16-51
O.S.D. Agreement No.16-254

OWNER: Oxnard School District
 1051 South A Street
 Oxnard, CA. 93030

Consultant: Cumming Corporation
 523 West 6th St. Ste. 1001
 Los Angeles, CA. 90014

CONTRACTOR: EMCOR Service Mesa Energy Systems

Architects Proj. No.: N/A
D.S.A. File No.: N/A
D.S.A. App. No.: N/A

Attn: Angel Ayala

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.....	\$1,544,442.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$0.00
ADJUSTED CONTRACT SUM.....	\$1,510,962.00
NET CHANGE -	Credit (\$33,480.00)
Total Change Orders to Date:	Credit.....(\$33,480.00)
ADJUSTED CONTRACT SUM THROUGH CREDIT CHANGE ORDER NO.:2.....	\$1,510,962.00

Commencement Date:	4/19/17
Original Completion Date:	8/9/17
Original Contract Time:	112 days
Time Extension for all Previous Change Orders:	98 days
Time Extension for this Change Order:	0 days
Adjusted Completion Date:	11/15/17

Percentage**Credit of (2.1%)**

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Credit of unused contingency allocation	X			
2.					
3.					
4.					
5.					
6.					
	Totals				

Total Change Order No. _____ Credit... (\$33,480.00)

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND DEPUTY SUPT. BUSINESS & FISCAL SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DIRECTOR OF FACILITIES:

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST.SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/1/17

STUDY SESSION _____
CLOSED SESSION _____
SECTION A-1: PRELIMINARY _____
SECTION A-II: REPORTS _____
SECTION B: HEARINGS _____
SECTION C: CONSENT AGENDA **X**

Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities

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

Disposal of Surplus Personal Property (Penanhoat/Franz)

The district owns surplus personal property as shown on the attached list dated October 2017. Items deemed suitable will be tagged for sale at our next surplus sale, and all other items will be disposed of and/or recycled at the appropriate facilities. It is requested that the Board of Trustees declare this property obsolete and approve the sale and/or disposal per California Education Code §17546 which permits the disposal of personal property with a value of less than \$2,500.00.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the above surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.

ADDITIONAL MATERIAL(S):

Attached: List of Personal Property – October 2017 (19 Pages)



OXNARD SCHOOL DISTRICT

1051 SOUTH A STREET • OXNARD CALIFORNIA 93030 • 805/487-3918

To: Lisa Franz
Purchasing Director

From: David Hornback
Warehouse Manager

Date: October 20, 2017

Subject: Disposal of surplus personal property

The attached list is for Board approval on District surplus of personal property. These items have been identified as no longer usable, damaged or beyond repair. We will dispose and/or recycle items at the appropriate facilities. The items deemed suitable will be tagged for sale at our next surplus sale.

If you would please forward this request to be in the next available board meeting.

Thank You

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	PRINTER	N/A	SUR	COMPUTER	14
6895	PRINTER	N/A	SUR	COMPUTER	1
6899	PRINTER	N/A	SUR	COMPUTER	1
6894	PRINTER	N/A	SUR	COMPUTER	1
6892	PRINTER	N/A	SUR	COMPUTER	1
6893	PRINTER	N/A	SUR	COMPUTER	1
6903	PRINTER	N/A	SUR	COMPUTER	1
6897	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	VIDEO CAMERA	N/A	SUR	EQUIPMENT	1
N/A	DOC. CAMERA	N/A	SUR	COMPUTER	1
N/A	DOC. CAMERA	N/A	SUR	COMPUTER	1
N/A	TV	N/A	SUR	EQUIPMENT	1
N/A	VCR	N/A	SUR	EQUIPMENT	1
N/A	MONITOR	N/A	SUR	COMPUTER	2
A11513	CPU	N/A	SUR	COMPUTER	1
A11513	PRINTER	N/A	SUR	COMPUTER	1
A11419	CPU	N/A	SUR	COMPUTER	1
124966	CPU	N/A	SUR	COMPUTER	1
124968	CPU	N/A	SUR	COMPUTER	1
124967	CPU	N/A	SUR	COMPUTER	1
11274	CPU	N/A	SUR	COMPUTER	1
11275	CPU	N/A	SUR	COMPUTER	1
10998	CPU	N/A	SUR	COMPUTER	1
A13585	Doc. Camera	N/A	SUR	COMPUTER	1
N/A	PROJECTORS	N/A	SUR	COMPUTER	11
N/A	MONITORS	N/A	SUR	COMPUTER	3
N/A	VCR	N/A	SUR	EQUIPMENT	2
A13112	STEAM TABLE	N/A	SUR	EQUIPMENT	1
A13113	STEAM TABLE	N/A	SUR	EQUIPMENT	1
127744	CPU	N/A	SUR	COMPUTER	1
A13212	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
A13202	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
A13209	CPU	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
7269	CPU	N/A	SUR	COMPUTER	1
9304	CPU	N/A	SUR	COMPUTER	1
9598	CPU	N/A	SUR	COMPUTER	1
9607	CPU	N/A	SUR	COMPUTER	1
9706	CPU	N/A	SUR	COMPUTER	1
9620	CPU	N/A	SUR	COMPUTER	1
11115	CPU	N/A	SUR	COMPUTER	1
9633	CPU	N/A	SUR	COMPUTER	1
9171	CPU	N/A	SUR	COMPUTER	1
9594	CPU	N/A	SUR	COMPUTER	1
9686	CPU	N/A	SUR	COMPUTER	1
9713	CPU	N/A	SUR	COMPUTER	1
9597	CPU	N/A	SUR	COMPUTER	1
A2281	CPU	N/A	SUR	COMPUTER	1
122361	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A12173	PROJECTOR	N/A	SUR	COMPUTER	1
A12175	PROJECTOR	N/A	SUR	COMPUTER	1
A12171	PROJECTOR	N/A	SUR	COMPUTER	1
A12168	PROJECTOR	N/A	SUR	COMPUTER	1
A12170	PROJECTOR	N/A	SUR	COMPUTER	1
A12160	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A12177	PROJECTOR	N/A	SUR	COMPUTER	1
A12155	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A13861	PROJECTOR	N/A	SUR	COMPUTER	1
120053	CPU	N/A	SUR	COMPUTER	1
120067	CPU	N/A	SUR	COMPUTER	1
120061	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
122623	CPU	N/A	SUR	COMPUTER	1
N/A	MONITOR	N/A	SUR	COMPUTER	1
A12429	SCREENFLEX	N/A	SUR	EQUIPMENT	1
N/A	CASSETTE PLAYER	N/A	SUR	EQUIPMENT	1
N/A	BOX OF HEADPHONES	N/A	SUR	EQUIPMENT	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	CASSETTE RECORDER	N/A	SUR	EQUIPMENT	1
N/A	BOX OF KEYBOARDS	N/A	SUR	EQUIPMENT	1
N/A	BOX OF MICE	N/A	SUR	EQUIPMENT	1
N/A	ACTIVE SLATE	N/A	SUR	EQUIPMENT	2
N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
N/A	SET OF RESPONDERS	N/A	SUR	COMPUTER	1
A12139	PROJECTOR	N/A	SUR	COMPUTER	1
120184	CPU	N/A	SUR	COMPUTER	1
127614	CPU	N/A	SUR	COMPUTER	1
11172	CPU	N/A	SUR	COMPUTER	1
11163	CPU	N/A	SUR	COMPUTER	1
127615	CPU	N/A	SUR	COMPUTER	1
120232	CPU	N/A	SUR	COMPUTER	1
127611	CPU	N/A	SUR	COMPUTER	1
127612	CPU	N/A	SUR	COMPUTER	1
123445	CPU	N/A	SUR	COMPUTER	1
N/A	DELL DOCUMENT STATIONS	N/A	SUR	COMPUTER	5
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
A2891	DUPLO MACHINE	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	EQUIPMENT	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	SCANNER	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	TV	N/A	SUR	EQUIPMENT	1
N/A	WALKIE TALKIE	N/A	SUR	EQUIPMENT	2
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
11147	CPU	N/A	SUR	COMPUTER	1
11872	CPU	N/A	SUR	COMPUTER	1
124977	CPU	N/A	SUR	COMPUTER	1
N/A	ACTIVE EXPRESSIONS	N/A	SUR	COMPUTER	1
121940	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	TEACH TIMER BOXES	N/A	SUR	EQUIPMENT	2
N/A	MICROPHONE	N/A	SUR	EQUIPMENT	1
N/A	PRM CONNECTION BOXES	N/A	SUR	COMPUTER	2
N/A	BOX OF DAMAGED IPAD ACC.	N/A	SUR	COMPUTER	1
122071	CPU	N/A	SUR	COMPUTER	1
11882	CPU	N/A	SUR	COMPUTER	1
11876	CPU	N/A	SUR	COMPUTER	1
11895	CPU	N/A	SUR	COMPUTER	1
11888	CPU	N/A	SUR	COMPUTER	1
11893	CPU	N/A	SUR	COMPUTER	1
12042	CPU	N/A	SUR	COMPUTER	1
126023	CPU	N/A	SUR	COMPUTER	1
126044	CPU	N/A	SUR	COMPUTER	1
122066	CPU	N/A	SUR	COMPUTER	1
11871	CPU	N/A	SUR	COMPUTER	1
11874	CPU	N/A	SUR	COMPUTER	1
126064	CPU	N/A	SUR	COMPUTER	1
126051	CPU	N/A	SUR	COMPUTER	1
121740	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
126036	CPU	N/A	SUR	COMPUTER	1
126060	CPU	N/A	SUR	COMPUTER	1
126038	CPU	N/A	SUR	COMPUTER	1
126032	CPU	N/A	SUR	COMPUTER	1
126043	CPU	N/A	SUR	COMPUTER	1
126022	CPU	N/A	SUR	COMPUTER	1
126041	CPU	N/A	SUR	COMPUTER	1
126035	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
126012	CPU	N/A	SUR	COMPUTER	1
126014	CPU	N/A	SUR	COMPUTER	1
126030	CPU	N/A	SUR	COMPUTER	1
126059	CPU	N/A	SUR	COMPUTER	1
126026	CPU	N/A	SUR	COMPUTER	1
126061	CPU	N/A	SUR	COMPUTER	1
126018	CPU	N/A	SUR	COMPUTER	1
126019	CPU	N/A	SUR	COMPUTER	1
126007	CPU	N/A	SUR	COMPUTER	1
126063	CPU	N/A	SUR	COMPUTER	1
126015	CPU	N/A	SUR	COMPUTER	5
126016	CPU	N/A	SUR	COMPUTER	1
126009	CPU	N/A	SUR	COMPUTER	1
126054	CPU	N/A	SUR	COMPUTER	1
126013	CPU	N/A	SUR	COMPUTER	1
126040	CPU	N/A	SUR	COMPUTER	1
126025	CPU	N/A	SUR	COMPUTER	1
126017	CPU	N/A	SUR	COMPUTER	1
126062	CPU	N/A	SUR	COMPUTER	1
126079	CPU	N/A	SUR	COMPUTER	1
11885	CPU	N/A	SUR	COMPUTER	1
126045	CPU	N/A	SUR	COMPUTER	1
126010	CPU	N/A	SUR	COMPUTER	1
11869	CPU	N/A	SUR	COMPUTER	1
121731	CPU	N/A	SUR	COMPUTER	1
126008	CPU	N/A	SUR	COMPUTER	1
126020	CPU	N/A	SUR	COMPUTER	1
126069	CPU	N/A	SUR	COMPUTER	1
126057	CPU	N/A	SUR	COMPUTER	1
126011	CPU	N/A	SUR	COMPUTER	1
126021	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER				
N/A	ACT EXP. REMOTES				
N/A	CPU				
121530	PROJECTOR				
121535	PROJECTOR				
N/A	HEADPHONES			EQUIPMENT	1
N/A	4 BXS OF CABLES			COMPUTER	1
N/A	BOX OF KEYBOARDS/MICE			COMPUTER	1
N/A	COMPUTER SCREENS			COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	MONITORS	N/A	SUR	COMPUTER	55
N/A	BAG OF HEADSETS	N/A	SUR	EQUIPMENT	1
N/A	RADIO	N/A	SUR	EQUIPMENT	1
9639	CPU	N/A	SUR	COMPUTER	1
N/A	MONITOR	N/A	SUR	COMPUTER	4
N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
N/A	BOX OF MICE	N/A	SUR	COMPUTER	1
N/A	3 BOXES OF CHARGERS	N/A	SUR	COMPUTER	1
N/A	2 BOXES OF HEADPHONES	N/A	SUR	COMPUTER	1
N/A	PROMETHEAN WALL BOXES	N/A	SUR	COMPUTER	6
N/A	HEADPHONE SET	N/A	SUR	EQUIPMENT	1
A1962	CPU	N/A	SUR	COMPUTER	1
A1967	CPU	N/A	SUR	COMPUTER	1
128042	CPU	N/A	SUR	COMPUTER	1
11474	CPU	N/A	SUR	COMPUTER	1
125492	CPU	N/A	SUR	COMPUTER	1
125504	CPU	N/A	SUR	COMPUTER	1
125506	CPU	N/A	SUR	COMPUTER	1
125511	CPU	N/A	SUR	COMPUTER	1
125484	CPU	N/A	SUR	COMPUTER	1
125479	CPU	N/A	SUR	COMPUTER	1
125474	CPU	N/A	SUR	COMPUTER	1
125487	CPU	N/A	SUR	COMPUTER	1
125485	CPU	N/A	SUR	COMPUTER	1
125489	CPU	N/A	SUR	COMPUTER	1
125491	CPU	N/A	SUR	COMPUTER	1
125480	CPU	N/A	SUR	COMPUTER	1
125478	CPU	N/A	SUR	COMPUTER	1
125496	CPU	N/A	SUR	COMPUTER	1
125476	CPU	N/A	SUR	COMPUTER	1
125486	CPU	N/A	SUR	COMPUTER	1
124725	CPU	N/A	SUR	COMPUTER	1
125475	CPU	N/A	SUR	COMPUTER	1
126571	IPAD CHARGERS	N/A	SUR	COMPUTER	1
126576	IPAD CHARGERS	N/A	SUR	COMPUTER	1
A1316	IPAD CHARGERS	N/A	SUR	COMPUTER	1
A1659	IPAD CHARGERS	N/A	SUR	COMPUTER	1
N/A	TV	N/A	SUR	EQUIPMENT	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	MONITOR	N/A	SUR	COMPUTER	16

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	DOCK STATIONS	N/A	SUR	COMPUTER	11
N/A	PROJECTOR	N/A	SUR	COMPUTER	2
N/A	DOC CAMERA	N/A	SUR	COMPUTER	1
N/A	STEREO	N/A	SUR	EQUIPMENT	1
N/A	RESPONDER BAGS	N/A	SUR	COMPUTER	5
N/A	CISCO SWITCH	N/A	SUR	COMPUTER	5
122872	CPU	N/A	SUR	COMPUTER	1
9246	CPU	N/A	SUR	COMPUTER	1
121443	XEROX COPIER M20	N/A	SUR	EQUIPMENT	1
125242	CPU	N/A	SUR	COMPUTER	1
125216	CPU	N/A	SUR	COMPUTER	1
N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
N/A	CD PLAYER	N/A	SUR	EQUIPMENT	1
N/A	BOX OF HEADPHONES	N/A	SUR	EQUIPMENT	1
A13205	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11091	LAMINATOR	N/A	SUR	EQUIPMENT	1
N/A	PRINTER	N/A	SUR	COMPUTER	3
N/A	MONITOR	N/A	SUR	COMPUTER	11
127905	CPU	N/A	SUR	COMPUTER	1
11844	CPU	N/A	SUR	COMPUTER	1
11803	CPU	N/A	SUR	COMPUTER	1
11819	CPU	N/A	SUR	COMPUTER	1
127882	CPU	N/A	SUR	COMPUTER	1
127888	CPU	N/A	SUR	COMPUTER	1
127886	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
1025	VCR	N/A	SUR	EQUIPMENT	1
N/A	CD PLAYER	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROMETHEAN CLICKERS	N/A	SUR	COMPUTER	1
10672	SCHOOL MESSENGER	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
N/A	BOX OF MICE	N/A	SUR	COMPUTER	1
N/A	ALPHASMART	N/A	SUR	COMPUTER	1
N/A	ALPHASMART	N/A	SUR	COMPUTER	1
123862	CPU	N/A	SUR	COMPUTER	1
120405	SMART SLATE	N/A	SUR	COMPUTER	1
120407	SMART SLATE	N/A	SUR	COMPUTER	1
N/A	AVTISLATE	N/A	SUR	COMPUTER	1
N/A	BOX OG CABLES	N/A	SUR	COMPUTER	1
A11640	PROJECTOR	N/A	SUR	COMPUTER	1
A11642	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11151	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11643	PROJECTOR	N/A	SUR	COMPUTER	1
A11633	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11645	PROJECTOR	N/A	SUR	COMPUTER	1
A11126	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11638	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11152	PROJECTOR	N/A	SUR	COMPUTER	1
A11644	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11637	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
A11166	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
121984	PROJECTOR	N/A	SUR	COMPUTER	1
10399	PROJECTOR	N/A	SUR	COMPUTER	1
124883	PROJECTOR	N/A	SUR	COMPUTER	1
121732	CPU	N/A	SUR	COMPUTER	1
126018	CPU	N/A	SUR	COMPUTER	1
11870	CPU	N/A	SUR	COMPUTER	1
126039	CPU	N/A	SUR	COMPUTER	1
1266029	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
122067	CPU	N/A	SUR	COMPUTER	1
126076	CPU	N/A	SUR	COMPUTER	1
122065	CPU	N/A	SUR	COMPUTER	1
A1400	CPU	N/A	SUR	COMPUTER	1
N/A	DVD PLAYER	N/A	SUR	COMPUTER	1
A1369	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
A11401	PROJECTOR	N/A	SUR	COMPUTER	1
A1105	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
127860	CPU	N/A	SUR	COMPUTER	1
120981	CPU	N/A	SUR	COMPUTER	1
120993	CPU	N/A	SUR	COMPUTER	1
120991	CPU	N/A	SUR	COMPUTER	1
121013	LAPTOP CART	N/A	SUR	COMPUTER	1
122565	LT CHARGING STATION	N/A	SUR	COMPUTER	1
122568	CPU	N/A	SUR	COMPUTER	1
121999	CPU	N/A	SUR	COMPUTER	1
121002	CPU	N/A	SUR	COMPUTER	1
121079	CPU	N/A	SUR	COMPUTER	1
122666	CPU	N/A	SUR	COMPUTER	1
122675	CPU	N/A	SUR	COMPUTER	1
122648	CPU	N/A	SUR	COMPUTER	1
120997	CPU	N/A	SUR	COMPUTER	1
120982	CPU	N/A	SUR	COMPUTER	1
122649	CPU	N/A	SUR	COMPUTER	1
120996	CPU	N/A	SUR	COMPUTER	1
120985	CPU	N/A	SUR	COMPUTER	1
122652	CPU	N/A	SUR	COMPUTER	1
120984	CPU	N/A	SUR	COMPUTER	1
121000	CPU	N/A	SUR	COMPUTER	1
120977	CPU	N/A	SUR	COMPUTER	1
122570	LPTOP CART	N/A	SUR	COMPUTER	1
122661	CPU	N/A	SUR	COMPUTER	1
122674	CPU	N/A	SUR	COMPUTER	1
122667	CPU	N/A	SUR	COMPUTER	1
120989	CPU	N/A	SUR	COMPUTER	1
122653	CPU	N/A	SUR	COMPUTER	1
122663	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
122671	CPU	N/A	SUR	COMPUTER	1
122657	CPU	N/A	SUR	COMPUTER	1
122664	CPU	N/A	SUR	COMPUTER	1
A5226	CPU	N/A	SUR	COMPUTER	1
127994	CPU	N/A	SUR	COMPUTER	1
A1971	CPU	N/A	SUR	COMPUTER	1
A2496	CPU	N/A	SUR	COMPUTER	1
125556	CPU	N/A	SUR	COMPUTER	1
122637	CPU	N/A	SUR	COMPUTER	1
122618	CPU	N/A	SUR	COMPUTER	1
120054	CPU	N/A	SUR	COMPUTER	1
N/A	CPU	N/A	SUR	COMPUTER	1
120058	CPU	N/A	SUR	COMPUTER	1
122615	CPU	N/A	SUR	COMPUTER	1
125544	CPU	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
122662	CPU	N/A	SUR	COMPUTER	1
122680	CPU	N/A	SUR	COMPUTER	1
122673	CPU	N/A	SUR	COMPUTER	1
122647	CPU	N/A	SUR	COMPUTER	1
122656	CPU	N/A	SUR	COMPUTER	1
122650	CPU	N/A	SUR	COMPUTER	1
122678	CPU	N/A	SUR	COMPUTER	1
120979	CPU	N/A	SUR	COMPUTER	1
122655	CPU	N/A	SUR	COMPUTER	1
122670	CPU	N/A	SUR	COMPUTER	1
120983	CPU	N/A	SUR	COMPUTER	1
121012	LAPTOP CART	N/A	SUR	COMPUTER	1
122632	CPU	N/A	SUR	COMPUTER	1
120998	CPU	N/A	SUR	COMPUTER	1
121004	CPU	N/A	SUR	COMPUTER	1
120978	CPU	N/A	SUR	COMPUTER	1
121011	CPU	N/A	SUR	COMPUTER	1
120980	CPU	N/A	SUR	COMPUTER	1
121004	CPU	N/A	SUR	COMPUTER	1
120994	CPU	N/A	SUR	COMPUTER	1
120987	CPU	N/A	SUR	COMPUTER	1
120992	CPU	N/A	SUR	COMPUTER	1
120999	CPU	N/A	SUR	COMPUTER	1
121080	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
121010	CPU	N/A	SUR	COMPUTER	1
121008	CPU	N/A	SUR	COMPUTER	1
121009	CPU	N/A	SUR	COMPUTER	1
121006	CPU	N/A	SUR	COMPUTER	1
120990	CPU	N/A	SUR	COMPUTER	1
121001	CPU	N/A	SUR	COMPUTER	1
120981	CPU	N/A	SUR	COMPUTER	1
120993	CPU	N/A	SUR	COMPUTER	1
120991	CPU	N/A	SUR	COMPUTER	1
121013	LAPTOP CART	N/A	SUR	COMPUTER	1
122565	LT CHARGING STATION	N/A	SUR	COMPUTER	1
122568	CPU	N/A	SUR	COMPUTER	1
121999	CPU	N/A	SUR	COMPUTER	1
121002	CPU	N/A	SUR	COMPUTER	1
121079	CPU	N/A	SUR	COMPUTER	1
122666	CPU	N/A	SUR	COMPUTER	1
122675	CPU	N/A	SUR	COMPUTER	1
125552	CPU	N/A	SUR	COMPUTER	1
125566	CPU	N/A	SUR	COMPUTER	1
125568	CPU	N/A	SUR	COMPUTER	1
125559	CPU	N/A	SUR	COMPUTER	1
125564	CPU	N/A	SUR	COMPUTER	1
125550	CPU	N/A	SUR	COMPUTER	1
125571	CPU	N/A	SUR	COMPUTER	1
125576	CPU	N/A	SUR	COMPUTER	1
125563	CPU	N/A	SUR	COMPUTER	1
125560	CPU	N/A	SUR	COMPUTER	1
125561	CPU	N/A	SUR	COMPUTER	1
125570	CPU	N/A	SUR	COMPUTER	1
125549	CPU	N/A	SUR	COMPUTER	1
125551	CPU	N/A	SUR	COMPUTER	1
125573	CPU	N/A	SUR	COMPUTER	1
123677	CPU	N/A	SUR	COMPUTER	1
125554	CPU	N/A	SUR	COMPUTER	1
123676	CPU	N/A	SUR	COMPUTER	1
125558	CPU	N/A	SUR	COMPUTER	1
125565	CPU	N/A	SUR	COMPUTER	1
125553	CPU	N/A	SUR	COMPUTER	1
125557	CPU	N/A	SUR	COMPUTER	1
125546	CPU	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
125577	CPU	N/A	SUR	COMPUTER	1
125562	CPU	N/A	SUR	COMPUTER	1
125545	CPU	N/A	SUR	COMPUTER	1
123678	CPU	N/A	SUR	COMPUTER	1
125548	CPU	N/A	SUR	COMPUTER	1
125556A5226	CPU	N/A	SUR	COMPUTER	1
127994	CPU	N/A	SUR	COMPUTER	1
A1971	CPU	N/A	SUR	COMPUTER	1
A2496	CPU	N/A	SUR	COMPUTER	1
122632	CPU	N/A	SUR	COMPUTER	1
N/A	PROJECTOR	N/A	SUR	COMPUTER	1
N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
N/A	VCR	N/A	SUR	EQUIPMENT	1
N/A	STEREO	N/A	SUR	COMPUTER	1
A12411	PRINTER	N/A	SUR	COMPUTER	1
N/A	PRINTER	N/A	SUR	COMPUTER	1
N/A	PROMETHEAN RESPONDERS	N/A	SUR	COMPUTER	1
48000725	TV	N/A	SUR	COMPUTER	1
56000220	VCR	N/A	SUR	COMPUTER	1
123266	CPU	N/A	SUR	COMPUTER	1
123253	CPU	N/A	SUR	COMPUTER	1
123293	CPU	N/A	SUR	COMPUTER	1
123299	CPU	N/A	SUR	COMPUTER	1
123280	CPU	N/A	SUR	COMPUTER	1
123274	CPU	N/A	SUR	COMPUTER	1
123279	CPU	N/A	SUR	COMPUTER	1
123301	CPU	N/A	SUR	COMPUTER	1
11915	CPU	N/A	SUR	COMPUTER	1
N/A	MONITORS	N/A	SUR	COMPUTER	25
10273	PRINTER	N/A	SUR	COMPUTER	1
128869	APC	N/A	SUR	COMPUTER	1
N/A	APC	N/A	SUR	COMPUTER	1
A12229	REFRIGERATOR	N/A	SUR	EQUIPMENT	1
121363	AFINITY SCRUBBER	N/A	SUR	EQUIPMENT	1
128446	CHARIOT SCRUBBER	N/A	SUR	EQUIPMENT	1
N/A	MONITORS	N/A	SUR	COMPUTER	1
N/A	SPEAKERS	N/A	SUR	COMPUTER	1
N/A	TV	N/A	SUR	EQUIPMENT	1
N/A	TV	N/A	SUR	EQUIPMENT	1
N/A		N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
X6666	IPAD	N/A	SUR	COMPUTER	1
X10454	IPAD	N/A	SUR	COMPUTER	1
X21343	IPAD	N/A	SUR	COMPUTER	1
X14112	IPAD	N/A	SUR	COMPUTER	1
X3732	IPAD	N/A	SUR	COMPUTER	1
X23407	IPAD	N/A	SUR	COMPUTER	1
X16320	IPAD	N/A	SUR	COMPUTER	1
X12057	IPAD	N/A	SUR	COMPUTER	1
X17951	IPAD	N/A	SUR	COMPUTER	1
X6692	IPAD	N/A	SUR	COMPUTER	1
X16392	IPAD	N/A	SUR	COMPUTER	1
X21182	IPAD	N/A	SUR	COMPUTER	1
X21991	IPAD	N/A	SUR	COMPUTER	1
X22254	IPAD	N/A	SUR	COMPUTER	1
X20496	IPAD	N/A	SUR	COMPUTER	1
X8248	IPAD	N/A	SUR	COMPUTER	1
X7308	IPAD	N/A	SUR	COMPUTER	1
X8398	IPAD	N/A	SUR	COMPUTER	1
X23525	IPAD	N/A	SUR	COMPUTER	1
X23285	IPAD	N/A	SUR	COMPUTER	1
X22704	IPAD	N/A	SUR	COMPUTER	1
X4044	IPAD	N/A	SUR	COMPUTER	1
X5838	IPAD	N/A	SUR	COMPUTER	1
X16727	IPAD	N/A	SUR	COMPUTER	1
X18479	IPAD	N/A	SUR	COMPUTER	1
X14150	IPAD	N/A	SUR	COMPUTER	1
X11217	IPAD	N/A	SUR	COMPUTER	1
X10687	IPAD	N/A	SUR	COMPUTER	1
X23431	IPAD	N/A	SUR	COMPUTER	1
X12693	IPAD	N/A	SUR	COMPUTER	1
X16464	IPAD	N/A	SUR	COMPUTER	1
X13937	IPAD	N/A	SUR	COMPUTER	1
X8620	IPAD	N/A	SUR	COMPUTER	1
X2744	IPAD	N/A	SUR	COMPUTER	1
X6191	IPAD	N/A	SUR	COMPUTER	1
X23979	IPAD	N/A	SUR	COMPUTER	1
X5272	IPAD	N/A	SUR	COMPUTER	1
X22010	IPAD	N/A	SUR	COMPUTER	1
X24076	IPAD	N/A	SUR	COMPUTER	1
X4926	IPAD	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
X5762	IPAD	N/A	SUR	COMPUTER	1
X7063	IPAD	N/A	SUR	COMPUTER	1
X4774	IPAD	N/A	SUR	COMPUTER	1
X22711	IPAD	N/A	SUR	COMPUTER	1
X6011	IPAD	N/A	SUR	COMPUTER	1
X23602	IPAD	N/A	SUR	COMPUTER	1
X20663	IPAD	N/A	SUR	COMPUTER	1
X5239	IPAD	N/A	SUR	COMPUTER	1
X7952	IPAD	N/A	SUR	COMPUTER	1
X8560	IPAD	N/A	SUR	COMPUTER	1
X14401	IPAD	N/A	SUR	COMPUTER	1
X9518	IPAD	N/A	SUR	COMPUTER	1
X25097	IPAD	N/A	SUR	COMPUTER	1
X5769	IPAD	N/A	SUR	COMPUTER	1
X19396	IPAD	N/A	SUR	COMPUTER	1
X24053	IPAD	N/A	SUR	COMPUTER	1
X17218	IPAD	N/A	SUR	COMPUTER	1
X14081	IPAD	N/A	SUR	COMPUTER	1
X20096	IPAD	N/A	SUR	COMPUTER	1
X6737	IPAD	N/A	SUR	COMPUTER	1
X15928	IPAD	N/A	SUR	COMPUTER	1
X22404	IPAD	N/A	SUR	COMPUTER	1
X25012	IPAD	N/A	SUR	COMPUTER	1
X14811	IPAD	N/A	SUR	COMPUTER	1
X12840	IPAD	N/A	SUR	COMPUTER	1
X5534	IPAD	N/A	SUR	COMPUTER	1
X8959	IPAD	N/A	SUR	COMPUTER	5
X4078	IPAD	N/A	SUR	COMPUTER	1
X16595	IPAD	N/A	SUR	COMPUTER	1
X22497	IPAD	N/A	SUR	COMPUTER	1
X19370	IPAD	N/A	SUR	COMPUTER	1
X2701	IPAD	N/A	SUR	COMPUTER	1
X16370	IPAD	N/A	SUR	COMPUTER	1
X3378	IPAD	N/A	SUR	COMPUTER	1
X23445	IPAD	N/A	SUR	COMPUTER	1
X2576	IPAD	N/A	SUR	COMPUTER	1
X22033	IPAD	N/A	SUR	COMPUTER	1
X22033	IPAD	N/A	SUR	COMPUTER	1
X6349	IPAD	N/A	SUR	COMPUTER	1
X4944	IPAD	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
X10740	IPAD	N/A	SUR	COMPUTER	1
X7795	IPAD	N/A	SUR	COMPUTER	1
X8031	IPAD	N/A	SUR	COMPUTER	1
X21187	IPAD	N/A	SUR	COMPUTER	1
X15785	IPAD	N/A	SUR	COMPUTER	1
X4726	IPAD	N/A	SUR	COMPUTER	1
X7129	IPAD	N/A	SUR	COMPUTER	1
X2527	IPAD	N/A	SUR	COMPUTER	1
X12789	IPAD	N/A	SUR	COMPUTER	1
X4816	IPAD	N/A	SUR	COMPUTER	1
X22886	IPAD	N/A	SUR	COMPUTER	1
X7986	IPAD	N/A	SUR	COMPUTER	1
X22802	IPAD	N/A	SUR	COMPUTER	1
X21612	IPAD	N/A	SUR	COMPUTER	1
X18441	IPAD	N/A	SUR	COMPUTER	1
X12964	IPAD	N/A	SUR	COMPUTER	1
X16852	IPAD	N/A	SUR	COMPUTER	1
X7205	IPAD	N/A	SUR	COMPUTER	1
X25431	IPAD	N/A	SUR	COMPUTER	1
X19432	IPAD	N/A	SUR	COMPUTER	1
X22664	IPAD	N/A	SUR	COMPUTER	1
X23292	IPAD	N/A	SUR	COMPUTER	1
X21289	IPAD	N/A	SUR	COMPUTER	1
X22661	IPAD	N/A	SUR	COMPUTER	1
X21873	IPAD	N/A	SUR	COMPUTER	1
X25990	IPAD	N/A	SUR	COMPUTER	1
X14269	IPAD	N/A	SUR	COMPUTER	1
X20597	IPAD	N/A	SUR	COMPUTER	1
X19387	IPAD	N/A	SUR	COMPUTER	1
X15586	IPAD	N/A	SUR	COMPUTER	1
X15722	IPAD	N/A	SUR	COMPUTER	1
X6512	IPAD	N/A	SUR	COMPUTER	1
X8751	IPAD	N/A	SUR	COMPUTER	1
X15853	IPAD	N/A	SUR	COMPUTER	1
X20718	IPAD	N/A	SUR	COMPUTER	1
X15589	IPAD	N/A	SUR	COMPUTER	1
X19166	IPAD	N/A	SUR	COMPUTER	1
X10647	IPAD	N/A	SUR	COMPUTER	1
X24219	IPAD	N/A	SUR	COMPUTER	1
X9920	IPAD	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
X14099	IPAD	N/A	SUR	COMPUTER	1
X10460	IPAD	N/A	SUR	COMPUTER	1
X9065	IPAD	N/A	SUR	COMPUTER	1
X3447	IPAD	N/A	SUR	COMPUTER	1
X10562	IPAD	N/A	SUR	COMPUTER	1
X4112	IPAD	N/A	SUR	COMPUTER	1
X24238	IPAD	N/A	SUR	COMPUTER	1
X15389	IPAD	N/A	SUR	COMPUTER	1
X11271	IPAD	N/A	SUR	COMPUTER	1
X4047	IPAD	N/A	SUR	COMPUTER	1
X10391	IPAD	N/A	SUR	COMPUTER	1
X16075	IPAD	N/A	SUR	COMPUTER	1
X3040	IPAD	N/A	SUR	COMPUTER	1
X8067	IPAD	N/A	SUR	COMPUTER	1
X1209	IPAD	N/A	SUR	COMPUTER	1
X17536	IPAD	N/A	SUR	COMPUTER	1
X22302	IPAD	N/A	SUR	COMPUTER	1
X24241	IPAD	N/A	SUR	COMPUTER	1
X10707	IPAD	N/A	SUR	COMPUTER	1
X13907	IPAD	N/A	SUR	COMPUTER	1
X21125	IPAD	N/A	SUR	COMPUTER	1
X16275	IPAD	N/A	SUR	COMPUTER	1
X10312	IPAD	N/A	SUR	COMPUTER	1
X14407	IPAD	N/A	SUR	COMPUTER	1
X18973	IPAD	N/A	SUR	COMPUTER	1
X22420	IPAD	N/A	SUR	COMPUTER	1
X19461	IPAD	N/A	SUR	COMPUTER	1
X25219	IPAD	N/A	SUR	COMPUTER	1
X9875	IPAD	N/A	SUR	COMPUTER	1
X19707	IPAD	N/A	SUR	COMPUTER	1
X17854	IPAD	N/A	SUR	COMPUTER	1
X2611	IPAD	N/A	SUR	COMPUTER	1
X19148	IPAD	N/A	SUR	COMPUTER	1
X23064	IPAD	N/A	SUR	COMPUTER	1
X19971	IPAD	N/A	SUR	COMPUTER	1
X12515	IPAD	N/A	SUR	COMPUTER	1
X14789	IPAD	N/A	SUR	COMPUTER	1
X22606	IPAD	N/A	SUR	COMPUTER	1
X7034	IPAD	N/A	SUR	COMPUTER	1
X16532	IPAD	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request

Tag #	Description	Serial #	Site	Code	Qty
X21090	IPAD	N/A	SUR	COMPUTER	1
X12626	IPAD	N/A	SUR	COMPUTER	1
X8759	IPAD	N/A	SUR	COMPUTER	1
X2377	IPAD	N/A	SUR	COMPUTER	1
X17159	IPAD	N/A	SUR	COMPUTER	1
X14453	IPAD	N/A	SUR	COMPUTER	1
X7401	IPAD	N/A	SUR	COMPUTER	1
6600148	CARPET EXTRACTOR	N/A	SUR	EQUIPMENT	1
A2759	BILLY GOAT LEAF CLEANER	N/A	SUR	EQUIPMENT	1
N/A	SOUND SYSTEM & SPEAKERS	N/A	SUR	EQUIPMENT	1
N/A	SING ALONG	N/A	SUR	EQUIPMENT	1
N/A	SING ALONG	N/A	SUR	EQUIPMENT	1

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
 X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Amendment #1 to Agreement #17-27 - Ventura County Office of Education/SELPA (Freeman/Sugden)

At the Board meeting of June 21, 2017, the Board of Trustees approved Agreement #17-27 with the Ventura County Office of Education/SELPA to provide services from Social/Emotional Services Specialist (SESS0 during the 2017-18 school year in the amount not to exceed \$311,040.00.

Amendment #1 reflects a decrease in the total number of service hours from 72 to 42, generating a decrease of \$129,600.00, for a new total agreement amount of \$181,440.00. It is recommended that the Board of Trustees approve Amendment #1 to Agreement #17-27 in the amount of \$181,440.00.

FISCAL IMPACT:

SESS Services Cost: 42 hours per week at \$90.00 x 48 weeks = \$181,440.00

Total not to exceed: \$181,440.00 - Special Education Funds.

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Amendment #1 to Agreement #17-27 with the Ventura County Office of Education/SELPA.

ADDITIONAL MATERIAL(S):

Attached: Amendment #1 (1 Page)
Agreement #17-27, Ventura County Office of Education/SELPA (1 Page)

AMENDMENT #1 TO OSD AGREEMENT #17-27

Ventura County SELPA
AGREEMENT(Amended)
FOR SOCIAL/EMOTIONAL SERVICES SPECIALIST
2017-2018

This will serve as evidence of Oxnard School District commitment to cover hourly costs for services provided by VC SELPA staff as follows:

Social/Emotional Services Specialist

Hours/Days per week: _____ 42 hours per week _____

Cost per hour: _____ \$90.00 per hour _____

Formula: (42 hrs/wk x \$90hr) = \$3,780.00 x 48 weeks = \$181,440.00

This is an eleven-month program, from September 1st-July 31st each year. SELPA staff are classified employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees only, in which case district will be billed September 1st to June 30th only.

SELPA Social/Emotional Services Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with Social/Emotional Services Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. SELPA Director will provide supervision to staff.

All payments for SES services will come out of the district's Discretionary Mental Health Services funds (#6512) that are held at the SELPA. The District Special Education Director will receive a monthly statement noting amount spent. If the funds (#6512) have been exhausted, the SELPA will bill the district directly, unless another account has been indicated by the District Special Education Director.

This agreement is in effect from September 1, 2017 through July 31, 2018.

District Administrator _____

Title Director, Purchasing Date _____

SELPA Director _____ Date _____

COPY

Ventura County SELPA
AGREEMENT
FOR SOCIAL/EMOTIONAL SERVICES SPECIALIST
2017-2018

This will serve as evidence of Oxnard School District commitment to cover hourly costs for services provided by VC SELPA staff as follows:

Social/Emotional Services Specialist

Hours/Days per week: 72 hours per week

Cost per hour: \$90.00 per hour

Formula: $(72 \text{ hrs/wk} \times \$90\text{hr}) = \$6,480.00 \times 48 \text{ weeks} = \$311,040.00$

This is an eleven-month program, from September 1st-July 31st each year. SELPA staff are classified employees of the Ventura County Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees only, in which case district will be billed September 1st to June 30th only.

SELPA Social/Emotional Services Specialists and District Administrator will work together to develop a schedule of duties to best meet the District's needs. SELPA Specialists will be accountable to the District for carrying out these duties and will provide a monthly schedule to district upon request.

The District will be responsible for costs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 1/2 hours per hour.

Acceptable reasons for not providing regularly scheduled services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with Social/Emotional Services Specialists to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the Specialist's schedule. SELPA Director will provide supervision to staff.

All payments for SES services will come out of the district's Discretionary Mental Health Services funds (#6512) that are held at the SELPA, unless otherwise indicated by the District Special Education Director. The District Special Education Director will receive a monthly statement noting amount spent.

This agreement is in effect from September 1, 2017 through July 31, 2018.

District Administrator Lisa A. Franz
Lisa A. Franz

Title Director, Purchasing Date 6-22-17

SELPA Director [Signature] Date 4/26/17

OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/1/17

- A. Preliminary _____
Study Session _____
Report _____
- B. Hearing: _____
- C. Consent Agenda X

Agreement Category:

- ___ Academic
- X Enrichment
- ___ Special Education
- ___ Support Services
- ___ Personnel
- ___ Legal
- ___ Facilities

- D. Action Items _____
- E. Approval of Minutes _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approve: Out of State Conference – Washington, DC (Morales/Freeman)

The Board’s approval is requested for the Superintendent, Dr. Cesar Morales and the Assistant Superintendent, Robin I Freeman, to attend the Leaders to Learn From Conference on April 11-12, 2018. This conference allows a learning and networking opportunity with school district leaders who share the same area of interest and expertise for a deep conversation on some of the most important topics in K-12 leadership. A keynote discussion on the concept of “visible learning” and how it influences student achievement will be one of the topics shared at this conference.

FISCAL IMPACT:

Not to exceed \$6,000 for registration, airfare, lodging and meals.

RECOMMENDATION:

It is the recommendation of the Superintendent and the Assistant Superintendent Educational Services that the Board of Trustees approve the out of state conference attendance as outlined above.

ADDITIONAL MATERIAL: Conference Schedule.



Leaders To Learn From 2018

Wednesday, April 11, 2018 10:00 AM (2018-04-11T10:00-06:00) -

Thursday, April 12, 2018 4:00 PM (2018-04-12T16:00-06:00) (Eastern Time)

The Mayflower Hotel

1127 Connecticut Ave NW

Washington, District of Columbia 20036

United States

(202) 347-3000

For more information contact:

Education Week

6935 Arlington Rd., Suite 100

Bethesda, MD 20814

T: (800) 346-1834

Email Us

Start Your Registration

Email Address *

Verify Email Address *

[View or Change Your Existing Registration](#)

You can also register a group. [Learn More](#)

[Continue](#)

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- [2018 Live Event Agenda \(https://leaders.edweek.org/leaders-2018-live-event-agenda/?intc=ltlfnavtop\)](https://leaders.edweek.org/leaders-2018-live-event-agenda/?intc=ltlfnavtop)
- [2017 Event: Archive Video \(https://leaders.edweek.org/leaders-live-stream-2017/?intc=ltlfnavtop\)](https://leaders.edweek.org/leaders-live-stream-2017/?intc=ltlfnavtop)
- [2016 Event: Archive Video \(https://leaders.edweek.org/leaders-live-stream-2016/?intc=ltlfnavtop\)](https://leaders.edweek.org/leaders-live-stream-2016/?intc=ltlfnavtop)
- [Virtual Events \(https://leaders.edweek.org/virtual-events/?intc=ltlfnavtop\)](https://leaders.edweek.org/virtual-events/?intc=ltlfnavtop)
- [Videos \(https://leaders.edweek.org/videos-meet-the-2017-leaders/?intc=ltlfnavtop\)](https://leaders.edweek.org/videos-meet-the-2017-leaders/?intc=ltlfnavtop)
 - [10 Must-Watch Videos \(https://leaders.edweek.org/10-must-watch-videos-school-leaders/?intc=ltlfnavtop\)](https://leaders.edweek.org/10-must-watch-videos-school-leaders/?intc=ltlfnavtop)
 - [Meet the 2017 Leaders \(https://leaders.edweek.org/videos-meet-the-2017-leaders/?intc=ltlfnavtop\)](https://leaders.edweek.org/videos-meet-the-2017-leaders/?intc=ltlfnavtop)
 - [Meet the 2016 Leaders \(https://leaders.edweek.org/videos-meet-the-2016-leaders/?intc=ltlfnavtop\)](https://leaders.edweek.org/videos-meet-the-2016-leaders/?intc=ltlfnavtop)
 - [Meet the 2015 Leaders \(https://leaders.edweek.org/videos-meet-the-2015-leaders/?intc=ltlfnavtop\)](https://leaders.edweek.org/videos-meet-the-2015-leaders/?intc=ltlfnavtop)
 - [Meet the 2014 Leaders \(https://leaders.edweek.org/meet-2014-leaders-videos/?intc=ltlfnavtop\)](https://leaders.edweek.org/meet-2014-leaders-videos/?intc=ltlfnavtop)
 - [Meet the 2013 Leaders \(https://leaders.edweek.org/meet-the-leaders-2013/?intc=ltlfnavtop\)](https://leaders.edweek.org/meet-the-leaders-2013/?intc=ltlfnavtop)
 - [Why You Should Go \(https://leaders.edweek.org/why-you-should-go/?intc=ltlfnavtop\)](https://leaders.edweek.org/why-you-should-go/?intc=ltlfnavtop)
- [Sponsor \(https://leaders.edweek.org/sponsors-information/?intc=ltlfnavtop\)](https://leaders.edweek.org/sponsors-information/?intc=ltlfnavtop)
- [Register to Attend \(https://leaders.edweek.org/select-your-registration-type/?intc=ltlfnavtop\)](https://leaders.edweek.org/select-your-registration-type/?intc=ltlfnavtop)

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Leaders 2018 Live Event Agenda

April 11-12, 2018 | The Mayflower Hotel

1127 Connecticut Ave NW, Washington, DC 20036

Wednesday, April 11, 2018

9:30 a.m.—11:30 a.m.

Registration and coffee meet-up

Hall of Leaders opens. Gather with fellow attendees and mingle over coffee with the outstanding Leaders To Learn From selected by *Education Week*.

11:30 a.m.—1 p.m.

Kick-Off Lunch

Join fellow attendees in the grand ballroom for a luncheon. Network with other district leaders who share your interests and begin the discussion on the issues and challenges you face.

1 p.m.—2:20 p.m.

Leader recognition begins

Education Week President and CEO Michele J. Givens begins the day recognizing our first group of Leaders. In conversations with reporters who profiled them, they'll share their stories from the stage.

2:20 p.m.—2:50 p.m.

Follow the Leaders

2nd Floor

Join the Leaders you've just heard from for a half-hour lightning round of questions, answers, and inquiry, when you'll have the opportunity to engage directly with these exceptional district administrators.

3 p.m.—3:25 p.m.

Deep Dive Discussions

2nd Floor

Choose one of our featured hot topics and spend an hour diving more deeply into the subject area that interests—or perhaps challenges—you most in the work you do.



Evie Blad (<https://twitter.com/EvieBlad>), Staff Writer, *Education Week*

Social-Emotional Learning (SEL)

In this session on social-emotional learning, **reporter Evie Blad** leads a discussion on how districts and schools are incorporating the teaching of relational and personal skills into academic content and whether teachers are prepared to teach SEL.



Michelle R. Davis (<https://twitter.com/EWmdavis>), Senior Contributing

Writer, *Education Week*

Personalized Learning

In this session on personalized learning, **reporter Michelle Davis** discusses how the push to tailor teaching and learning around students' academic needs and personal interests is expanding and what that means for K-12 educators and leaders.



Stephen Sawchuk (https://twitter.com/Stephen_Sawchuk), Associate

Editor, *Education Week*

STEM Education

Dive deep into the state of STEM education in this session with **reporter Stephen Sawchuk**.

3:30 p.m.—4 p.m.

Industry Perspective Sessions

2nd Floor

Stay right where you are, because in this half hour of your topical discussion, you'll hear from industry leaders making a difference in:

- Social-Emotional Learning
- Personalized Learning
- STEM Education

4:15 p.m.—5 p.m.

Closing Keynote: A Year in the Life of Two Leaders

Former Leaders To Learn From honorees discuss what they've experienced in the past year in providing students the teaching and learning they need, and uniting the parents and communities they serve.

5 p.m.—6:30 p.m.

All-Attendee Welcome Reception

Thursday, April 12, 2018

7 a.m.—8 a.m.

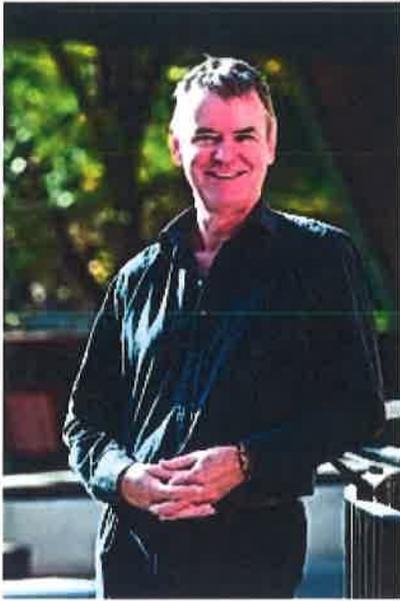
Networking Breakfast

Hall of Leaders

8 a.m.—9 a.m.

Opening Keynote: *Visible Learning With John Hattie*

Grand Ballroom



John Hattie

Professor of Education and Director, Melbourne Education Research Institute, University of Melbourne, Australia, and Author, *Visible Learning*

9 a.m.—10 a.m.

Leader recognition begins

Education Week President and CEO Michele J. Givens introduces our second group of Leaders for 2018. In conversations with reporters who profiled them, they'll share their stories from the stage.

10:20 a.m.—10:50 a.m.

Follow the Leaders

2nd Floor

Join the Leaders you've just heard from for a half-hour lightning round of questions, answers, and inquiry, when you'll have the opportunity to engage directly with these exceptional district administrators.

10:50 a.m.—11:20 a.m.

Networking Reception Break

2nd Floor atrium

Take a break with your new colleagues and fellow participants to enjoy refreshments, network, and discuss what you've learned.

11:20 a.m.—11:50 a.m.

Industry Perspectives

2nd Floor

For the first half of these topical discussions, hear from industry leaders making a difference in:

- Teacher Professional Development
- Student Assessment
- English-Language Learners

11:50 a.m.—12:15 p.m.

Deep Dive Discussions

Hold onto your seats and dive even deeper into the subject area that interests—or perhaps challenges—you most in the work you do:



Liana Loewus (<https://twitter.com/LianaLoewus>), Assistant Editor,

Education Week

Teacher Professional Development

Reporter Liana Loewus leads a conversation about professional development for teachers and what schools and districts are doing to make their teacher PD more meaningful and relevant.



Catherine Gewertz (<https://twitter.com/cgewertz>), Senior Contributing

Writer, *Education Week*

Student Assessment

Reporter Catherine Gewertz guides participants through a conversation on the shifting landscape of student assessment and how schools are adapting.



Corey Mitchell (https://twitter.com/c_c_mitchell), Staff Writer,

Education Week

English-Language Learners

Join a discussion with **reporter Corey Mitchell** on English-language learners and what's at stake in educating this large and growing population of students in K-12 schools.

12:30 p.m.—1:30 p.m.

Networking Lunch

1:30 p.m.—2:15 p.m.

Closing Keynote

Agenda subject to change. Check back regularly for updates.

Submit Your Email Address For Event Updates

BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: 11/1/17

STUDY SESSION _____

CLOSED SESSION _____

SECTION A-1: PRELIMINARY _____

SECTION A-II: REPORTS _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

_____ Academic

_____ Enrichment

_____ Special Education

_____ Support Services

 X Personnel

_____ Legal

_____ Facilities

SECTION D: ACTION _____

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

Ratification of Agreement/MOU #17-206 – California State University, Northridge (Vaca/Bond)

This Agreement/MOU allows Oxnard School District and California State University, Northridge to establish a partnership to provide candidates with special education teaching experience/training. Internships provide an alternate route to certification that allows candidates to obtain credentials while teaching in classrooms.

FISCAL IMPACT:

District will pay CSUN Interns on the Certificated Salary Schedule from the Unrestricted General Fund.

RECOMMENDATION:

It is the recommendation of the Director, Certificated Human Resources, and the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees ratify Agreement/MOU #17-206 with California State University, Northridge.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #17-206, California State University, Northridge (3 Pages)

MEMORANDUM OF UNDERSTANDING

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION**

SPECIAL EDUCATION INTERN PROGRAM

This is a MEMORANDUM OF UNDERSTANDING (“MOU”) by and between **California State University, Northridge** (“University”) and **Oxnard School District** (“LEA”), hereinafter called the “Partners”.

Teaching Internship Programs are designed to help districts meet shortages of qualified teachers, and to attract persons into teaching who would not normally enroll in a traditional preparation program. Internships provide an alternative route to certification that allows candidates to obtain credentials while teaching in classrooms. This arrangement requires cooperative agreements between participating Local Education Agency (LEAs) and Institute of Higher Education (IHEs) to address the employment shortages in the specified LEA.

As the **Lead Sponsor** in the California State University, Northridge Special Education Intern Program, University authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. This program has been developed to meet employment shortages.

The University will provide:

- A. A teacher education program that consists of sequenced coursework leading to a special education credential with individual intern advisement and mentoring;
- B. Classroom support and on-site supervision by university faculty who have the following qualifications:
 - current knowledge in the content that is taught
 - understand the context of public schooling
 - ability to model best professional practices in teaching and learning, scholarship, and service
 - knowledgeable about diverse abilities, cultural language, ethnic and gender diversity
 - thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools
- C. Support/mentor training and orientation;
- D. Documentation of employer-provided support/mentoring and monitoring process;

- E. Documentation of specific responsibilities of the program supervisor including contact/communication with the support provider throughout the 2-year program; a minimum of two observations each of four semesters; and a cohort seminar twice monthly to address intern needs, links coursework with practice and establishes a network of collegial support;
- F. Supervision for individuals who have not yet earned an English Learner Authorization (ELA) including in-classroom coaching specific to the needs of English learners.

As a **Co-sponsor** in the California State University, Northridge Special Education Intern Program, the LEA will:

- A. Assign each intern a Support Provider who meets the following qualifications:
 - Holds a valid corresponding clear or life credential
 - Has 3 years of successful teaching experience
 - Has an EL authorization (if responsible for providing specified EL support)
- B. Provide protected time for the support provider to work with the intern within the school day including clearly defined expectations for type/frequency of support;
- C. Assign a support provider to individuals who have not yet earned an English Learner Authorization (ELA) who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English Learner (ELs), for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed;
- D. Ensure the Support Provider is immediately available to assist the intern with planning lessons;
- E. Provide selection based upon teaching expertise and ability to mentor, and agrees to observe, provide feedback, and conference with interns a minimum of three times each semester.

Indemnification

Each party to this agreement agrees to indemnify and hold each of the other parties harmless against any and all liability, claims and damages arising out of or caused by that party's negligent or intentional acts.

Insurance

Each party agrees to hold prior to the commencement of work a certificate of insurance stating that there is General Liability insurance presently in effect for each other with a combined single limit of not less than \$1,000,000 per occurrence, and \$2,000,000 aggregate; and that vehicle insurance (where applicable) is in effect with a minimum coverage of \$1,000,000 per occurrence. Additionally, each parties' employees, volunteers, officers, and agents of each of them, are included as additional insureds, but only insofar as the operations under this contract are concerned. Evidence of Workers' Compensation insurance coverage will also be required (where applicable).

As Partners, the University and the LEA will provide teacher education and on-the-job support and supervision to beginning teachers.

The signatures below indicate agreement to the stipulations in this MOU and verify that interns do not displace certificated employees in participating districts.

California State University, Northridge Representative

Name: Deborah Flugum, Manager, Purchasing & Contract Adm. Date _____
Signature: _____

Oxnard School District Representative(s)

Name: Lisa A. Franz, Director, Purchasing Date _____
Signature: _____

Name: N/A Date _____
Signature: N/A _____

OSD BOARD AGENDA ITEM

Name of Contributor: Peter Rogosin

Date of Meeting: November 1, 2017

- A. Preliminary Study Session Report _____
- B. Hearing: _____
- C. Consent Agenda X
Agreement Category:
 - ___ Academic
 - ___ Enrichment
 - ___ Special Education
 - ___ Support Services
 - ___ Personnel
 - ___ Legal
 - ___ Facilities
- D. Action Items _____
- E. Approval of Minutes _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Establish/Abolish/Increase/Reduce Hours of Position (Rogosin)

Establish

a five hour, 183 day Paraeducator I, position number 8650, to be established at McKinna school. This position will be established to provide additional support for the Newcomer Academy.

an eight hour, 246 day Administrative Assistant, position number 8649, to be established in the Educational Services department. This position will be established to provide support to the Director of English Learner Services.

Increase

A five and a half hour, 183 day Paraeducator III, position number 2791, to be increased to 5.75 hours in the Special Education department. This position will be increased to provide support per student IEP.

A five hour, 183 day Paraeducator II, position number 2275, to be increased to 5.75 hours in the Special Education department. This position will be increased to provide additional support.

FISCAL IMPACT:

- Cost for Para I-\$23,263 General
- Cost for Administrative Assistant-\$79,769 General
- Cost for Para III-\$1,214 Special Education
- Cost for Para II-\$3,551 Special Education

RECOMMENDATION:

It is the recommendation of the Interim Director, Classified Human Resources, that the Board of Trustees approve the establishment, increase, and reduction of positions, as presented.

ADDITIONAL MATERIAL:

Attached: None

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca/Peter Rogosin**

Date of Meeting: **November 1, 2017**

- A. Preliminary _____
Study Session _____
Report _____
- B. Hearing: _____
- C. Consent Agenda X
Agreement Category:
 - _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities
- D. Action Items _____
- E. Approval of Minutes _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Personnel Actions (Vaca/Rogosin)

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 the salary regulations of the District. Personnel Actions include: new hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, authorizations, and leaves of absence.

FISCAL IMPACT:
N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services and the Interim Director, Classified Human Resources, that the Board of Trustees approve the Personnel Actions, as presented.

ADDITIONAL MATERIAL:

Attached: Classified Personnel Actions (two pages)
Certificated Personnel Actions (one of page)

CLASSIFIED PERSONNEL ACTIONS

November 1, 2017

New Hire

Cameron, Rosa	Paraeducator II, Position #2952 Special Education 5.75 hrs./183 days	10/02/2017
Cobian Rosales, Cynthia	Paraeducator I (B), Position #7821 Lemonwood 5.5 hrs./183 days	10/23/2017
Enriquez, Monica	Paraeducator II, Position #6583 Special Education 5.75 hrs./183 days	10/03/2017
Hernandez, Joel	Paraeducator I, Position #7190 Ritchen 4.0 hrs./183 days	10/11/2017
Hernandez, Julie	Paraeducator I, Position #7193 Sierra Linda 5.75 hrs./183 days	10/10/2017
Isaac, Carmela	Paraeducator III, Position #7509 Special Education 5.75 hrs./183 days	10/16/2017
Lee, Claudia	Paraeducator I, Position #7226 English Learner Services 5.0 hrs./183 days	10/12/2017
Martinez, Angie	Paraeducator II (B), Position #2699 Educational Services 5.75 hrs./183 days	10/02/2017
Partida, Terrie A.	Paraeducator III, Position #7903 Special Education 5.75 hrs./183 days	10/18/2017
Postas, Lisa	Paraeducator III, Position #1628 Special Education 5.75 hrs./183 days	10/04/2017
Quintanilla, Alba	Paraeducator II (B), Position #5561 Special Education 5.75 hrs./183 days	10/16/2017

Exempt

Ahumada, Luz	Campus Assistant	09/07/2017
Alaniz, Gerardo	AVID Tutor	09/19/2017
Anaya, Jovana	Campus Assistant	09/19/2017
Aristegui, Savannah	Campus Assistant	10/05/2017
Chavez, Jose	Campus Assistant	10/03/2017
Cortez Castro, Gabriela	AVID Tutor	09/19/2017
Galvan Salaverria, Liliana	AVID Tutor	10/09/2017
Garcia Mendoza, Arturo	Campus Assistant	10/03/2017
Macias, Alma	AVID Tutor	09/22/2017
Maldonado, Elva	Campus Assistant	10/06/2017
Martinez, Gwendolyn	AVID Tutor	09/01/2017
Martinez, Mayra	AVID Tutor	09/19/2017
Mejia, Sara	Campus Assistant	09/07/2017
Meza, Brandy	AVID Tutor	09/08/2017
Michel, Klissman	Campus Assistant	10/02/2017
Naranjo, Karina	Campus Assistant	10/02/2017
Palmer, Nona	AVID Tutor	09/21/2017
Reyes, Itzel	AVID Tutor	09/22/2017
Reyes, Jazmin	AVID Tutor	10/02/2017
Zamora Carrillo, Gerardo	AVID Tutor	09/19/2017

Limited Term

Arbaiza, Kenisha	Paraeducator	09/29/2017
Barrera, Junuen	Child Nutrition Worker	09/28/2017
Quintanilla, Alba	Paraeducator	09/29/2017
Smith, Sarah	Paraeducator	09/18/2017
Tinoco, Rodolfo	Child Nutrition Worker	09/28/2017

Promotion

Mendoza, Alberto	Parent Support Liaison, Position #8547 English Learner Services 8.0 hrs./246 days Paraeducator I, Position #7263 Soria 5.0 hrs./183 days	10/23/2017
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Increase in Hours

Contreras-Giron, Karen	Adaptive Technology Specialist, Position #2881 Special Education 8.0 hrs./183 days Adaptive Technology Specialist, Position #2881 Special Education 5.75 hrs./183 days	10/16/2017
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Transfer

Lara, Maria	Outreach Specialist (B), Position #2561 Brekke 8.0 hrs./180 days Outreach Specialist (B), Position #2141 Curren 8.0 hrs./180 days	11/01/2017
Romero, Alex	Lead Custodian, Position #1452 Ramona 8.0 hrs./246 days Lead Custodian, Position #549 Curren 8.0 hrs./246 days	10/23/2017
Romero, Margarita	Child Nutrition Worker, Position #2160 Harrington 5.0 hrs./185 days Child Nutrition Worker, Position #2854 Ramona 5.0 hrs./185 days	10/08/2017
Valdez, Rosana	Administrative Assistant, Position #436 Educational Services 8.0 hrs./246 days School Office Manager, Position #2183 Sierra Linda 8.0 hrs./210 days	11/6/2017

Rescind Resignation

Ponder, Sean M.	Paraeducator III, Position #8038 Special Education 5.75 hrs./183 days	10/20/2017
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CERTIFICATED PERSONNEL ACTIONS

Listed below are recommended Certificated Personnel Actions presented to the Board of Trustees for consideration. The salaries for the individuals employed will be determined, in accordance with the salary regulations of the District.

New Hires

Adesina, Bolajoko	RSP Teacher	October 23, 2017
Bulger, Alice	RSP Teacher	December 04, 2017
McPherson, Brian	PE Teacher, Haydock	October 10, 2017
Costa, Patrick	Substitute Teacher	2017/2018 School Year
Esquivel, Cynthia	Substitute Teacher	2017/2018 School Year
Gonzalez, Armando	Substitute Teacher	2017/2018 School Year
Hashimoto, Justin	Substitute Teacher	2017/2018 School Year
White Gonzalez, Kathryn	Substitute Teacher	2017/2018 School Year

**Intervention Services
Provider (less than 20
hours per week not to
exceed 75% or 135 days a
year**

Guerrero, Sondra	Rose Ave	October 16, 2017
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OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/1/17

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items X
F. Board Policies 1st Reading _____ 2nd Reading _____

**Approval of Agreement/MOU #17-205 – Oxnard Union High School District
(Freeman/Thomas)**

The Oxnard Union High School District will provide student tutors as volunteers in the Oxnard School District either during the day or during the after school program. The students are part of the Teacher Education Career Academy (TECA) and Youth Education Services Academy (YES). The students in these academies have expressed a desire to become educators and have completed elective classes to prepare for this career.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #17-205 with the Oxnard Union High School District.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #17-205, Oxnard Union High School District (1 Page)

Agreement/Memorandum of Understanding #17-205
Between Oxnard School District and Oxnard Union High School District
TECA and YES Academy Volunteer Tutors

This document shall serve as a Memorandum of Understanding between the Pacifica High School Teacher Education and Career Academy (TECA) and the Hueneme High School Youth Education Services Academy (YES) of the Oxnard Union High School District (OUHSD) and the Oxnard School District (OSD) for the purpose of hosting student tutors at the elementary and middle school level during the 2017-2018 school year.

It is understood that Oxnard School District will provide the Oxnard Union High School District students supervised classrooms for students from their TECA and YES academies for the purpose of tutoring elementary and middle school students.

It is understood that the tutoring services are in conjunction with the certificated teacher or after school program staff (Oxnard Scholars) being present in the classroom the entire time services are offered. Students are not replacing any paid positions, and are there to work in collaboration with, and in support of, the classroom teacher and after school program activity.

It is understood that the services provided by the TECA and YES tutors are provided free of charge and the students will collect and record volunteer hours on a timesheet provided by the TECA and YES academy certificated teacher. The certificated teachers of the Oxnard School District and after school program staff are collaborating with TECA and YES students free of charge and voluntarily as well.

Oxnard Union High School District Students are insured and covered by the policies of the high school district as this work is part of the OUHSD Academy requirements.

This Memorandum of Understanding is signed this 2nd day of November, at Oxnard, California.

Dr. Penelope A. DeLeon, Superintendent
Oxnard Union High School District

Lisa A. Franz, Director, Purchasing
Oxnard School District

Michael 'Sid' Albaugh
Assistant Superintendent, Business Services

BOARD AGENDA ITEM

Name of Contributor(s): Robin I. Freeman

Date of Meeting: 11/1/17

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - ____ Academic
 - ____ Enrichment
 - ____ Special Education
 - ____ Support Services
 - ____ Personnel
 - ____ Legal
 - ____ Facilities
- D. Action Items X
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approve: Single Plan for Student Achievement: 20 School Sites (Freeman/Thomas)

The Single Plan for Student Achievement (SPSA) is developed at each school site to ensure that plans for improving student performance are in place. The plan is developed collaboratively with the school leadership team and the School Site Council. The English Learner Advisory Committee reviews the plan and it is approved by the School Site Council.

FISCAL IMPACT:

The SPSA contains a budget that details how school site funds will be spent to support improved student achievement.

RECOMMENDATION:

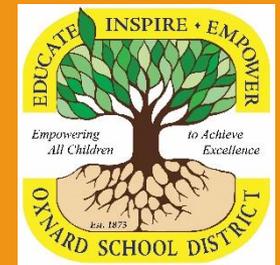
It is the recommendation of the Assistant Superintendent Educational Services, that the Single Plan for Student Achievement for all 20 elementary and middle schools be approved.

ADDITIONAL MATERIAL(S):

Power Point

The electronic version of the Single Plan for Student Achievement of each school on the board agenda list is available for viewing on the October 27, 2017 board agenda for the mentioned meeting. Hard copies of the documents will also be available for viewing at the District Office, Educational Services Division.

Single Plans for Student Achievement



Oxnard School District
November 1, 2017

Single Plans for Student Achievement (SPSA)

The purpose of the SPSA is to coordinate all educational services at the school.

The SPSA will show how funds at a school site will be used to improve the academic performance of all students.



Purpose

- Builds on a premise that students are capable of learning with effective instruction.
- Includes school goals aligned with activities and goals included in the Local Control Accountability Plan (LCAP) in order to maximize school reform efforts.

Purpose

- Focuses on student achievement, academic interventions and enrichment opportunities.
- Directs resources where they will most directly improve student academic achievement.
- Ensures that all resources are aligned to serve identified student needs.
- Uses data and research-based strategies.

Table of Contents

- Title Page
- Mission & Vision
- Profile
- Greatest Progress
- Greatest Need
- Performance Gaps
- Increased or Improved Services
- Overall Effectiveness of Actions and Services
- Compensatory Education Requirements
- Budget Summary
- Goals/Actions/Expenditures
- Eight State Priorities
- Appendix A-CAASPP
- Appendix B-CELDT
- Appendix C-SSC Membership
- Appendix D-Signatures

Vision/Mission Statement School Profile

- **School Vision/Mission Statement:** Each site has implemented a mission statement which is reflected in each SPSA.
- **Profile:** The profile for each school can include information about demographics, programs and opportunities offered to students.



Greatest Progress

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students.

Greatest Need

1. What are the areas of greatest need that, demonstrated through local assessments, need to be addressed?
2. What steps is the school planning to take to address these areas of greatest need for improvement?

Performance Gaps

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups.
2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Increased or Improved Services

- If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.
- Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Overall Effectiveness of Actions and Services

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Compensatory Education Requirements

- **STAKEHOLDER GROUPS** - Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and the school community were involved in developing the overall plan.
- **MONITORING SPSA** - Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.
- **PARENT INVOLVEMENT** - Briefly describe your parent involvement activities.
- **TRANSITIONS** - Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Budget Summary

- Every SPSA has a site budget that is aligned with the goals and actions.
- Auditors review school site budgets to ensure that every line item is accounted for within the plan.



Centralized Services

- Services such as Instructional Coaches, Library Technicians, Site Technology Technicians, Outreach Specialists and Counselors are funded by the district and available at every site.



School Goals

- Sites develop school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data.



School Goals

Goal 1-

All students will reach high academic standards in reading and mathematics.

Goal 2-

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 3-

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Eight State Priorities

- I. **Basic:** degree to which teachers are appropriately assigned and fully credentialed
- II. **Implementation of State Standards**
- III. **Parent involvement**
- IV. **Pupil achievement**
- V. **Pupil engagement**
- VI. **School climate**
- VII. **Course access**
- VIII. **Other pupil outcomes**

Appendices

- Appendix A - CAASPP data
- Appendix B - CELDT data
- Appendix C - School Site Council Membership
- Appendix D - Recommendations and Assurances

Parent Involvement Policy

- Each SPSA includes the site's Title I Parent Involvement Policy which outlines the plan to promote parent involvement.



Approval Process

The School Site Council is responsible for:

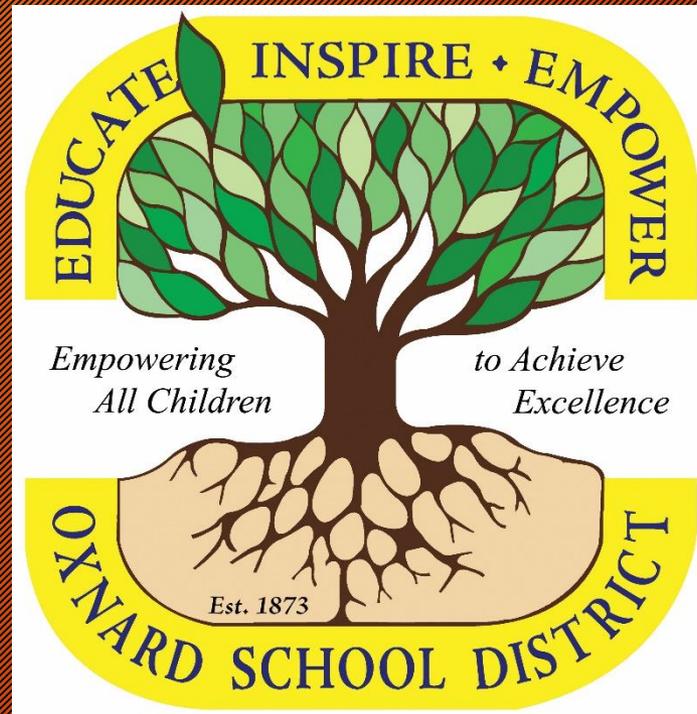
- Seeking input from school advisory committees, i.e. ELAC.
- Considering recommendations from the above school advisory committees.
- Formally approving the SPSA.
- Recommending approval to the Board.



A Living Document

Single Plans are regularly revised to reflect changes in student needs and budget expenditures.

Thank You!



SPSA Year 2017-18



Single Plan for Student Achievement (SPSA) Template

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

School Name	Norman R. Brekke Elementary School		
CDS Code	56725386114029		
Revision Date	October 10, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Bertha M. Anguiano Principal	Email and Phone	banguiano@oxnardsd.org 805.385.1521
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

We function as a flexible, well informed, cohesive team.
 We work as a collaborative learning community, in order to ensure all students become productive citizens.
 All students will learn at Brekke School.

We like to simply say,

At Brekke School, smart is something EVERYONE can get!

SCHOOL PROFILE

Brekke's vision statement - "Brekke School: Where smart is something everyone can get" - is a reflection on our staff belief in the growth mindset and ensuring that all student know that they can achieve at high levels. It is an integral part of the Brekke culture.

As always, our focus remains on strong first instruction with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. the use of a Depth and Complexity Model in addition to SIOP strategies and a focus on a strong implementation of the common core state standards in every classroom provides students with the opportunities to think critically and creatively and to communicate and collaborate which ultimately strengthens their critical thinking, reading comprehension and math skills. Teachers have worked to improve their instructional practices so that the rigor needed to push our students forward is evident in every classroom.

In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention or acceleration through our multi-tiered system of supports (MTSS). The staff has become very adept at the analysis and use of data to find the most effective interventions for students. We also identify those students who need to be challenged and provide acceleration through interventions. The use of the Accelerated Reader program school wide encourages students to read and reach their individual reading goals which helps to build their reading skills. The IXL program also helps to support the teaching and learning in math (TK-5) and language arts (grades 2-5) with extra practice and focus on skills.

Brekke is committed to increasing English proficiency and building academic vocabulary. This year we will continue to provide designated ELD using the newly adopted reading/language arts/ELD curriculum. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing academic vocabulary, communication and critical thinking skills. We also continue to incorporate SIOP strategies into our lesson planning and delivery.

A site variance allows staff to bank minutes giving grade levels some valuable time every Wednesday the opportunity to meet as a Professional Learning Community (PLC) to work together to plan lessons, interventions and to analyze data. This time also allows the staff to meet regarding the implementation of our 1:1 devices, implementation of the Common Core standards and a focus on our new language arts curriculum.

This year Brekke will continue to implement CHAMPS as a positive behavior support with students. The staff is working to "CHAMPS" the different areas of the school and is focused on providing positive behavior support for our students. With CHAMPS, we are focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to present parents with information on CHAMPS, building resilience in children, and how we can support students in creating a growth mindset. As a staff, we are committed to putting systems in place to help our students become confident and resilient life-long learners.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

At Brekke, our students made great gains in both English language arts and Mathematics as measured by the Smarter Balanced Assessments. In English language arts, the percent of third grade students who Exceeded the state standards increased from 9% in 2016 to 17% in 2017. The percent of fourth grade students who have Met or Exceeded state standards has steadily increased over the last three years from 28% in 2015, to 29% in 2016 and to 33% in 2017. In Mathematics, the percent of third grade students who Exceeded the standards increased from 1% in 2016 to 8% in 2017. The percent of fifth grade students who Met the standards in Math has steadily increased over the last three years from 8% in 2015, to 12% in 2016 and to 15% in 2017.

Additionally, the STAR 360 Reading scores indicate that, on average, 50% of the students are reading at grade level:

57 % of 1st grade students scored at or above benchmark at the end of the year.
 59% of 2nd grade students scored at or above benchmark at the end of the year.
 51% of 3rd grade students scored at or above benchmark at the end of the year.
 47% of 4th grade students scored at or above benchmark at the end of the year.

The integration of Science and Inquiry into our academic program has resulted in the gains that we see in English language arts and math. During Science, students were given the opportunity to think and act like real scientists in the lab. They kept notebooks and engaged in writing skills such as note taking, using graphic organizers, and crafting relevant evidence to support hypotheses. In this way, the science lab activities strengthened and supported language arts instruction in the classroom. The science lab activities gave students an authentic platform to use academic vocabulary as they endeavored to collaborate like young scholars. These activities allowed our English learners, low income, and foster youth to make gains in their language development. In fact, discussions that originated in the science lab often continued in the classroom as the students thought critically about and made connections with new information. Finally, science lab activities supported student mastery of important mathematical practices such as looking for patterns in numbers, considering quantities and identifying relationships in numbers. Through the science lab, students were able to apply the skills they were learning to use as a scientist to the skills necessary to achieve mastery in other academic disciplines such as language arts and math. This resulted in an overall rise in student achievement, engagement and an interest in learning.

Our effort to build on the integration of Science and Inquiry includes continuing to support science instruction through the purchase of materials. These materials had been purchased through Title I funds. Another contributing factor to our language arts and math gains, were our ISPs who supported differentiated instruction were funded through Title 1 funds as well the materials they used with students. This year, the district has provided two technology mentors (math and tech) to support staff in fully implementing the technology pieces within our adopted curricula. In addition, the school will continue to implement PBIS through ongoing training, school climate surveys, and the CHAMPS/STOIC models.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

According to our CAASPP data, our reading scores remained steady from the prior year . They showed that 33 percent of our students met or exceeded state benchmarks. These scores put us in a "Yellow" performance category. When segregating the data, our English Learner population is performing in the "Red" performance category, which is two levels below our "all student" category. As a result, our greatest area of need is to improve our ELL scores so a greater number of students can meet the criteria for reclassification. The number of students achieving grade level reading proficiency is another concern. Our goal is to increase the percentage of students meeting or exceeding benchmark in reading.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

As a school, we plan to address the areas of greatest need through the following efforts:

1. Offer additional professional development tied to the new curricula, in both math and language arts, with the use of tech and math mentors.
2. We will continue to meet in Professional Learning Communities to analyze data, plan instruction, and identify students in need of intervention.
3. Principal will hold student monitoring conferences with individual teachers, two times a year, to identify students needing additional support.
4. ISPs will facilitate the reduction of class size during daily designated ELD and provide interventions for at risk students and special populations.
5. We will ensure all teachers attend the ELD professional development provided by OSD.
6. District and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices.
7. ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, and English language development.
8. STAR 360 tests will be administered monthly in order to monitor student progress and inform instructional practice.
9. We will recognize students for their overall academic achievements each month and for achieving AR Goals each trimester.
10. We will hold a celebration with the community for students who reach reclassification criteria each year.

All efforts will be supported by the Principal, the site TOSA, the outreach coordinator, the counselors, the speech therapist, the RSP teacher and other staff as applicable.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to the California Dashboard, our EL students maintained their level of academic achievement in both math and language arts; however, they are two performance levels below the "all student" performance on the English Learner Performance Indicator. Hence, our goal is to increase EL student achievement to a higher performance level.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

As a school, we plan to offer additional professional development in using the STAR 360 assessment and data, as well as professional development tied to the new curricula in both math and language arts with the use of technology and math mentors. We will continue to meet in PLC groups to analyze data, plan instruction, and identify students in need of intervention. The site TOSA and Principal will assist teachers with the process of collecting and analyzing data.

ISPs will facilitate the reduction of class size during daily designated ELD instruction and provide interventions for at risk students and special populations. We will ensure all teachers attend the ELD professional development provided by OSD. OSD and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices. ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, speaking, and listening. Assessment data will be analyzed to determine which ELD standards are in need of remediation and which are being achieved. ELD performance standards and student achievement will be addressed during staff meetings, PLC meetings, and student monitoring conferences.

We will monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The Principal will lead student monitoring conferences with individual teachers two times per year. During these meetings, the teacher will have an opportunity to review academic achievement data gathered from the students in their class with the Principal. Together they will help identify key standards needed to be addressed during whole class intervention and key standards that need to be addressed during small group intervention. Interventions for students who do not possess similar needs as their peers will also be addressed.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

As a Title 1 school we will provide small group intervention to increase or improve services for low-income students, English learners, and foster youth with ISPs and afterschool tutoring clubs for reading and STEAM. In addition, supplemental materials such as Scholastic News, IXL, MyON and Brain Pop have been purchased for student use. This goal has been addressed under Section 1: Greatest Progress.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

In general, the after school reading and STEAM clubs could have been better attended had they met more frequently. This year we plan on conducting the after school interventions twice weekly. Meeting with students twice weekly will give students more opportunities to receive academic support, build program consistency, and give parents a more structured schedule which will improve the rate of student participation.

Last year, designated ELD instruction was mostly facilitated through ISP teachers, four days per week. This year, classroom teachers will facilitate all designated ELD instruction, five days per week or every day class is in session. Having only classroom teachers provide designated ELD instruction will ensure the integrity of the ELD program, the alignment of the instruction to ELD standards, and a more seamless integration of current classroom instructional themes.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The English Learner Advisory Committee (ELAC), site Leadership Team, and School Site Council provided input on the 2017-2018 Single Plan for Student Achievement goals, objectives and budget. Some of the recommendations provided were for the school to provide interventions/tutoring for students who are falling behind; provide additional campus supervisors to ensure student safety during recess/lunch periods; and to continue sending flyers and Connect Ed calls to parents to remind them of upcoming events. The School Site Council also consulted on the Parent Involvement Policy and School Compact.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The School Site Council, ELAC, and Leadership Team will monitor and provide feedback on the completion or need for revision of goals and expenditures throughout the year.

III. **PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

We feel fortunate to have strong parent involvement at Brekke. We hold monthly Awards Assemblies in which we recognize students for a variety of reasons and invite parents to attend. We encourage parents to become active members of our ELAC, SSC and PTA. Our parents are invited to participate during Family Nights (Science, Literacy, and Science & Art) that are provided throughout the year. Additionally, parents enjoy participating in the PTA community building activities, such as the Trunk-or-Treat and the Color-A-Thon.

IV. **TRANSITIONS**

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Parents and students received a welcome letter from the Principal at the start of the year. Parents and students were invited to the school to receive information on the role of the iPad in their child's education and to obtain one before the start of the school year. Ready, Set, Go workshops were held for parents of children entering TK and K as well. As older students transition into 6th grade, middle schools provide a presentation on what their schools offer, thus assisting the student and parent in making the best choice for their education.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	166597	0.00
Title I	35980	0.00
Title III	18050	0.00
LCFF - Targeted	29715	0.00
LCFF - Intervention	30785	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$410,735.00

Goal 2 \$259,781.00

Goal 3 \$3,250.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To increase the capacity of teachers to deliver effective data-driven instruction
- To provide equipment, materials and technology resources that support high quality instruction
- To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA	Overall 33% of the students Met or Exceed the state standards In 4th grade, 33% of students Met or Exceed the state standards In 5th grade, 34% of students Met or Exceed the state standards	Increase overall percentage of students who Meet or Exceed state standards by 3%.
CAASPP Math	Overall 24% of the students Met or Exceed the state standards In 4th grade, 21% of students Met or Exceed the state standards In 5th grade, 18% of students Met or Exceed the state standards	Increase overall percentage of students who Meet or Exceed state standards by 3%.
AMAO Data	AMAO 1: 56% of students are making adequate progress towards English proficiency from one year to the next. AMAO 2 (Less than 5 years in Language Instruction Education Programs): 20.9% of students attained English	All English Learners will make one years growth in their proficiency level.

	<p>proficiency. AMAO 2 (5 or more years in Language Instruction Education Programs): 30.8% of students attained English proficiency.</p>	
STAR 360 Early Literacy	38% of Kindergarten students scored at or above on the end of the year benchmark.	The percent of Kindergarten students scoring at or above benchmark will increase by 10%.
STAR 360 Reading	57 % of 1st grade students scored at or above benchmark at the end of the year. 59% of 2nd grade students scored at or above benchmark at the end of the year. 51 % of 3rd grade students scored at or above benchmark at the end of the year. 47% of 4th grade students scored at or above benchmark at the end of the year.	The percent of students scoring at or above benchmark at the end of the year in each grade level will increase by 10%.
STAR Math	69% of 1st grade students scored at or above benchmark at the end of the year. 68 % of 2nd grade students scored at or above benchmark at the end of the year. 64% of 3rd grade students scored at or above benchmark at the end of the year. 56% of 4th grade students scored at or above benchmark at the end of the year.	The percent of students scoring at or above benchmark at the end of the year in each grade level will increase by 10%.
Reclassification Third through Fifth grade	The total percentage of English Learners reclassified during 2016-2017 was 28% (29 students).	Increase the percent of English Learner students who are reclassified by 3%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Conduct grade level collaboration meetings to analyze student progress and mastery towards ELA and Math standards, plan instruction and ELD, discuss interventions and formative assessments during Early release Wednesdays.	ELA Math ELD	2017-2018 School Year	Teachers Site TOSA EL TOSA Principal	Site TOSA EL TOSA	Centralized Services District Funded	124713

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Conduct Leadership meetings to discuss, plan and develop support for teachers and students with the implementation of the Focus Strand and adopted language arts, ELD and math curricula.	ELA Math ELD Strand Focus	2017-2018 School Year	Site Leadership Team Teachers	Cost of substitutes and teacher extra hours	Discretionary	2922
3. Implement the Step Up to Writing strategies during structured writing time with scaffolded support for English Learners, low income, foster youth, and homeless youth.	ELA ELD	2017-2018 School Year	Teachers Site TOSA EL TOSA	No Additional Costs		
4. Provide opportunities for staff to attend professional development workshops and conferences for implementation of best practices to improve instruction for all students, including Foster Youth, ELs and Homeless. [Conferences: Computer Using Educator (CUE), California Association for Gifted (CAG), California Bilingual Educators Conference (CABE), Breakthrough Coach, Every Child Counts]	ELA Math ELD	2017-2018 School Year	Teachers Principal Clerical Staff	Cost of subs for conferences, lodging and travel for CUE, Breakthrough Coach, Every Child Counts Cost of subs for conferences, lodging and travel for CABE, CAG	Discretionary LCFF - Targeted	5500 2079
5. Conduct IEP meetings to address academic and social emotional needs. A floating substitute will be arranged to release general education classroom teacher and special education teachers to conduct meetings and/or prep. Two substitutes one day/month.	ELA Math ELD Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	Teachers Psychologist Speech Therapist Principal	Cost of floating substitutes to release general ed teacher and one for special ed teacher. (two days/month) Cost of subs for Sped teachers	Title I District Funded	3892
6. Provide MyON program to all students to download books for independent reading at home and at school.	ELA	2017-2018 School Year	Teachers Computer Tech	Cost of program Computer Tech	District Funded Centralized Services	67028

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Provide class size reduction for grades 2-5 via science lab/small group instruction model (4 days/week) with support of Extra Support Teacher.	Strand Focus ELA ELD	2017-2018 School Year	Principal Teachers	Extra Support Teacher	District Funded	
8. Provide appropriate operating costs to ensure full access to equipment, materials and services to support the instructional program and instrument repairs.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal	Copy Machines Warehouse Materials Instrument Maintenance & Replacement Publications and Services Ink for copy machines and printers	Centralized Services Discretionary Discretionary Discretionary Discretionary	10368 20000 4500 2000 3771
9. Provide the IXL ELA/Math software program to all students as a supplement to our ELA (Grades 2-5) and Math (TK-5th grades) curricula for differentiated ELA/Math practice in grades K-5.	Math ELD ELA	2017-2018 School Year		Contract agreement IXL	LCFF - Targeted	5963
10. Encourage use of Accelerated Reader for all K-5 students to increase number of words read and overall reading achievement.	ELA Math ELD	2017-2018 School Year	Teachers Librarian	Cost of STAR 360 Academic incentives Librarian	District Funded LCFF - Targeted Centralized Services	 600 30074
11. Teachers will continue to incorporate the Depth of Knowledge (DOK) model into their teaching and to provide a deeper understanding of grade level concepts for students.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers Site TOSA	No additional cost		
12. Provide field trips and enrichment opportunities to support and enhance the strand focus and overall learning experience for students.	Strand Focus ELA Math ELD	2017-2018 School Year	Teachers Principal	field trips, admissions and transportation Field Trips and Artist in the Class	LCFF - Targeted PTA/PTO	7000
13. Conduct Student monitoring conferences with individual	ELA	2017-2018 School Year	Teachers Principal	Cost of Subs	LCFF - Targeted	791

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs. (2 days of meetings; 2 times/year)	Math ELD		Site TOSA			
14. Use CELDT, STAR and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help to reclassify students, and meet the English Learner Progress Indicator.	ELA Math ELD	2017-2018 School Year	Teachers Site TOSA	Awards for students meeting CELDT/ELPAC goals and/or reclassifying	Title III	148
15. Conduct progress monitoring of English learners, Long Term English Learners (ELRT), and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the district EL Coach and Site Instructional Coach.	ELD ELA	2017-2018 School Year	Teachers EL TOSA LAT Team Principal	Subs for Language Assessment Team (LAT)	LCFF - Targeted	334
16. Provide integrated ELD and SIOP strategies during ELA, Math and Science to increase English language proficiency.	ELD Strand Focus ELA Math	2017-2018 School Year	Teachers EL TOSA Site TOSA	No additional Cost		
17. Develop a deep understanding of the scientific process and grade-level science concepts, conduct school-wide labs, and develop inquiry-based lessons and learning.	ELA Strand Focus Math ELD	2017-2018 School Year	EST Teachers	Extra Support Teacher	District Funded	
18. Purchase materials to support the development of the Science and Inquiry Strand Focus (Scholastic News, FOSS materials, BrainPop).	Strand Focus ELA	2017-2018 School Year	Principal EST Teacher	Scholastic News Technology Apps	Title I LCFF - Targeted	3672 2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
19. Provide students after school clubs/tutoring that support overall reading achievement and strand focus (STEAM Club, Homework Club, Book Club).	Strand Focus ELA Math ELD	2017-2018 School Year	ORC Teachers	Teacher extra hours	LCFF - Intervention	2369
20. Teachers will review plan for the continued development and implementation of the Science and Inquiry Strand Focus and units of study.	Strand Focus	2017-2018 School Year	Teachers	No Additional Costs		
21. Provide opportunities for peer observation, lesson study and collaboration with the instructional coach and peers at Brekke for implementation of the Next Generation Science Standards, CCSS, SIOP strategies, the development of the Science and Inquiry Strand, and the continued improvement in ELA, Math and ELD.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers Principal	Cost of Subs	LCFF - Targeted	334
22. Math and Tech Mentors will provide teachers with professional development to Implement the curricular technology and writing components of the district adopted curriculum to increase student engagement with writing tasks and student writing performance.	ELA ELD Math	2017-2018 School Year	Math & Tech Mentors Teachers	Teacher Extra Hours to attend PD after school	LCFF - Targeted	1185
23. Provide extra clerical help to support all aspects of the instructional program for students, staff and community.	ELA Math ELD Strand Focus Safety Attendance Wrap-Around	2017-2018 School Year	Principal Office Manager	Extra hour daily for office clerk	Discretionary	6337

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Services					
24. Ensure full implementation of district adopted curriculum and that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.	ELA Math ELD	2017-2018 School Year	Teachers Principal	No additional cost		
25. Continue implementing the RTI/MTSS model through the CoST and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math using the ISPs.	ELA Math ELD	2017-2018 School Year	Teachers EL TOSA ISPs	ISP #1	Discretionary	10514
					Title III	17902
				ISP #2	Title I	28416
				ISP #3	LCFF - Intervention	28416
26. Materials and supplies will be purchased to support and supplement the core instructional program.	Math ELA ELD	2017-2018 School Year	Principal	Materials and supplies	Discretionary	17407
27. District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in Reading, Math, and ELD three times a year.	ELA Math ELD	2017-2018 School Year	Teachers Site TOSA EL TOSA	Graphics expense for assessments	Discretionary	500
28. The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math ELD	2017-2018 School Year	Site TOSA Program Coordinator Teacher Liaison ASP Staff	Professional development and training materials	ASES	
29. Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	ELA Math ELD	2017-2018 School Year	Site TOSA Program Coordinator Teacher Liaison	Teacher Salary	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
30. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.	ELA Math ELD	2017-2018 School Year	Principal Teachers Site TOSA Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
31. The Instructional Coach will support teachers in the fully implement the adopted curricula, facilitate grade level meetings, provide professional development and model lessons as needed.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal Teachers Site TOSA	Site TOSA (see action1)	Centralized Services	

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance Rate	Attendance data identified attendance as an area of growth: Average school wide yearly attendance was 95.5% EOY Average monthly attendance per grade level was: TK 92% K 95% 1st 96% 2nd 96% 3rd 97% 4th 96% 5th 97%	Maintain a monthly average attendance rate of 97% percent or higher in each grade level, an increase of 1.5 % overall.
Suspension Data	Suspension rates for the year 2016-2017 was 0%.	Maintain suspension rate at 0%.
California Healthy Kids Survey	The Healthy California Kids 5th Grade Survey from 2016-2017 results indicate that only 31% of our 5th grade	Increase the percentage of students that feel that they contribute meaningfully in school decisions by 10%.

students reported that they are given an opportunity to participate meaningfully at school and feel as if their voice is heard.

Office Referrals

2017-2018 School Year will be the baseline.

Create and maintain a safe learning environment for all students and staff.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Implement the CHAMPS model and explicitly teach expectations for student behavior during school activities, in the classroom, hallways, cafeteria, playground, and library to reduce behavior issues and increase learning time.	Student Behavior Support Safety	2017-2018 School Year	PBIS Team All staff	Publication Charges	LCFF - Targeted	700
2. Continue recognition of student attendance and positive behavior during Monthly Awards Assemblies to encourage students to come to school every day and on time.	Attendance	2017-2018 School Year	ORC Counselor Principal Attendance Tech	Attendance and Positive Behavior Incentives	LCFF - Targeted	600
	Wrap-Around Services			Counselor	Centralized Services	116953
				ORC	Centralized Services	43503
3. Provide an administrative substitute when the principal is out of the office for the day (as needed).	ELA Math ELD Student Behavior Support Safety	2017-2018 School Year	Principal Asst. Principal TOSA Teacher-in-Charge	Cost of pay for administrative substitute	Discretionary	592
4. Provide structured activities and equipment during recess and lunch to support students in making positive and healthy choices.	Student Behavior Support Safety	2017-2018 School Year	Playground Supervisors Counselor PBIS Team Asst. Principal Principal	Outreach Coordinator (see action 2)	Centralized Services	
				Counselor (see action 2)	Centralized Services	
	Wrap-Around Services			Cost of Recess and PE Equipment	LCFF - Targeted	500
5. Maintain a site Positive Behavior Intervention Support	Student Behavior	2017-2018 School Year	PBIS Team	Cost of subs to release teacher members	LCFF - Targeted	2369

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
(PBIS) team to lead school in implementing the district adopted Positive Behavior and Intervention Support Approach. Team will convene once monthly to create a plan, to support the PBIS plan, implement it and make revisions as needed to the School PBIS plan.	Support Safety					
6. Hire campus supervisors to help monitor the playground and cafeteria during recess and lunch times and hold quarterly training for them. Campus supervisors are an integral part of the positive behavior system.	Student Behavior Support Safety	2017-2018 School Year	Principal	Cost of Campus supervisors Playground Aides Extra Help	Discretionary Discretionary	89894 2660
7. Monitor student discipline data to identify areas of needed support and students in need of social emotional support.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	PBIS Team Principal Counselor ORC	No Additional Costs		
8. Review and update MTSS behavior pyramid as needed and continue its implementation using the CoST/SST process in order to monitor student discipline data and identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.	ELA Spanish Lang Arts Math Student Behavior Support Safety Attendance Wrap-Around Services	2017-2018 School Year	PBIS Team Principal Psychologist ORC	Cost of subs for SST meetings, one day per month	LCFF - Targeted	1860
10. Counselor and ORC will organize and lead a Student Leadership Team to ensure student voice and participation in building school community.	Wrap-Around Services	2017-2018 School Year	Counselor ORC	Cost of t-shirts	LCFF - Targeted	150
11. Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or	Wrap-Around Services Attendance	2017-2018 School Year	Principal Attendance Tech ORC	No Additional Costs		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
absences.						
12. Provide research-based individual and small group counselling services to students in need of social/emotional support.	Wrap-Around Services	2017-2018 School Year	Counselor	No Additional Costs		
13. Monitor the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	Safety Wrap-Around Services	2017-2018 School Year	PBIS Team Principal	No Additional Costs		
14. Conduct monthly emergency preparedness drills: fire, earthquake, and lock down drills.	Safety	2017-2018 School Year	Teachers Principal	No Additional Costs		
15. Provide opportunities for students to participate in mindfulness and relaxation activities during recess to support students with self-control and calming needs.	Student Behavior Support	2017-2018 School Year	Counselor ORC Principal PBIS Team	No additional Costs		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Parent Participation in School Sponsored Events

This year will be used as baseline for Parent Participation in School Sponsored Events.

Parent participation to parent events will increase 10% as measured by parent’s sign-in sheets.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Hold yearly Back to School Night, Trimester Coffee with the Principal Meetings, and Family Literacy Events focused on Math, Literacy, and Science to increase parent involvement in their children’s education.	ELA Math Wrap-Around Services	2017-2018 School Year	Principal Teachers ORC	Refreshments for meetings	LCFF - Targeted	500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.	Wrap-Around Services	2017-2018 School Year	Principal Teachers EL TOSA ORC	Parent Education, Cost of materials and Baby Sitting, Refreshments	LCFF - Targeted	500
3. Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.	Wrap-Around Services	2017-2018 School Year	Principal SSC	No Additional Costs		
4. Invite parents to Parent/Teacher Conferences in the Fall and Spring. (Spring conferences are specific for students who are at-risk.)	Wrap-Around Services	2017-2018 School Year	Teachers	No Additional Costs		
5. Invite parents to SSTs and IEP meetings to inform and provide best possible interventions and supports for students; increase students' social/emotional well being, ELA, Math and/or ELD success as needed,	Wrap-Around Services ELA Math ELD	2017-2018 School Year	Teachers ORC Counselor Psychologist Speech Thearapist	No Additional Costs		
6. Maintain effective communication between school and home using Connect Ed calls, flyers, letters and by providing translation.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Office Staff	Classified Extra Hours for Translation	District Funded	
7. Provide Ready, Set, Go! A three week kindergarten readiness session, targeting English Learners without preschool experience. This half day program introduces students to language arts and math concepts, socialization and kindergarten routines.	ELA Math Student Behavior Support ELD	2017-2018 School Year	Kinder Teachers NfL Coordinator	Staffing	District Funded	
8. Provide behavioral support training for parents using Loving Solutions FACTOR (Families Acting Toward Results) to improve parent engagement in their student's overall academic achievement.	Wrap-Around Services	2017-2018 School Year	ORC Counselor Principal	Cost of Trainers and Materials	LCFF - Targeted	2250

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
9. Counselor to provide support for students in social emotional small groups or individually, as needed.	Wrap-Around Services Safety Student Behavior Support	2017-2018 School Year	Counselor	No additional Costs		
10. Provide support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the OutReach Consultant (ORC).	Wrap-Around Services	2017-2018 School Year	ORC	No additional Costs		
11. Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.	Wrap-Around Services	2017-2018 School Year	PTA	Expenses generated by Family events and enrichment opportunities.	PTA/PTO	
12. Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives.	Student Behavior Support	2017-2018 School Year	Principal Counselor	No additional Costs		
13. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.	ELA Math ELD	2017-2018 School Year	Principal Teachers Site TOSA Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	90	90	116	89	88	116	89	88	100.0	98.9	97.8
Grade 4	106	104	100	103	103	100	102	103	100	97.2	99	100
Grade 5	108	107	104	105	105	104	104	105	104	97.2	98.1	100
All Grades	330	301	294	324	297	292	322	297	292	98.2	98.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2383.3	2402.3	2394.1	9	9	17.05	17	22	11.36	35	39	32.95	38	29	38.64
Grade 4	2426.8	2420.3	2435.3	9	12	10.00	19	17	23.00	27	25	23.00	44	47	44.00
Grade 5	2458.5	2473.8	2465.9	5	9	8.65	26	30	26.92	25	27	25.96	44	35	38.46
All Grades	N/A	N/A	N/A	8	10	11.64	21	23	20.89	29	30	27.05	42	37	40.41

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	9	12.50	43	61	44.32	46	30	43.18
Grade 4	10	7	15.00	43	41	48.00	47	52	37.00
Grade 5	10	11	10.58	46	50	50.96	44	38	38.46
All Grades	10	9	12.67	44	50	47.95	46	41	39.38

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	10	12.50	43	53	47.73	47	37	39.77
Grade 4	9	16	8.00	56	44	58.00	35	41	34.00
Grade 5	12	14	17.31	47	53	46.15	41	32	36.54
All Grades	10	13	12.67	48	50	50.68	42	37	36.64

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	11	12.50	64	71	69.32	28	18	18.18
Grade 4	11	13	9.00	63	62	66.00	26	25	25.00
Grade 5	7	10	10.58	59	57	62.50	35	32	26.92
All Grades	8	11	10.62	62	63	65.75	30	26	23.63

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	13	14.77	62	64	50.00	31	22	35.23
Grade 4	8	9	13.00	51	49	54.00	41	43	33.00
Grade 5	17	27	13.46	58	52	44.23	25	21	42.31
All Grades	11	16	13.70	57	55	49.32	32	29	36.99

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	90	90	116	89	88	116	89	88	100.0	98.9	97.8
Grade 4	106	104	100	101	103	100	100	103	100	95.3	99	100
Grade 5	108	107	104	105	105	104	105	105	104	97.2	98.1	100
All Grades	330	301	294	322	297	292	321	297	292	97.6	98.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2404.9	2405.3	2405.5	3	1	7.95	30	33	25.00	38	38	30.68	28	28	36.36
Grade 4	2413.1	2438.2	2428.7	2	7	2.00	14	17	19.00	36	42	41.00	48	34	38.00
Grade 5	2445.6	2458.1	2449.8	7	6	2.88	8	12	15.38	27	31	25.96	59	50	55.77
All Grades	N/A	N/A	N/A	4	5	4.11	18	20	19.52	34	37	32.53	44	38	43.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	12	17.05	42	48	38.64	41	39	44.32
Grade 4	6	13	9.00	24	28	33.00	70	59	58.00
Grade 5	10	9	4.81	19	30	25.00	70	61	70.19
All Grades	11	11	9.93	29	35	31.85	60	54	58.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	12	14.77	52	60	48.86	35	28	36.36
Grade 4	2	7	6.00	46	52	50.00	52	41	44.00
Grade 5	5	10	6.73	32	28	35.58	63	62	57.69
All Grades	7	10	8.90	44	46	44.52	50	44	46.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	14	10	19.32	63	63	53.41	23	27	27.27
Grade 4	4	13	7.00	44	46	42.00	52	42	51.00
Grade 5	6	6	7.69	41	43	43.27	53	51	49.04
All Grades	8	9	10.96	50	50	45.89	42	41	43.15

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				20		7		43	29	20	43	43	60	14	21
1	3	2		13	29	15	36	39	45	13	12	33	36	17	8
2	11	2	7	21	19	40	36	45	30	23	10	9	9	24	14
3	2	4	8	28	41	28	49	33	33	13	16	3	8	6	28
4	3	3	3	17	45	16	45	34	53	21	13	16	14	5	13
5	3	4	4	38	24	33	54	44	52	3	12		3	16	11
Total	5	3	4	24	31	25	43	39	41	15	14	15	14	13	15

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			4			18	18		20	27		59	55	
1	2	2		12	27		39	41		12	11		34	18	
2	11	2		21	19		36	44		23	12		9	23	
3	2	4		30	41		48	33		13	16		7	6	
4	3	3		17	45		45	34		21	13		14	5	
5	3	8		38	23		54	42		3	12		3	15	
Total	4	3		20	25		39	34		16	16		22	23	

Appendix C - School Site Council Membership (Norman R. Brekke Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Bertha M. Anguiano	Principal
Alberto Sandoval	Other School Staff
Traci Martinez	Classroom/Teacher
Patricia Hernandez-Einstein	Classroom/Teacher
Anthony Otani	Classroom/Teacher
Imelda Fernandez	Parent or Community Member
Claudia Hernandez	Parent or Community Member
Olga Medina	Parent or Community Member
Leticia Trejo	Parent or Community Member
Yolanda Melano	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 10, 2017.

Attested:

Bertha M. Anguiano

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



oXnard school district

1051 South "A" Street ♦ Oxnard, California 93030 ♦ 805/385-1501 ♦ www.oxnardsd.org

Norman R. Brekke School

1400 Martin Luther King Jr. Drive, Oxnard CA 93030
(805) 385-1521 Fax: (805) 485-4467



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Norman Brekke School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Norman Brekke School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Norman Brekke School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Norman Brekke School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Norman Brekke convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Norman Brekke conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.

Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Norman Brekke notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Norman Brekke verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Norman Brekke periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Norman Brekke ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Norman Brekke convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)

- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Norman Brekke debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

Appendix D - Recommendations and Assurances

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

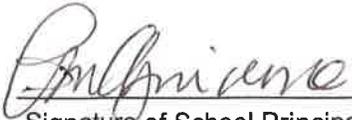
- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Maria B. Zaragoza
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 10, 2017.

Attested:

<u>Bertha M. Anguiano</u> Typed Name of School Principal	<u></u> Signature of School Principal	<u>10/10/17</u> Date
<u>Tania Martinez</u> Typed Name of SSC Chairperson	<u></u> Signature of SSC Chairperson	<u>10/10/17</u> Date

SPSA Year 2017-18



Single Plan for Student Achievement (SPSA) Template

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

School Name	Elm Street Elementary School		
CDS Code	56725386055289		
Revision Date	October 13, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Leticia Q. Ramos Principal	Email and Phone	lramos@oxnardsd.org (805) 385-1533
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Elm Street School Mission: To insure that all students receive a high quality education from fully qualified teachers who use scientifically based researched practices when teaching because Every Learner Matters.

Elm Street School Vision: To establish and maintain a safe, professional learning community where educators use data to drive instruction, collaborate towards common goals, and work with parents, students, and community members toward becoming lifelong learners.

Staff members at Elm Street School commit to the following:

- Educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other, and self
- Set data driven goals with high expectations for all
- Communicate and collaborate as a member of a team, being open to new ideas and reflecting on our practices
- Ensure all students have access to the curriculum
- Ensure that all students achieve grade level standards
- Maintain a safe and environmentally responsible campus

SCHOOL PROFILE

Elm Street School was established in 1948 and is one of 21 schools in the Oxnard Elementary School District. During the 2016-2017 school year, Elm Street School served 750 students in grades preschool through fifth grade students on a traditional schedule. Elm Street School is a Title I school with over 98% of students Latino and 77% English Language Learners. Elm has a unique partnership with a private higher educational institution, California Lutheran University (CLU) in Thousand Oaks, California. The vision for Elm is to become a Professional Development School through a school-university partnership with CLU where theory, practice, and research benefit preservice teachers in their journey to being fully credentialed and veteran teachers through researched based best practices professional development, all with the goal of a positive action research impact on student achievement.

Parents and community members are encouraged to get involved and play an active role in the development of the school. Understanding the school's education program, student achievement, and curriculum development can assist both school and community in on-going program improvement. We have made a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. We are committed to ensuring that Elm Street School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through our arduous work, our students will be challenged to reach their maximum potential.

Elm has adopted the use of Professional Learning Communities where teachers and parents are continually examining data to determine intervention and professional development, as well as to identify areas and actions that may need further development in order to enable students to achieve greater success. This constant reflection occurs during parent meetings, such as School Site Council (SSC) and English Learner Advisory Council (ELAC), where student achievement data is presented and analyzed, then possible actions to better student achievement are discussed. Teachers use regularly scheduled collaboration meetings to plan Strategic Measurable Attainable Realistic Results Oriented Time-bound (SMART) goals based on data and using Inspect Blueprints to guide curricular decisions, targets, and interventions. This constant data analysis will allow all stakeholders to monitor progress towards academic goals, determine strategies that work, determine effective interventions, identify students who need extra support, and maximize individual student achievement.

Elm Street School staff consists of 29 highly qualified teachers. These teachers include one Teacher on Special Assignment, two Elementary Support Teachers, and a Resource Specialist. Teachers have attended professional development for the adopted Language Arts and Math programs, as well as professional development in the area of English Language Development (ELD). The district has decided that we will focus on the use of Sheltered Instruction Observation Protocol (SIOP) strategies to further develop academic vocabulary and grammar to make content comprehensible for students. We are also proud to be implementing a Dual Language program at Elm. We began implementation of the DLI program in Kindergarten during the 2012-13 school year, with the intent of growing the program through the grades each year until we have DLI implementation in grades K-5.

Parent Involvement is an important component for academic and emotional success at Elm Street School. Regular communication via written notes, phone calls, parent meetings, Connect-Ed messages, and daily face to face contact are

methods used to keep a constant line of two-way communication open. Elm Street School benefits from an active Parent Teacher Association (PTA). The PTA works with the community throughout various school fundraisers, school activities, and field trips. Parents are very active in school activities such as Parent Education Nights, as well as volunteering in the classrooms and school. Parents are also welcome to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Coffee with the Principal. Teachers use standards based progress reports and assessment data to communicate student progress to parents in a language they can understand. In order to serve our parents and the community, Elm Street School has established a relationship with Ventura County Public Health to provide free health awareness, nutrition, and exercise classes for the parents and community. We realize that the school belongs to the community, and our charge is to educate and serve the community to the best of our ability. We are committed to create a school that knows no limits to the academic success of each student.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs. At Elm Street School, we dedicate ourselves to providing the best start in a journey of lifelong learning for all of our students, families, and community.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Elm Street School is committed to the learning improvement of our English Learners (ELs) of which make up 72% of the student body and Socioeconomically Disadvantaged (SED) students of which make up over 80% of the Elm School student population. All Elm teachers have been trained on the Wonders Language Arts and English Language Development (ELD) curriculum and are in year two of full implementation. Teachers provide 45 minutes of daily designated ELD to support our ELs in the acquisition of the English language. ELs are grouped based on their CELDT assessment results and their performance on the ELD assessments available through our language arts program. In the 2016-2017 school year, Elm reclassified 58 students in grades 3rd through 5th.

During the 2016-2017 school, we provided interventions to our students during the school day through the services of Intervention Support Providers (ISPs) and after school hours. The ISPs focused on researched based interventions during the school day when we can reach all of our students academic needs as based on the STAR 360 and Basic Phonics Skills Test (BPST) data for explicit focus on foundational skills and comprehension strategies. This focus on literacy support was funded with use of Title I and Title III funds which led to 23% of our 5th grade cohort in 2016-17 CAASPP to move up an achievement level in language arts. Of the 8% that went down an achievement level, 50% increased their scaled score and of the 69% that stayed in the same achievement level, 79% of these students increased their scaled score.

As a school, we assessed every student a minimum of three times during the school year and provided in-school interventions with ISPs and with classroom teachers during first instruction through differentiated instruction of students needs. In mathematics CAASPP 2016-17, 22% of our 5th grade cohort moved up an achievement level. Of the 9% that went an achievement level, 45% increased their scaled score and of the 69% that stayed in the same achievement level, 14% of these students increased their scaled score.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

In reviewing all CAASPP data from 2016-2017 school year for the two student groups that are at the same level "all student" groups are ELs and SED students. We will continue to more closely monitor the academic and language proficiency of our ELs and SED students.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

We continuously strive to improve student learning in English Language Arts, English Language Development, and mathematics for all students, we will continue to offer and encourage staff to attend district professional development in all curricular areas. We will be using the district adopted digital assessment program/software and review the assessment results of students every 6-8 weeks to progress monitor student growth or lack of growth for intervention support plans. We will use STAR 360 data, BPST results, Wonders/Maravillas assessments, district assessments, and teacher input to provide researched based interventions to best support our EL students. We will use our site instructional coach to help in the data analysis and provide site specific professional development during faculty meetings. We will also hire ISPs to provide targeted small group interventions throughout the instructional day to all our struggling students with a focus on our two target groups: ELs and SEDs.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

At Elm, we did not have any student group or subgroup that scored two or more performance levels compared to "all student". However, all our groups have scored low in the area of English Language Arts and Mathematics. Our goal is to increase EL and SED student achievement to a higher performance level in both language arts and mathematics.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

To address the need in student achievement in English Language Arts for all students, we will continue to offer staff to attend district professional development in all curricular areas. The principal will conduct regular classroom walk-throughs and provide feedback to staff. We will be using the district adopted digital assessment program/software and review the assessment results of students every 6-8 weeks to progress monitor student growth or lack off growth for intervention support plans. We will use STAR 360 data, BPST results, Wonders/Maravillas assessments, district assessments, and teacher input to provide researched based interventions to best support our EL and SED students. We will use our site instructional coach to help in the data analysis and provide site specific professional development during faculty meetings. We will also hire ISPs to provide targeted small group interventions throughout the instructional day to all our struggling students with a focus on our two target groups: ELs and SEDs.

As a school, we plan to offer additional professional development in using the STAR 360 assessment and data, as well as professional development tied to the new curricula in both language arts and mathematics with the use of technology and math mentors. we will continue to meet in PLC groups to analyze data, plan instruction, and identify students in need of intervention. The instructional coach and principal will assist teachers with the process of collecting data and analyzing data to drive instructional practices and strategies.

We will ensure all teachers attend the ELD professional development provided by OSD. OSD and principal will conduct regular

classroom observations to ensure the implementation of best instructional practices. ELD unit tests will be given to students each trimester to inform instruction and ensure student progress in listening, speaking, reading, and writing. Assessment data will be analyzed to determine which ELD standards are in need of remediation and which are being achieved. ELD performance standards and student achievement will be addressed during faculty meetings, PLC meetings, and data team meetings.

We will monitor all student reading and mathematics progress throughout the year via STAR 360 assessments. The principal and instructional coach will lead weekly PLC meetings with teachers in addition to data team meetings with teachers three times a year. During these meetings, teachers will have an opportunity to review academic achievement data gathered from the students in their class. Together they will help identify key standards, claims, and targets needed to be addressed during whole class instruction and small group intervention.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

To support our ELs and SED students in the classroom, we will continue to provide ISP services and support to aide in reducing the number of students requiring tier II interventions and provide small group interventions in English Language Arts and Mathematics. We will also provide after school interventions/tutoring for students with an emphasis in ELA, Mathematics, and ELD. Teachers will be offered after school professional development in the areas of ELA, mathematics, ELD, and technology use to better serve our students and close the achievement gap.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

At Elm, we did not have any groups or subgroups two or more performance levels below the "all student performance level. However, one of our main challenges was in our implementation of our after school intervention/tutoring groups. Some of our parents of students that were invited to our interventions/tutoring sessions declined our after school support yet others were inconsistent in their attendance. Parents indicated that they had no daycare provider to pick up their child for those students who rode the school bus. While other parents reported it was too long a school day for their children. In reflection to plan in the addressing of these concerns, we will focus on students that are also in our After School Scholars Program as well as offer interventions/tutoring to our students with greatest academic needs during the school day.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

School Site Council (SSC), English Language Advisory Committee (ELAC), and the school leadership team were involved in developing the overall plan by providing input on the 2016-2017 plan for progress, consulting on budgetary expenses, goals and objectives, as well as the Parent Involvement Policy. The SSC and ELAC were consulted on revisions to the Parent Involvement Policy.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

Our SPSA, being that it is a living document, is monitored on an ongoing basis throughout the school year by our SSC and ELAC site committees. During our regularly scheduled meetings, SSC discusses expenditures and reviews assessment data, expenditures and any changes that would benefit student success.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Our SSC is made up of 5 parents with direct input into our SPSA. The ELAC also provides recommendations to our SSC for EL services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, and Title I meetings to have input and stay informed.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

At Elm, preschool teachers are encouraged to collaborate with our Kindergarten teachers through participating in faculty meetings, grade level meetings, common planning time, and all school activities and events. All incoming Kindergarten parents are invited to a Kindergarten Orientation prior to the start of the school year to meet the Kindergarten teacher team, tour our campus, and leave with an overview of the Kindergarten curriculum, expectations, and resources for them to use at home.

The Middle School academies provide presentations to our 5th graders in order to facilitate the transition to middle school.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	189,630.00	0.00
Title I	65,512.00	0.00
Title III	39,389.00	0.00
LCFF - Targeted	66,300.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$455,350.00

Goal 2 \$253,932.00

Goal 3 \$19,741.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA	Current 3rd grade students had 12.5% meet or exceed the standards. Current 4th grade students had 17.97% meet or exceed the standards. Current 5th grade students had 13.73% meet or exceed the standards. Standard Exceeded: 3.71% all students 3rd 5.0% 4th 4.69% 5th 0.98% Standard Met: 11.14% all students 3rd 7.5% 4th 13.28% 5th 12.75% Standard Nearly Met: 22.57% all students 3rd 18.33% 4th 18.75% 5th 32.35% Standard Not Met: 62.57% all students 3rd 69.17%	Increase student ELA CAASPP scores by at least 2% and continue to lower the number of students in the standard not met category.

	<p>4th 63.28% 5th 53.92%</p>	
<p>CAASPP Mathematics</p>	<p>Current 3rd grade students had 8.33% meet or exceed the standards. Current 4th grade students had 11.72% meet or exceed the standards. Current 5th grade students had 0.98% meet or exceed the standards.</p> <p>Standard Exceeded: 0.86% all students 3rd 0.83% 4th 0.78% 5th 0.98% Standard Met: 6.57% all students 3rd 7.5% 4th 10.94% 5th 0.00% Standard Nearly Met: 32.29% all students 3rd 29.17% 4th 41.41% 5th 24.51% Standard Not Met: 60.29% all students 3rd 62.5% 4th 46.88% 5th 74.51%</p>	<p>Increase student Mathematics CAASPP scores by at least 2% in each grade level.</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide time, through grade level collaboration meetings for teachers to meet twice monthly for at least one hour to collaborate on CCSS, plan lessons, identify strategies, review data, and identify needed resources and support.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Instructional Coach K-5 Teachers	No additional cost		
2. Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade	ELA Spanish Lang	2017-2018 School Year	Principal	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
level by monitoring daily classroom schedules and observations.	Arts Math					
3. Continue extended day K classes and implement effective K support for extended day K through paraeducator support.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Kindergarten Teachers	Classified Salaries	District Funded LCFF - Targeted	11,645.00 11,645.00
4. Continue with two 2nd-5th grade EST to support English Language Arts, English Language Development, and Environmental-Life Sciences instruction.	ELA ELD Strand Focus	2017-2018 School Year	Principal ESTs	Certificated Salaries	District Funded	
5. Staff will continue implementation and monitoring of Accelerated Reader and MyOn programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Incentives for achieving reading goals will be provided monthly via the Elm A.R. Store.	ELA Spanish Lang Arts	2017-2018 School Year	Principal Library Tech Office Team	Academic Incentives AR contract MyOn contract	LCFF - Targeted District Funded District Funded	1,000.00
6. Staff will ensure the full implementation of the district adopted Wonders ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Instructional Coach Teachers	No additional cost		
7. Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.	ELA Spanish Lang Arts ELD Math	2017-2018 School Year	Principal Instructional Coach DLI Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
8. The Instructional Coach (TOSA) will provide support to teachers in instruction and implementation of adopted English Language Arts curriculum, Mathematics curriculum, and SIOP model.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Instructional Coach	Certificated Salaries: TOSA	Centralized Services	129,199.00
9. Site Technology Technician will maintain equipment and software to support student learning through technology.	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Site Tech	Classified Salaries: Site Tech	Centralized Services	82,226.00
10. Principal and Instructional Coach will conduct data conferences with teachers at least three times a year to discuss assessment results and student progress.	ELA Spanish Lang Arts ELD Math	2017-2018 School Year	Principal Instructional Coach Teachers	Substitutes	LCFF - Targeted	5,000.00
11. Provide small group reading and writing interventions for first through fifth grade students via the hire of 4 Intervention Support Providers (ISP).	ELA Spanish Lang Arts ELD	2017-2018 School Year	Principal Instructional Coach Teachers ISPs	Certificated Salaries: ISPs	Title I Title III LCFF - Intervention	55,671.00 23,036.00 17,277.00
12. Use of publication services to support student instruction in the printing of materials. ELA, Mathematics, and ELD CCSS materials will be printed for teachers to access in implementation of systematic instruction using district adopted curriculum materials.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers	Graphics	Discretionary LCFF - Targeted	862.00 1,138.00
13. Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.	ELA Spanish Lang Arts	2017-2018 School Year	Principal Site Teach	Apps and Subscriptions	LCFF - Targeted	3,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math ELD Strand Focus					
14. College field trips will be taken to provide enrichment activities for students to be career and college bound.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support	2017-2018 School Year	Principal Teachers Office Team	Transportation Admission Fees	LCFF - Targeted	5,000.00
15. The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 3 times a year to progress monitor students.	ELA Spanish Lang Arts Math	2017-2018 School Year	Instructional Coach Principal	Assessments	District Funded	
16. BPST will be administered to 4th and 5th grade students by ISP team and Instructional Coach to monitor student reading and comprehension progress.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Instructional Coach ISPs	No additional cost		
17. The Performance Task Assessments for English Language Arts and Mathematics will be administered to 2nd-5th grade students 3 times a year. Staff will input assessment results into EADMS, evaluate, and analyze results and use the information to inform instructional decisions.	ELA Math	2017-2018 School Year	Instructional Coach Teachers	Curriculum assessments EADMS Student Data Program	District Funded District Funded	
18. iPads will be used to increase academics in language arts, mathematics, and ELD.	ELA Spanish Lang Arts	2017-2018 School Year	Site Tech Instructional Coach Teachers	District 1:1 initiative	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
19. Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Teachers	Curriculum	District Funded	
20. Extra clerical support will be provided to support in the preparation of classroom materials.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal Clerical Support Staff	Classified Salaries	Discretionary	7,100.00
21. Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support	2017-2018 School Year	Library Tech	Classified Salaries: Library Tech	Centralized Services	29,898.00
22. Copy machines will be maintained for instructional support use.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal Office Team	Maintenance agreements	Centralized Services	10,433.00
23. 3 Music Teachers will be hired to enhance student learning in language arts, mathematics, and ELD via learning to read music,	ELA Spanish Lang Arts	2017-2018 School Year	Principal	Music Program	LCFF - Targeted	14,040.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
play instruments, sing, perform, and tap into their right side of the brain: creativity.	Math ELD					
24. Purchase and replacement of computer and technology equipment in order to support student learning.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support	2017-2018 School Year	Principal Site Tech	Equipment	District Funded	
25. Purchase of materials and supplies to support student instruction.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal	Instructional Materials and Supplies	LCFF - Targeted	14,862.00
26. Provide specific DLI training and support for the 80/20 DLI program and biliteracy instructional materials implementation.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal District Administration	No additional cost		
27. Purchase of A.R. books for the library to support student reading.	ELA Spanish Lang Arts ELD Strand Focus	2017-2018 School Year	Principal Library Tech	Books	LCFF - Targeted	6,465.00
28. Teacher before/after school intervention/tutoring including	ELA	2017-2018 School Year	Principal Instructional Coach	Certificated Salaries	LCFF - Intervention	12,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support for Long Term English Learner (LTEL) students, and homeless and foster youth.	Spanish Lang Arts Math ELD		Teachers			
29. Professional Development opportunities for all teachers in English Language Arts and Mathematics to fully implement curriculum. The mathematics and technology mentors will support teachers in the classroom for full program implementation.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Math Mentor Tech Mentor	Professional development Tech Mentor Math Mentor	District Funded District Funded District Funded	
30. Provide, at minimum, 45 minutes of daily designated ELD for students with a CELDT level 1-3.		2017-2018 School Year	Principal Teachers	No additional cost		
31. District ELD and DLI TOSAs will provide support for teachers on ELD standards, designated and integrated ELD, and biliteracy strategies.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Principal Instructional Coach Teachers ELD TOSA DLI TOSA	Certificated salary: EL TOSA Certificated salary: DLI TOSA	District Funded District Funded	
32. K-5 SEI teachers will receive designated and integrated ELD professional development and DLI teachers will receive biliteracy professional development.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Principal Instructional Coach Teachers District Administration	Professional development	District Funded	
33. Professional collaboration time during the instructional day for language arts, mathematics, and ELD assessments data review to move instruction forward via data driven decisions using the book Driven by Data.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Instructional Coach Teachers	No additional cost		
34. Conference and travel to support language arts, mathematics, ELD, strand focus, DLI, and positive behavior support intervention services.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Certificated Staff Classified Staff	Conference and Travel	Title III	13,853.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus Student Behavior Support Safety Wrap-Around Services					
47. Teacher Liaison; <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liasons Meets with school staff as needed 	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	ASES Administrator Teacher Liaison ASP Coordinator	After School Program	ASES	
48. ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	ASES Administrator ASP Coordinator Principal	After School Program	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
49. The After School Program will be offered to students in grades 1-5 and will provided enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Instructional Coach Program Coordinator Teacher Liaison ASP Staff	After School Program	ASES	
50. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Instructional Coach Program Coordinator Teacher Liaison	Teacher Salary	ASES	

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Rate	School suspension rate was 0.15%, less than 1%.	Continue to strive for 1% or lower suspension rate.
Attendance	Continue to monitor attendance via A2A and have the ORC and Attendance Tech continue early intervention. ADA was 96%.	Strive for 97% ADA via parent mini-sarab meetings and communication from school to home on the importance of attendance.
Office Discipline Referrals	Use CHAMPS and counselor support to continue to promote positive behavior.	Reduce out of classroom referrals through the use of new office discipline referral forms which facilitate more teacher interventions, and ongoing PBIS training for all staff. Structured recess time activities to reduce the number of disciplinary matters during unstructured time.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide support for parents, staff, and students in the areas of attendance and resiliency.	Attendance Student Behavior Support Safety	2017-2018 School Year	ORC	Classified salary: Outreach Consultant	Centralized Services	49,385.00
2. Continue implementation of monthly attendance incentive program and trimester awards recognition assemblies to encourage daily attendance and reduce tardiness. Monthly awards recognition assemblies will recognize students who achieve attendance, behavior, and academic goals.	Attendance Student Behavior Support Safety	2017-2018 School Year	Principal Attendance Tech Teachers	Incentives	LCFF - Targeted	2,000.00
3. CHAMPS discipline assemblies will be held to set and review expectations.	Student Behavior Support Safety	2017-2018 School Year	Principal Counselor	CHAMPS program	District Funded	
4. Implement and monitor appropriate behaviors school-wide through continued implementation of CHAMPS. The PBIS Committee will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support.	Student Behavior Support Safety	2017-2018 School Year	PBIS Committee Teachers	No additional cost		
5. Provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day).	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal ORC Counselor	Events/activities	PTA/PTO	
6. Review and update Comprehensive Safety School Site Plan annually.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Safety Committee SSC	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. The use and support of the School Resource Officer (SRO) for Positive Behavior Intervention Support (PBIS) and CHAMPS school culture support.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal SRO	SRO program	District Funded	
8. Share safety drill assessment results with staff and additionally with parents during site meetings.	Safety	2017-2018 School Year	Principal Safety Committee	No additional cost		
9. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Counselor	Certificated salary: Counselor	Centralized Services	109,426.00
10. Student discipline data will be monitored at intervals throughout the year.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Teachers PBIS Committee	No additional cost		
11. The staff will follow the MTSS process for behavior and social-emotional issues. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.	Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	Principal Teachers PBIS Committee	No additional cost		
12. All staff and students will participate in monthly fire drills and an earthquake drill.	Safety	2017-2018 School Year	Principal Safety Committee	No additional cost		
13. All staff and students will participate in lockdown drills at least twice a year with support from the School Resource Officer (SRO).	Safety	2017-2018 School Year	Principal OPD Safety Committee	No additional cost		
14. A school-wide evacuation drill will be conducted annually	Safety	2017-2018 School Year	Principal Safety Committee	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
through participation in the Great California Shakeout.						
15. The safety committee will monitor the Comprehensive Safety School Plan and make revisions as necessary.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Safety Committee	No additional cost		
16. The Outreach Specialist (ORC) will monitor student attendance. Support to all students and families will be provided.	Attendance Wrap-Around Services	2017-2018 School Year	ORC	ORC (see goal 2, action 1)		
17. Employ 10 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress.	Student Behavior Support Safety	2017-2018 School Year	Principal	Classified Salaries	Discretionary	93,121.00
18. Referrals will be made to Outreach Specialist (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers, Coordinated Student Team (COST) or Student Success Team (SST).	Attendance Wrap-Around Services	2017-2018 School Year	ORC	ORC (see goal 2, action 1)		
19. CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations.	Student Behavior Support Safety	2017-2018 School Year	Counselor	Poster making	PTA/PTO	
20. Students will be trained on digital citizenship and internet safety.	Student Behavior Support Safety	2017-2018 School Year	Site Tech Teachers	No additional cost		
21. Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment.	Safety	2017-2018 School Year	Principal Custodian	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
22. Students, staff, and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	PBIS Committee Safety Committee	No additional cost		
26. Students transitioning to 6th grade will participate in middle school presentations from all 3 OSD academies: Haydock, Frank, and Fremont to provide information to students.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	Principal Counselor Middle School Staff	No additional cost		
27. Provide after school clubs for students to participate in school activities: Earth Keepers, Leopards Spotlight Newspaper, and Student Leaders.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	ORC Counselor	No additional cost		
28. COST committee will meet weekly and SST committee will meet monthly, both to discuss student needs based on teacher referrals. Strategies will be developed and implemented in the classroom.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	COST Committee SST Committee Teachers	No additional cost		
29. Provide professional development to all staff in CHAMPS for positive behavior	Student Behavior Support	2017-2018 School Year	Campus Supervisors Teachers	Professional development	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support interventions.	Attendance Safety					
30. All staff working with students with special needs will receive NCPI training.	Student Behavior Support Safety	2017-2018 School Year	Principal RSP Teacher Psychologist Speech Therapist Counselor	Professional development	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

[SITE EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

2016-17 Baseline

2017-18

Parent Participation in School Sponsored Events

Data not available, this year will be used as baseline for parent participation in school sponsored events:
 Back to School Night
 ELAC Meetings
 SSC Meetings
 Fall Parent Conferences

Parent participation to parents events will increase 10% as measured by parent sign-in sheets.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school	Wrap-Around Services	2017-2018 School Year	Principal School Site Council ELAC	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
community.						
2. Parent Orientation for incoming Kindergarten students to discuss student expectations and parent involvement opportunities.	ELA Spanish Lang Arts Math ELD Strand Focus Attendance	2017-2018 School Year	Principal Kindergarten Teachers	Certificated Salaries	LCFF - Targeted	400.00
3. The school site will provide Loving Solutions parent classes.	Wrap-Around Services	2017-2018 School Year	ORC Counselor	Counselor (see goal 2, action 9) ORC (see goal 2, action 1)		
4. The school site will provide Mother Daughter classes for parents.	Wrap-Around Services	2017-2018 School Year	ORC Counselor	Counselor (see goal 2, action 9) ORC (see goal 2, action 1)		
5. The school site will provide Latino Family Literacy Project series of reading workshops for parents.	ELA Spanish Lang Arts ELD Strand Focus Wrap-Around Services	2017-2018 School Year	ORC Counselor	Counselor (see goal 2, action 9) ORC (see goal 2, action 1)		
6. The school site will provide VCBH Logrando Bienestar series of workshops to parents.	Wrap-Around Services	2017-2018 School Year	Principal ORC Counselor VCBH Staff	Refreshments	Title I	150.00
7. Ventura County Public Health will provide nutrition and healthy lifestyle classes to parents.	Wrap-Around Services	2017-2018 School Year	ORC School Counselor VCPH Staff	No additional cost		
8. Monthly Coffee with the Principal meetings will be held to discuss academic programs,	ELA Spanish Lang	2017-2018 School Year	Principal ORC Counselor	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
safety, community resources, and strand focus.	Arts Math ELD Strand Focus Student Behavior Support Attendance Safety					
9. Parent involvement and input opportunities will be provided through ELAC and SSC meetings.	ELA Spanish Lang Arts Math ELD Strand Focus Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal ORC Counselor	Refreshments Materials and Supplies	Title I	2,000.00
10. PTA parent involvement in planning and executing school activities and events will be provided and encouraged.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance	2017-2018 School Year	Principal PTA Staff and Parents	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Safety					
11. Solicit parent and community at large for environmental science and mathematics subject experts to provide support of student learning and Elm Family Science Night school event.	Strand Focus	2017-2018 School Year	Principal ORC EST Science Teacher Teacher	Extra Hourly Time for Certificated Salaries, Supplies, Refreshments	LCFF - Targeted	1,000.00
12. Use of the Blackboard EdConnect phone calling system, home notices, school marquee, school website, school Twitter account regularly for school notifications to communicate with parents.	ELA Spanish Lang Arts Math ELD Strand Focus Safety Wrap-Around Services	2017-2018 School Year	Principal Site Tech Office Team	No additional cost		
13. Translators made available for meetings and parent conferences.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	Principal ORC Teachers Office Team	Classified salaries	Title I	2,000.00
14. Daycare made available for meetings and parent classes/workshops.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Office Team	Classified salaries	Title I	1,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus Student Behavior Support Attendance Safety					
15. Provide Parent Institute for Quality Education (PIQE) classes to parents.	Wrap-Around Services	2017-2018 School Year	Principal ORC Counselor PIQE Staff	PIQE fee	Title III	2,500.00
16. Parents will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Principal	No additional cost		
17. Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.	ELA Spanish Lang Arts Math ELD Student Behavior Support	2017-2018 School Year	Principal RSP Teacher Psychologist Speech Therapist	Substitutes for general education teachers and RSP teacher	Discretionary	3,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
18. Encourage parents to attend and participate in Student Success Team meetings to discuss strategies for students academic, social, and emotional needs.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal ORC Counselor Teachers Instructional Coach RSP Teacher Psychologist Speech Therapist	Substitutes for general education teachers and RSP teacher	Discretionary	3,000.00
19. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Program Coordinator Teacher Liaison ASP Staff	After School Program	ASES	
20. Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.	ELD	2017-2018 School Year	Principal ELAC	No additional cost		
21. Parent participation in conferences (i.e. CABE).	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal ELAC SSC	Conference expenses	Title I	4,691.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Wrap-Around Services					

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	108	130	121	106	130	120	106	129	120	98.1	100	99.2
Grade 4	125	103	129	125	101	128	125	101	128	100.0	98.1	99.2
Grade 5	111	130	103	111	130	102	111	130	102	100.0	100	99
All Grades	344	363	353	342	361	350	342	360	350	99.4	99.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2327.5	2343.6	2333.2	0	5	5.00	6	8	7.50	19	19	18.33	75	68	69.17
Grade 4	2366.4	2365.7	2388.7	1	0	4.69	6	5	13.28	18	24	18.75	75	71	63.28
Grade 5	2433.2	2417.5	2421.5	5	2	0.98	16	14	12.75	21	19	32.35	59	65	53.92
All Grades	N/A	N/A	N/A	2	3	3.71	9	9	11.14	19	21	22.57	70	68	62.57

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	6	5.00	24	29	25.00	75	64	70.00
Grade 4	2	1	9.38	24	27	35.16	74	72	55.47
Grade 5	6	5	5.88	32	27	46.08	62	68	48.04
All Grades	3	4	6.86	26	28	34.86	70	68	58.29

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	2	4.17	25	32	25.00	75	66	70.83
Grade 4	2	1	4.69	31	31	37.50	66	68	57.81
Grade 5	10	3	2.94	39	39	43.14	51	58	53.92
All Grades	4	2	4.00	32	34	34.86	64	64	61.14

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	4.17	51	55	53.33	47	40	42.50
Grade 4	2	1	3.13	48	66	52.34	50	33	44.53
Grade 5	4	7	4.90	46	45	57.84	50	48	37.25
All Grades	2	4	4.00	48	55	54.29	49	41	41.71

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	3	9.17	35	35	31.67	64	62	59.17
Grade 4	2	0	5.47	35	39	44.53	63	61	50.00
Grade 5	13	5	3.92	57	52	43.14	31	43	52.94
All Grades	5	3	6.29	42	42	39.71	53	55	54.00

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	108	130	121	106	130	120	106	130	120	98.1	100	99.2
Grade 4	125	103	129	125	101	128	125	101	128	100.0	98.1	99.2
Grade 5	111	130	103	111	130	102	111	130	102	100.0	100	99
All Grades	344	363	353	342	361	350	342	361	350	99.4	99.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2352.5	2366.4	2357.3	1	1	0.83	4	14	7.50	33	25	29.17	62	61	62.50
Grade 4	2392.7	2393.8	2404.7	2	0	0.78	4	5	10.94	38	40	41.41	56	55	46.88
Grade 5	2429.7	2418.0	2409.0	5	1	0.98	6	6	0.00	26	21	24.51	63	72	74.51
All Grades	N/A	N/A	N/A	2	1	0.86	5	9	6.57	33	27	32.29	60	63	60.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	9	1.67	31	25	27.50	65	66	70.83
Grade 4	4	2	3.91	20	13	21.88	76	85	74.22
Grade 5	6	2	0.98	23	17	16.67	70	81	82.35
All Grades	5	5	2.29	25	19	22.29	71	77	75.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	3	5.00	30	42	31.67	69	55	63.33
Grade 4	2	1	3.13	33	38	31.25	65	61	65.63
Grade 5	4	2	0.98	32	22	21.57	65	76	77.45
All Grades	2	2	3.14	32	34	28.57	66	64	68.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	0	3	2.50	44	49	38.33	56	48	59.17
Grade 4	2	1	3.91	30	31	39.06	68	68	57.03
Grade 5	5	0	0.00	32	35	32.35	64	65	67.65
All Grades	2	1	2.29	35	39	36.86	63	60	60.86

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				10			20	44	33	50	38	17	20	19	50
1	1	2		7	15	13	45	36	42	29	21	30	18	26	16
2	3			12	16	12	47	43	38	26	22	38	12	19	12
3	2	3	4	22	21	17	41	50	39	22	13	30	13	13	10
4	7		1	23	17	24	40	55	42	20	14	19	10	13	13
5	9	4		37	28	36	40	43	39	8	19	20	6	6	5
Total	4	2	1	18	19	19	43	45	40	23	19	28	13	16	13

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3	4		11	19		38	25		48	52	
1	1	2		7	15		45	36		29	21		18	26	
2	3			12	16		47	42		26	23		12	19	
3	2	3		22	21		41	50		22	13		14	13	
4	7			23	17		40	55		20	14		10	13	
5	9	4		37	28		40	43		8	19		6	6	
Total	3	2		16	17		38	41		25	19		19	21	

Appendix C - School Site Council Membership (Elm Street Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Leticia Ramos	Principal
Monica Reyes	Classroom/Teacher
Rozie Wysong	Classroom/Teacher
Heather Rose	Classroom/Teacher
Veronica Hernandez	Other School Staff
Patricia Martinez	Parent or Community Member
Jessica Vargas	Parent or Community Member
Roxana Mendoza	Parent or Community Member
Elodia Cabrera	Parent or Community Member
Alyssa Maria	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 23, 2017.

Attested:

Leticia Q. Ramos
Typed Name of School Principal

Signature of School Principal

Date

Rozie Wysong
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Elm Street School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Elm Street School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Elm Street School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

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- ✓ Elm Street School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Elm Street School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Elm Street School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond

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to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.

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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.

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- ✓ La Escuela Elm Street notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Elm Street verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Elm Street periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Elm Street ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Elm Street convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Elm Street debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar

Where Every Learner Matters!



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

- Calendario escolar y calendario de reuniones
- Manual para padres de familia y alumnos
- Solicitud para registrarse como voluntario y información
- Información sobre las evaluaciones académicas
- Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

Where Every Learner Matters!

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Veronica Gonzalez
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 23, 2017.

Attested:

Leticia Q. Ramos		10/23/17
Typed Name of School Principal	Signature of School Principal	Date
Rozie Wysong		10/23/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement (SPSA) Template

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

School Name Norma Harrington Elementary School

CDS Code 56725386055297

Revision Date 10/18/2017

Superintendent Dr. Cesar Morales

Contact Name and Title Luis H. Ramirez Principal

Email and Phone lhramirez@oxnardsd.org
(805) 385-1542

The District Governing Board approved this revision of the SPSA on 11/1/2017

The School's Mission & Vision Statements

Harrington School Mission 2016-17

Harrington School is a Professional Learning Community committed to ensure the achievement of all students. Our strand focus is the Arts and Environmental Science. Our goal is to capture every students' imagination and support them to achieve through artistic expression and scientific inquiry.

Vision

Harrington School will

- Work towards obtaining grade level common core standards for all students
- Produce critical thinkers, fluent communicators and productive members of society
- Work to increase the rate of reclassification and reduce Long Term EL students
- Integrate the sciences and arts, as an integral component of the learning process

Values:

- know that all children can learn;
- believe that social development is as important as academic development;
- create a nurturing environment, in which students, parents, and staff members feel valued;
- integrate technology and art to enhance learning;
- design rigorous, standards-based learning experiences that meet students' diverse needs;
- provide learning opportunities for students, parents, and teachers that encourage lifelong learning;

- collaborate with parents and the greater community to support student success.

SCHOOL PROFILE

Norma Harrington Elementary serves TK through 5th grade and is the school "where good things happen." In keeping with this mantra, our dedicated staff members seek to improve ourselves and the program we offer every year. We are continuing to use the state adopted Common Core Standards (CCSS), as well as Integrating the use of technology in the classroom. With support from the district, we continue to prepare our staff and students for the Smarter Balanced State Assessments (SBAC) and we are developing focus strands of The Arts and Environmental Sciences to further challenge and prepare our students for the rigors of both middle and high schools. Now that we are in our new building and have access to a music lab, we have also chosen to use our Extra Support Teacher (EST) to focus on developing and strengthening the music program in grades 2-5. Our goal is to build capacity to make Harrington the school "where good things happen, through artistic expression and scientific inquiry".

Our staff has prepared for the implementation of the common core by attending a significant amount of professional development in both English Language Arts and Math. We are building our differentiation strategies through training and Coaching. We serve a large percentage of English Learners from TK through 5th grade. This requires that we continuously look for ways to measure learning and improve our instructional practice. Our teachers have participated in professional development offered by the California Reading & Literature Project at California Lutheran University. The focus is to improve our skill in assessing, teaching, monitoring, reflecting and intervening in the fundamental skills of English Language Development. We trained Teachers in Foundational Literacy Skills in grades 1st through 3rd in the previous school year. This year, we plan to reach TK/K and 4th and 5th grades. Along with this we are also receiving training on how to implement the new ELA program recently adopted by the OSD. Our weekly grade-level collaboration time made possible by the site variance for banking of instructional minutes will allow teachers the time to become better acquainted with the Wonders/Maravillas program and how it can benefit our Transitional Bilingual program, as well as the Structured English program here at Harrington.

Our strand focus of The Arts and Environmental Sciences was selected because of our school's strength in the Environmental Sciences and the cultural relevance of The Arts for Latino families. This year, each grade level is working on integrated units of study that added Fine Art standards as performance based tasks to the common core standards. We are contracting with several community partners to bring art and music into the classroom on a regular basis. We are building our own teachers capacity of understanding the importance of foundational skills with professional development opportunities throughout the school year. Additionally, our 2nd through 5th grade, Elementary Support Teacher is well versed in Theater, Music and ELD Strategies. Our plan is to employ her to extend our students learning and develop an inter-disciplinary approach to our program. Our new school building has both a piano lab and a "Makers Space" that can be used as a science demonstration classroom which will facilitate our program development.

Harrington offers two educational programs; the Structured English Immersion (SEI) in TK through 5th grades and the Transitional Bilingual Education (TBE) in TK through 3rd grades. Every English Language Learner, regardless of the program their parents select, received structured English Language Development instruction at their level of proficiency. Our school employs an ISP Teacher to support our classroom Teachers in teaming to ensure that instruction is targeted and groupings are kept as a manageable size. The goal is to have every student make one level of growth for each academic year as measured by both the IPT and the CELDT. Those students that do not, are identified by our staff using multiple measures that track how an EL student has done over time. Through this process we can then identify the needs of the student and provide the additional instructional supports needed to facilitate academic growth as described above. The school will use the 2016-17 CELDT scores along with local formative assessments and teacher observations to track growth, knowing that the state will soon be turning to the ELPAC to track EL growth.

Our current reality is that many of our students are not performing at grade-level, in both English Language Arts/Reading

and mathematics for grades 3-5. Our teachers employ multiple intervention programs to support them as part of our RTI plan. These include Read Naturally! Live, Carousel, Explode the Code, as well as our new Wonders/Maravilla adoption , and Words Their Way. Our Resource/Special Education Teacher, as well as our ISP's and Instructional Coach support the classroom Teachers to provide differentiated instruction, while the EST and PE ISP allow for smaller numbers of students to work with. The addition of the iPad for each student has opened up a plethora of resources that staff and students literally have at their finger tips to assist with both intervention and enrichment activities. Each grade level has worked collaboratively to select the most appropriate applications for each. This year the district has set aside funds to support a Tech and Math Mentor at each school site; this will allow us to further extend the ability of our teachers to support the students of Harrington Elementary.

When students begin to struggle academically, as reflected by both class and district assessments we employ referrals to the Coordination of Services Team (CoST) and/or the Student Success Team, (SST) to further review the specific obstacles to learning. These teams are comprised of school site education professionals that come together side by side with the parent to make decisions on how to best support the student, family and teacher to ensure academic success.

Our campus safety plan includes site wide training in the CHAMPS program, as well as an increase in the hours that Campus Assistants are employed. There is a carefully choreographed movement and supervision plan to prevent students from engaging in off task and unsafe behavior. The entire staff supports the CHAMP's program as a way to promote our school motto of Being Safe, Prepared and Respectful. In the first year of full implementation, we saw a significant drop in serious behavior referrals and unsafe behaviors on campus. Our Outreach Specialist and School Counselor have been able to support these efforts with prevention interventions with both students and parents offering one-on-one as well as group sessions addressing multiple social-emotional concerns.

Our outreach to parents varies in approach, program offerings, and time of day to accommodate both stay at home and working parents. All our meetings are offered in English and Spanish, and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school as well as offer them opportunities to build their own skill to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children into a plan that will make that dream attainable.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Harrington elementary has increased its reclassification rate from 11% during the 2015-16 school year to 23% of the 200 EL students for the 2016-17 school year. Of the Long Term EL (LTEL) students in fifth grade, Harrington reclassified 35% of the fifteen students who had been classified as EL for more than three years at the same level. The school district has partnered with VCBH to provide evening classes and workshops for our EL parents, as well as guiding them through the mental health application process. The school has invested Title I funds to support teacher support in the form of credentialed teachers to assist with small group instruction. We are proud of our school wide system focused on maintaining and improving our attendance rate. There are students who are monitored and rewarded for attendance. Harrington was one of four Oxnard schools recognized for having improving the attendance of chronic absentee students. Students are monitored by the Attendance Clerk, ORC, School Counselor and Principal. We believe that by offering breakfast and incentives to students, they are encouraged to come to school. Students who are low income, English learners, and foster youth are more likely to attend and improve their school performance; when students attend school on a regular basis in order to achieve.

We are proud of our Multi-tiered System for Student Support in the area of Behavior. We created a CHAMPS leadership team made up of grade level representatives, school counselor, a classified representative and the site administrator. These individuals received training through country and district personnel. The team created CHAMPS expectations for all common areas such as the Cafeteria, school office, bathrooms, playground and bus areas. We have placed posters and have held assemblies to reinforce the school wide expectations. The school counselor trained the Playground Supervisors and Classroom Assistance. In addition, playground supervisor met with school administration at least once a month to review CHAMPS practice. During this past summer, a teacher, the school counselor and the site administrator attended CHAMPS training in Portland. We are entering our second year of full CHAMPS implementation with structures and procedures in place to support the diverse social-emotional needs of our students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Most recent CAASPP reflects that Harrington students in grades 3-5 struggling with both ELA/Literacy, and Math. In grades 3-5 over 50% Harrington students were in the "Standard Not Met" and in Math grade 5 struggled more with over 70% not meeting the standard.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Harrington Elementary will continue to use both LCFF and Discretionary funds to employ credentialed teachers to assist in the class with small group instruction, in both ELA and ELD. As students acquire stronger English skills it will assist in being able to understand what is being asked of them as they read math problems. Harrington will also use staff and variance time to look at student data to focus on domains and standards that need more emphasis and continue to work on rigor by understanding the role of both the Depth of Knowledge (DOK) levels and how it connects to how lessons are planned and presented.

To further support our students we will:

- *Use STAR 360 tests to inform progress monitoring.
- *Recognize students for their overall academic achievements and AR Goals each trimester.
- *Hold a celebration with the community for students who reach reclassification criteria each year.
- *Use MyOn Reading to encourage practice of reading
- *Use Math Facts in a Flash to develop basic math skills
- *Provide instructional support from TOSA, EL TOSA, grade level team and school administration
- *Provide opportunities for students will practice answering questions and performance task by taking SBAC interim test
- *Provide time for grade level teams to backwards plan instruction and focus on specific skills during instruction by taking a deeper dive into data
- *Facilitate teachers in using engagement strategies and Depth of Knowledge during delivery of instruction

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

Our most significant subgroup at Harrington continues to be our EL population:

English Learners – Progress (declined remains at low status), ELA (increase but still very low status) and Math (declined significantly remains at low status).

Socio--Economically Disadvantaged - ELA (increased by 10 points but still very low status) and Math (declined but remained at low status).

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Harrington Elementary will continue to use both LCFF and Discretionary funds to employ credentialed teachers to assist in the class with small group instruction, in both ELA and ELD. As students acquire stronger English skills it will assist in being able to understand what is being asked of them as they read math problems. Harrington will also use staff and variance time to look at student data to focus on domains and standards that need more emphasis and continue to work on rigor by understanding the role of both the Depth of Knowledge (DOK) levels and how it connects to how lessons are planned and presented, to this end we will:

*Provide professional development and grade level time to plan instruction by using the STAR 360 assessment and data *Professional Development tied to the new curricula in ELD, Math and Language Arts with the use of technology and math mentors.

*Continue to meet in (during variance Wed) PLC groups to analyze data, plan instruction, and identify students in need of intervention. The site TOSA and Principal will assist teachers with the process of collecting and analyzing data. *ISPs will facilitate the reduction of class size and provide interventions for at risk students and special populations.

*Ensure all teachers attend the ELD professional development provided by the OSD. OSD and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices. ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, speaking, and listening.

*Analyze assessment data to determine which ELD standards are in need of remediation and which are being achieved. ELD performance standards and student achievement will be addressed during staff meetings, PLC meetings, and student monitoring conferences.

*Monitor all student reading and math progress throughout the year via monthly STAR 360 assessments.

*Lead professional development throughout the year with a focus on student monitoring. During these meetings, the teachers will have an opportunity to review academic achievement data gathered from the students in their class with the Principal. Together they will help identify key standards needed to be addressed during whole class intervention and key standards that need to be addressed during small group intervention. Interventions for students who do not possess similar needs as their peers will also be addressed.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Title I funds will be dedicated towards supporting our English Learners and Social-Economically Disadvantaged students through our Multi-Tiered System of Supports (MTSS). This includes interventions provided by ISPs who provide targeted intervention within the school day. ISPs work directly with the site TOSA and teachers to analyze data, thus focus on the skills the students need provided by the most effective and best instructional practices. Title I funds will also be used for teacher professional development and parent workshops. After-school tutoring will be offered with an emphasis on English Language Arts and Math. We have also used Title 1 funds for materials, supplies and computer software.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Implementation time and personnel hindered the start of the in class support. ISP's had to be interviewed, hired, Finger printed and receive health clearance; this led to not starting the support until well after October 2016. This year working with Leadership the schedules were set before the end of the school year and finalized over the summer. Personnel were and brought onboard in September, with support groups already set in each classroom.

- I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

Every year ELAC and SSC receive a presentation/review of the SPSA; these groups are given an opportunity to engage with administration to walk through the process of focus areas and data. Feedback by stakeholders is then taken back to school Leadership team to discuss and apply to the SPSA, or to engage with parents as to where in the plan it can be found.

- II. INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

School data is presented to stakeholders, these results are tied in to the SPSA and stakeholders then engage with school staff to "connect the dots" as to which/how the SPSA effected the outcome of the data, or if the data reinforced the concerns behind the use of funds.

- III. PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

Our outreach to parents varies in approach, program offerings, and time of day to accommodate both stay at home and working parents. All our meetings are offered in English and Spanish, and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school as well as offer them opportunities to build their own skill to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children into a plan that will make that dream attainable. our ORC and school counselor present workshops such as "Mother, Daughter" as well as parent nutrition classes. we also have partnered with Proyecto Mixteco to offer "Viviendo con Amor" classes for our Mixteco families. School counselor also offers classes on preparing for parent conferences and dealing with adolescents.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

1. In-Coming Parent Night Meetings to be held by Principal and Kindergarten Teachers.
2. Kindergarten Teachers will meet with Pre-school teachers to share program expectations.
3. Arrange for pre-school students to visit kindergarten classrooms.
4. Schedule articulation meeting for 5th graders transitioning to Middle Schools during the Spring. Transition presentations to 5th grade students will occur before the end of the school year.
6. Provide opportunities for parents to receive information on school of choice at Middle Schools.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	76118.00	0.00
LCFF - Intervention	2000.00	0.00
Title I	55,423.00	0.00
Title III	20,603.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$353,713.00

Goal 2 \$195,253.00

Goal 3 \$2,800.00

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To increase the capacity of teachers to deliver effective data-driven instruction
- To provide equipment, materials and technology resources that support high quality instruction
- To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18															
CAASPP ELA	<p>Although there was a slight increase in the number of students obtaining the "Standard Met" with an increase of almost 4%, the school overall still has over 70% of its students scoring in the Standard Not Met and Standard Nearly Met categories combined.</p> <table border="0"> <tr> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <td>Standard Exceeded:</td> <td>7.45 %</td> <td>5.32 % 3.09 %</td> </tr> <tr> <td>Standard Met:</td> <td>11.70 %</td> <td>13.83 % 17.53 %</td> </tr> <tr> <td>Standard Nearly Met:</td> <td>27.66 %</td> <td>22.34 % 16.49 %</td> </tr> <tr> <td>Standard Not Met:</td> <td>53.19 %</td> <td>58.51 % 62.89 %</td> </tr> </table>	3rd	4th	5th	Standard Exceeded:	7.45 %	5.32 % 3.09 %	Standard Met:	11.70 %	13.83 % 17.53 %	Standard Nearly Met:	27.66 %	22.34 % 16.49 %	Standard Not Met:	53.19 %	58.51 % 62.89 %	<p>Increase student ELA CAASPP scores by at least 2%, and continue to lower the number of students in the Standard Not Met category.</p>
3rd	4th	5th															
Standard Exceeded:	7.45 %	5.32 % 3.09 %															
Standard Met:	11.70 %	13.83 % 17.53 %															
Standard Nearly Met:	27.66 %	22.34 % 16.49 %															
Standard Not Met:	53.19 %	58.51 % 62.89 %															
CAASPP Math	<p>Math saw an increase in the combined Standard Met, and Standard Exceeded from 2016 to 2017 by over 3%. Overall 75% of students still struggle within the Standard Not Met, and Standard Nearly Met.</p> <table border="0"> <tr> <td>3rd</td> <td>4th</td> <td>5th</td> </tr> <tr> <td>Standard Exceeded:</td> <td>7.45 %</td> <td>2.15 % 0.00 %</td> </tr> <tr> <td>Standard Met:</td> <td>17.02 %</td> <td>18.28 % 4.12 %</td> </tr> <tr> <td>Standard Nearly Met:</td> <td>30.85 %</td> <td>29.03 % 22.68 %</td> </tr> </table>	3rd	4th	5th	Standard Exceeded:	7.45 %	2.15 % 0.00 %	Standard Met:	17.02 %	18.28 % 4.12 %	Standard Nearly Met:	30.85 %	29.03 % 22.68 %	<p>Increase CAASPP scores by at least 2% in each grade level.</p>			
3rd	4th	5th															
Standard Exceeded:	7.45 %	2.15 % 0.00 %															
Standard Met:	17.02 %	18.28 % 4.12 %															
Standard Nearly Met:	30.85 %	29.03 % 22.68 %															

	Standard Not Met: 44.68 % 50.54 % 73.20 %	
Reclassification	Increase of reclassified 3rd-5th grade students from 23% to 43%.	Increase number by at least 5% in all grades.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The Instructional Coach will support teachers in implementing the adopted curriculum, with assistance from district.	ELD ELA Math	2017-2018 School Year	Principal TOSA	Certificated Salaries: TOSA	Centralized Services	125,305
2. Continue weekly grade level and/or vertical meetings to identify goals, monitor progress, and reclassification numbers, and analyze data to drive instruction.	ELD Math ELA Safety Student Behavior Support	2017-2018 School Year	Principal TOSA Teachers	No additional cost		
3. Continue implementation of best practices, such as grade level appropriate materials: agendas, Words Their Way, Wonders/Maravillas ELA, My Math.	ELA Spanish Lang Arts ELD Math Student Behavior Support	2017-2018 School Year	Principal TOSA Teachers	No additional cost		
4. District adopted ELA implementation guides will be used to guide instruction and assessment including the use of STAR 360 and Reflex Math for global monitoring.	ELA Math ELD	2017-2018 School Year	Principal TOSA Teachers	Renaissance contract	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. Adhere to pacing guides as directed in the revised EL Master Plan. Schedule monitoring conferences with Teachers, Instructional Coach and Principal to monitor student performance and plan a response/intervention.	ELA ELD	2017-2018 School Year	Principal TOSA Teachers	Materials and Supplies	LCFF - Intervention	2000
6. All K-5 classes will implement Wonders/Maravillas ELA curriculum and adhere to pacing guides and begin to use EADMS to input scores/grades.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Principal TOSA Teachers	Curriculum EADMS contract	District Funded District Funded	
7. ELD teaming will occur with an ISP to provide additional support for grades 2-5 and allow for teachers at those grade levels to provide their own intervention and support during the school day for differentiation at each grade-level.	ELD	2017-2018 School Year	Principal TOSA Teachers ISPs	Certificated Salary: ISP Teacher Certificated Salary: ISP Teacher Certificated Salary: ISP Teacher	Title I Title III Discretionary	28423 20603 28423
8. Uninterrupted Language Arts instructional blocks: Kdgn.-1.5 hours, Lower Grades – 2.5 hours, Upper grades – 2 hours.	ELA	2017-2018 School Year	Principal Teachers	No additional cost		
9. Continue program incentives and rewards to increase motivation, participation and attendance.	Wrap-Around Services	2017-2018 School Year	Principal ORC Teachers	Incentives	PTA	300
10. Expand cross-cultural experiences through diverse extension activities across subjects.(Tornado Artistico, Music Program, field trips)	Strand Focus	2017-2018 School Year	Principal Teachers	Program fees, Admission fees and Transportation	Title I	3000
11. Increase the use of academic vocabulary in both English and Spanish especially in the areas of math, science and social studies with use of Words Their Way and non-fiction books as supplemental reading.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
12. RTI-Progress monitor identified students and intervene as necessary.	Wrap-Around Services	2017-2018 School Year	Principal CoST Team SST Team TOSA Teachers	No additional cost		
13. ISP's to provide additional support for grades 2-5 and allow for teachers at those grade levels to provide their own intervention and support during the school day.	ELA ELD	2017-2018 School Year	Principal TOSA	ISP (see goal 1, action 7)		
14. Materials, field trips and professional development to support the strand focus of Art and Environmental Science as integrated lessons with ELA.	Strand Focus	2017-2018 School Year	Principal Teachers	Material & Supplies, Admission fees, Transportation, professional development	Discretionary	15507
15. Site Technology Technician will maintain equipment and software to support student learning through technology.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal Site Tech	Classified salary: Site Tech	Centralized Services	78481
16. Site Technology Technician will teach the Bear Squad Curriculum after school to 3rd, 4th and 5th graders to expand the technology use and support on campus.	Strand Focus	2017-2018 School Year	Principal Site Tech	Site Tech (see goal 1, action 15)		
17. Reinforce the mathematical practices through Environmental Science projects designed and developed in grade level groups.	Math Strand Focus	2017-2018 School Year	Teachers	No additional cost		
18. Planning days will be provided to support teachers in the review of assessment data and instructional planning.	Wrap-Around Services	2017-2018 School Year	Principal TOSA	No additional cost		
19. Teachers will have use of the Xerox, duplo and laminator machines to make necessary	Wrap-Around Services	2017-2018 School Year	Principal Office Staff Teachers	Maintenance Agreements	Discretionary	3000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
copies of instructional materials.	ELA Math ELD Spanish Lang Arts			Maintenance Agreements	Centralized Services	12636
20. Clerical support will be provided to support the school's educational program.	ELD Wrap-Around Services	2017-2018 School Year	Principal Office Staff	Classified Salaries	District Funded	
21. Adhere to district assessment schedule. Provide intervention for at-risk and LAT students via ISP support and EL TOSA support.	Wrap-Around Services ELD	2017-2018 School Year	Principal Leadership Team EL TOSA	EL TOSA	District Funded	
22. Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	Wrap-Around Services Student Behavior Support	2017-2018 School Year	Principal Kindergarten Teachers Pres School Teachers	No additional cost		
23. Arrange for pre-school students to visit kindergarten classrooms.	Wrap-Around Services	2017-2018 School Year	Principal Kindergarten Teachers Pres School Teachers	No additional cost		
24. Schedule vertical team meetings during the Spring.	Wrap-Around Services	2017-2018 School Year	Principal Leadership Team	No additional cost		
25. Provide transition presentations to 5th grade students prior to end of the year.	Wrap-Around Services	2017-2018 School Year	Principal Counselor	No additional cost		
26. Special Education transition meetings will be held to support students transitioning to the middle school.	Wrap-Around Services	May-June 2018	Principal Special Education staff	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
27. Teachers will attend Professional Development sessions as required or deemed necessary: Common Core ELD Use of Classroom Technology iPads Technology Applications CHAMPS Intervention Materials Foundational Skills in Literacy Writing Strategies My Math Wonders/Maravillas	Wrap-Around Services	Oct. 2017-June 2018	Principal Leadership	Professional development	District Funded	
28. Provide opportunities for teachers to observe grade level colleagues and time for debriefing with Instructional Coach, or admin team.	ELA ELD Spanish Lang Arts Math	2017-2018 School Year	Principal TOSA Teachers	Teacher subs	Discretionary	5000
29. Access to IXL, Reflex Math, Star 360, math flashcards, monitor scores, revise goals and provide incentives.	Math	2017-2018 School Year	Principal Teachers	Incentives (see goal 1, action 9)		
30. ASP Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services to include integrating the Arts and Environmental Science focus	Wrap-Around Services	2017-2018 School Year	Principal ASP Staff	After School Program	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
31. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	Wrap-Around Services	2017-2018 School Year	Principal	Certificated salary: Liaison	ASES	
32. Supplemental literacy and math instruction in After School program.	Wrap-Around Services	2017-2018 School Year	Principal ASP Staff	After School Program	ASES	
33. Students will participate in the Focus On The Masters program which presents different art mediums and local artists to 3rd-5th grade classes. Hands on art projects will be created by students while learning about local artists.	Wrap-Around Services	2017-2018 School Year	Principal Outside agency	Fees	Title I	3000
34. Teaming to differentiate instruction by ability within grade-level, K through 5th.	Wrap-Around Services	2017-2018 School Year	Principal Teachers	No additional cost		
35. Collaboration by grade-level to monitor data and revise strategies using the RTI model. Supported by school-wide banking of minutes by OEA variance.	ELA Spanish Lang Arts ELD Math Strand Focus	2017-2018 School Year	Principal TOSA Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
36. Provide universal access small group instruction for target students.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Teachers	No additional cost		
37. Tech and Math Mentors will provide support and professional development to teachers to support instruction and implement technology.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Tech Mentor Math Mentor Teachers	Certificated salary: Tech Mentor Certificated salary: Math Mentor	District Funded District Funded	
38. Ensure that the school library is supporting the school's Accelerated Reader reading program.	ELA ELD	2017-2018 School Year	Library Tech	Classified Salary: Library Tech	Centralized Services	28035

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Rate	School suspension rate was less than 1%	Continue to strive for 1% or lower suspension rate.
Attendance Rate	Current ADA was 96%.	We will strive for a 97% attendance rate.
Behavior Referrals	No data available.	2017-18 will be baseline year. PBIS team will begin recording tracking data for behaviors in class and in common areas.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Students will engage in science themed soccer during lunch recess via Coast2Coast program	Strand Focus	2017-2018 School Year	Admin Coast2Coast Soccer	Program	Title I	13000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
with an emphasis on STEAM.						
2. Individual and classroom recognition is given and incentive prizes are awarded for behavior and attendance improvement at monthly awards ceremony.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal ORC Attendance Tech Counselor Teachers	Incentives	Discretionary	388
3. Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Wrap-Around Services Safety	2017-2018 School Year	Principal ORC	Classified Salary: Outreach Consultant	Centralized Services	49385
4. Use of CHAMPs Protocol, and PBIS training. Restorative Practices. STOIC will be reintroduced to all staff.	Safety Attendance Student Behavior Support	2017-2018 School Year	Principal PBIS Team Teachers Staff	Professional development	Title I	8000
5. Continue Bully prevention program implementation.	Safety Student Behavior Support	2017-2018 School Year	Principal ORC Counselor Teachers Staff	No additional cost		
6. Decrease loss of schooling due to suspensions and expulsions by implementing Social Justice process, which allow students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate, and introduce Social Justice process to parents.	Attendance Safety Student Behavior Support	2017-2018 School Year	Attendance Tech ORC Counselor Principal	Certificated Salary: Counselor ORC (see goal 2, action 3)	Centralized Services	124,480
7.	Student	2017-2018	Principal	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Continue to monitor referrals generated by campus assistants during recess and lunch to promote school wide safety during unstructured times of the day.	Behavior Support Safety	School Year	Counselor			
8. Develop safety drill schedule to support emergency readiness. Schedule and participate in practice Drills; Fire, Earthquake, Evacuation, Lockdown 1 and Lockdown 2 as well as student and family re-unification in case of a disaster at school.	Safety	2017-2018 School Year	Principal Safety Committee All Staff	No additional cost		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Assessment of Existing School Needs. Survey for English Learners Survey

2016-17 Baseline

The survey was sent to 350 parents of ELL students (ELL comprise 77% of our total population) and 126 were returned to our school.

- Of the families polled 17% were in favor of evening meetings to meet the needs of working parents
- 80% of families felt that the school (office/teachers) reach out to them regularly with school related information
- Over 85% of families report that the teachers consider the parents an important part of their students education
- 80% of families feel that their voice is heard in SSC
- Only 50% of those who responded say they regularly attend ELAC meetings

2017-18

- Begin setting evening/late afternoon ELAC meetings. Increase attendance by 5%.
- Incentivize attendance to attract more participants

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	Principal TOSA Teachers	No additional cost		
2. Hold a minimum of 6 School Site Council and ELAC meetings. (with refreshments and child care).	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	Principal TOSA	Clerical extra help Refreshments	Discretionary	500
3. Provide access to AR Program before and/or after school. Monitor scores, revise goals and provide incentives.	ELA Spanish Lang Arts	2017-2018 School Year	Teachers	Incentives Library Tech (see goal 1, action 38)	PTA/PTO	300
4. Increase use of complete sentences in oral and written	ELA	2017-2018 School Year	Teachers Leadership	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
language throughout the school day. Implement vocabulary development and spelling through use of adopted ELA material.	ELD Math					
5. Parents will be offered class in "Logrando Bienestar" from VCBH.	Wrap-Around Services	2017-2018 School Year	Principal Counselor	Counselor (see goal 2, action 6)		
6. Counselor to lead classes for parents in Triple P and "Bullying."	Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	Principal Counselor	Certificated extra pay	Discretionary	1700
7. Ventura County Public Health Nutrition Class will be offered to parents.	Wrap-Around Services	2017-2018 School Year	Principal ORC	ORC (see goal 2, action 3)		
8. Teachers will provide families with progress reports on student, achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	TOSA Teachers	No additional cost		
9. Parent Compact will be shared with each parent in the school to prepare a more comprehensive plan.	Wrap-Around Services	2017-2018 School Year	Principal	No additional cost		
10. School Wide communication to staff and families, highlighting school goals, student progress, events, training, parent educational opportunities, will be offered through bi-weekly VIA bulletin, Connect Ed, Web site, flyers, twitter.	Wrap-Around Services	2017-2018 School Year	Principal ORC Counselor Office Staff	No additional cost		
11. Parents will be invited to give input for reclassification for	ELA	2017-2018 School Year	Principal TOSA	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).	Math ELD					
12. Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.	Student Behavior Support Attendance	2017-2018 School Year	Principal	No additional Cost		
13. Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.	ELA Spanish Lang Arts ELD Strand Focus Attendance Student Behavior Support	2017-2018 School Year	Principal Teachers	Classified extra hours	Discretionary	300
14. Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.	Wrap-Around Services	2017-2018 School Year	Principal TOSA Counselor ORC Psychologist Speech Pathologist Special Education Teachers General Education Teachers	No additional cost		
15. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Site TOSA Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
26.						

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

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	77	82	94	76	79	94	76	79	94	98.7	96.3	100
Grade 4	78	65	95	77	65	94	77	65	94	98.7	100	98.9
Grade 5	63	77	97	60	76	97	60	76	97	95.2	98.7	100
All Grades	218	224	286	213	220	285	213	220	285	97.7	98.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2324.6	2330.1	2364.9	3	1	7.45	1	9	11.70	14	16	27.66	82	73	53.19
Grade 4	2348.3	2382.3	2395.0	0	2	5.32	5	6	13.83	9	28	22.34	86	65	58.51
Grade 5	2472.6	2443.4	2424.1	12	8	3.09	22	17	17.53	28	25	16.49	38	50	62.89
All Grades	N/A	N/A	N/A	4	4	5.26	8	11	14.39	16	23	22.11	71	63	58.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	3	9.57	24	29	36.17	72	68	54.26
Grade 4	1	2	8.60	19	38	37.63	79	60	53.76
Grade 5	17	12	6.19	37	36	41.24	47	53	52.58
All Grades	7	5	8.10	26	34	38.38	68	60	53.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	0	9.57	14	29	34.04	84	71	56.38
Grade 4	1	2	6.45	18	35	38.71	81	63	54.84
Grade 5	23	11	5.15	43	41	37.11	33	49	57.73
All Grades	8	4	7.04	24	35	36.62	69	61	56.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5	10.64	46	48	47.87	53	47	41.49
Grade 4	3	5	2.15	47	68	50.54	51	28	47.31
Grade 5	10	8	8.25	63	59	55.67	27	33	36.08
All Grades	4	6	7.04	51	58	51.41	45	36	41.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	4	4.26	34	33	45.74	64	63	50.00
Grade 4	0	2	8.60	26	45	52.69	74	54	38.71
Grade 5	17	20	8.25	55	50	40.21	28	30	51.55
All Grades	5	9	7.04	37	42	46.13	58	49	46.83

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	77	82	94	76	79	94	76	79	94	98.7	96.3	100
Grade 4	78	65	95	77	65	93	77	65	93	98.7	100	97.9
Grade 5	63	77	97	60	76	97	60	76	97	95.2	98.7	100
All Grades	218	224	286	213	220	284	213	220	284	97.7	98.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2346.1	2365.0	2387.0	1	3	7.45	7	10	17.02	16	29	30.85	76	58	44.68
Grade 4	2377.5	2407.3	2416.7	0	2	2.15	3	9	18.28	29	42	29.03	69	48	50.54
Grade 5	2470.1	2433.6	2420.0	5	3	0.00	20	13	4.12	40	17	22.68	35	67	73.20
All Grades	N/A	N/A	N/A	2	2	3.17	9	11	13.03	27	29	27.46	62	58	56.34

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	4	4	13.83	18	27	32.98	78	70	53.19			
Grade 4	1	3	9.68	16	23	21.51	83	74	68.82			
Grade 5	13	3	1.03	33	26	15.46	53	71	83.51			
All Grades	6	3	8.10	22	25	23.24	73	71	68.66			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5	9.57	21	35	48.94	78	59	41.49
Grade 4	0	3	5.38	29	45	46.24	71	52	48.39
Grade 5	3	4	0.00	52	26	28.87	45	70	71.13
All Grades	1	4	4.93	32	35	41.20	66	61	53.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	3	5	8.51	32	53	51.06	66	42	40.43
Grade 4	3	2	4.30	26	35	41.94	71	63	53.76
Grade 5	7	7	0.00	53	37	29.90	40	57	70.10
All Grades	4	5	4.23	36	42	40.85	61	53	54.93

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						5	14	10	11	43	25	26	43	65	58
1	1			3	9	8	14	22	27	30	27	29	51	42	36
2		1	1	4	14	6	29	28	31	38	29	30	30	28	32
3		2	6	14	5	16	43	48	42	28	28	22	16	18	14
4		2	3	18	24	26	50	59	44	20	11	13	12	4	14
5	6		4	28	24	27	56	53	53	6	16	11	3	7	5
Total	1	1	3	11	13	15	35	38	37	27	23	22	26	25	23

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					1		6	6		18	18		76	74	
1	1			3	9		14	22		30	27		51	42	
2		1		4	14		28	27		37	29		32	29	
3		2		14	5		43	48		28	28		16	18	
4		2		18	24		50	59		20	11		12	4	
5	6			28	24		56	53		6	16		3	7	
Total	1	1		7	10		25	31		23	22		44	36	

Appendix C - School Site Council Membership (Norma Harrington Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Luis H. Ramirez	Principal
Cristina Jimenez-Sanchez	Other School Staff
Dusti Mechling	Classroom/Teacher
Veronica Oros	Classroom/Teacher
Olivia Muro	Classroom/Teacher
Jodi Lape	Parent or Community Member
Lidia Mendoza	Parent or Community Member
Maria Bravo	Parent or Community Member
Elizabeth Garcia	Parent or Community Member
Aracely Cruz	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10/18/17.

Attested:

Luis H. Ramirez
Typed Name of School Principal

Signature of School Principal

Date

Veronica Oros
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Norma Harrington Elementary School (805) 385-1542

HOME ~ SCHOOL COMPACT
Good Things Happen At Harrington



PARENT/GUARDIAN PLEDGE:

I understand that my participation in my child's education will help his/her achievement and self-image. Therefore, I agree to carry out the following responsibilities:

- I will support the school's and district's homework, discipline, attendance, and uniform/dress code policies.
- I will spend at least 30 minutes daily in reading or study activities with my child & encourage him/her to complete their homework by providing a quiet place/time for study.
- I will make sure my child gets adequate sleep and has a healthy diet.
- I will attend Open House, Parent Conferences, and at least one Family Night.
- I will ensure that my child participates in academic interventions and support programs if my child is below grade level in reading, writing and/or math.

Parent's/Guardian's Signature: _____ Date: _____

STUDENT PLEDGE:

I realize that my education is important to me and that Harrington School helps me to develop the skills I need to be a happy and productive person. I know that my parent(s) and teachers want to help me do my very best in school, therefore, I agree to fulfill the following responsibilities:

- I will arrive at school on time, be prepared to work, and complete all my assignments to the best of my ability.
- I will behave respectfully toward my classmates, adults at school, and people in the community in which I live.
- I will be responsible for my own behavior and follow the classroom, playground and school expectations.
- I will take care of all school materials, property and facilities.
- I will follow school /dress code policy.

Student's Signature: _____ Date: _____

TEACHER PLEDGE:

I understand the importance of my role as teacher and model to every student in my class. Therefore, I agree to fulfill the following responsibilities:

- I will present all the necessary skills and concepts to your child before regular homework is assigned.
- I will provide instruction and assistance to address the individual needs of your child.
- I will communicate with you regarding your child's progress.
- I will participate in providing a safe, positive and healthy learning environment for your child.

Teacher's Signature: _____ Date: _____

PRINCIPAL PLEDGE:

I understand the importance of my role as administrator of Harrington School and liaison to the community. Therefore, I agree to fulfill the following responsibilities:

- I will provide assurance to all students will have equal access to a balanced and rigorous curriculum.
- I will utilize all available resources to provide a safe, clean and healthy school environment.
- I will foster a climate of open and frequent communication between the home and school.
- I will promote the appreciation and value of language and cultural diversity.

Principal's Signature: _____ Date: _____



Escuela Primaria Norma Harrington (805) 385-1542
CONVENIO DEL HOGAR Y LA ESCUELA



Buenas Cosas Suceden en la Harrington

PROMESA DEL PADRE O LA MADRE:

Yo comprendo que mi participación en la educación de mi niño/a le ayudara en sus logros y en su actitud. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Apoyare los reglamentos escolares y del distrito acerca de las tareas, la disciplina, la asistencia y el código del Uniforme/vestido.
- Dedicare por lo menos 30 minutos diarios a la lectura y a las actividades de estudio con mi niño/a y lo/la animare a completar sus tareas proveyéndole con un lugar/tiempo callado para que estudie.
- Me asegurare de que mi niño/a duerme lo suficiente y de que tenga una alimentación saludable.
- Asistire a la Casa Abierta (Open House), a las Conferencias para los Padres, y por lo menos a una Noche de Educación Familiar.
- Me asegurare de que mi niño/a participe en intervenciones académicas y programas de apoyos si mi niño/a esta abajo de su nivel de grado en lectura, escritura, o/y matemáticas.

Firma de Padres: _____ Fecha: _____

PROMESA DE ESTUDIANTE:

Yo entiendo que mi educación es importante para mi y que la Escuela Harrington me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Comprendo que mis padres y maestros quieren ayudarme a ser lo mejor possible en la escuela, por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Llegare a la escuela a tiempo y preparado/a para trabajar y completar todas mis tareas lo mejor que pueda.
- Me comportare respetuosamente con mis compañeros de clase, con los adultos en la escuela y la gente en mi comunidad
- Seré responsable por mi propio comportamiento y obedeceré las reglas de la clase y de la escuela.
- Seré cuidadoso/a con los materials, la propiedad y los edificios de la escuela.
- Seguiré el código de Uniforme Escolar y del Vestuario.

Firma de Estudiante: _____ Fecha: _____

PROMESA DE MAESTRO:

Yo comprendo la importancia de mi papel como maestro/a y modelo para todos los estudiantes en mi clase. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Presentare todas las habilidades y conceptos necesarios a sus niño/a antes de asignarle las tareas regulares.
- Proveeré instrucción y ayuda para satisfacer las necesidades individuales de su niño/a.
- Me comunicare con ustedes acerca de los adelantos académicos de su niño/a.
- Ayudare a proveer un ambiente de aprendizaje seguro, positive y saludable.

Firma de Maestro/a: _____ Fecha: _____

PROMESA DE EL DIRECTOR:

Yo comprendo la importancia de mi papel como administrador de la Escuela Harrington y enlace con la comunidad. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Proveeré seguridad de que todos los estudiantes tendrán igual acceso a un curriculum balanceado y riguroso.
- Utilizare todos los recursos disponibles para proveer un ambiente esolar seguro, limpio y saludable.
- Fomentare un clima de comunicación amplia y frecuente entre el hogar y la escuela.
- Promoveré el aprecio y el valos de la variedad cultural y de language.

Firma de Directora: _____ Fecha: _____

Escuela Primaria Harrington (805) 385-1542



Parental Involvement Policy
Norma Harrington Elementary School
Luis H. Ramirez, Principal



STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students.

PLAN REVIEW PROCESS:

In School year 2017-18, site parents, school staff, teachers and the administrator reviewed a sample document, considered the practices at our school, and developed the following school/parent/community involvement policy.

DEFINITIONS:

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. (Attached)

For the purpose of this policy document, **Parental Involvement** means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Our collective goals are:

- Parents play a partner-role in their child's learning;
- Parents are encouraged and supported to be actively involved in their child's education
- Parents are included, as appropriate, in decision-making and on advisory *committees that affect the educational program of our school.*
- The Harrington Single Plan for Student Achievement (SPSA) includes outreach programs to support building capacity in parents.*

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

The established opportunities for parent participation in developing school program priorities, and monitoring at Harrington include:

At Harrington Elementary School level:

- The School Site Council (SSC) serves as an Advisory group that reviews and approves the Single Plan for Student Achievement (SPSA), to ensure that all of the resources available to the school, both basic and supplemental, are coordinated and focused on providing a high quality educational program in which students of all ranges of ability and background can succeed in learning. They also review the sites School Safety Plan, Budget and Parent Involvement Policy
- English Language Advisory Committee (ELAC) the purpose of ELAC is to assist parents in becoming informed about the District's Master Plan for English Learners and their school's Single Plan for Student Achievement as it relates to supporting English Learners. ELAC meetings are open to the public; all parents are encouraged to attend.
- Parent Teacher Association (PTA) the purpose is to promote the welfare of children and youth in home, school, community. To develop between educators and the general public such united efforts as well as secure for all the highest advantages in physical, mental, and social education.
- School Garden (Planning Phase)
- Individual Classroom Volunteers for field trips

We are looking to recruit parents for:

1. Positive Behavior, Intervention Supports (PBIS)
2. Room Parents for each class
3. ELAC and SSC Members

At the Oxnard School District level:

- Superintendent's Parent Advisory Council (PAC)
- District English Learners Advisory Committee (DELAC)
- Advisory Committee, Gifted and Talented Education (GATE)
- Annual Program Review of the After School Educational Services (ASES)
- Budget Advisory Committee (BAC)
- Oxnard School District Wellness Committee
- Parent Teacher Association, this group provides support to the school site PTA boards and links us to county and State resources. Oxnard School District provides meeting space for the group to meet.

COMMUNICATION PRACTICES THAT SUPPORT OUR COLLECTIVE GOALS:

Information about school policies and involvement opportunities are communicated to parents in the following manner:

- Harrington school has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.
- The School Parental Compact is distributed annually at the beginning of the school year.
- Teachers review the School Parental Compact with the students at the beginning of each school year.
- Parents are asked to read and discuss the School Parental Compact with their students and sign and return an acknowledgment form each school year.
- The School's Web Site provides information about the staff, school activities and parent resources.
- Written communication from the Principal to Parents with current and upcoming developments that affect students and the school community two times per month
- Oxnard School district application
- Connect Ed messages are sent to parents' telephones with reminder of upcoming events.
- Harrington school notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- Harrington school makes the School Parental Involvement Policy available to the local community by maintaining a copy in the front office and posted on the school website.
- Harrington school periodically reviews and updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Monthly chat with the Principal

- **Parent and Community Outreach is supported by the following practices:**
 - The role of School Principal, Office Manager, Outreach Counselor and School Counselor are shared at regularly scheduled meetings.
 - We maintain professional bilingual staff during school office and after-school program hours to assist with any school related activity and provide opportunity for appointments to be set after hours on an as needed basis.
 - We provide translation at meetings in English and Spanish, Mixteco is available if requested.
 - We provide weekly reminders through flyers and Connect Ed messages regarding community, school-wide, grade-level or class level events.
 - We use the school marquee to announce school wide events.
 - We use seasonal banners to announce periodic programs and to raise community awareness of Red Ribbon Week, Bully Prevention.
 - We make available an Agenda item at all parent meetings for questions and input.
 - We provide an advanced schedule of meetings to give opportunity for parents to plan on attending.
 - We provide childcare during meetings to encourage attendance.
 - Our PTA provides light snacks at meetings.

ANNUAL MEETINGS THAT SUPPORT OUR COLLECTIVE GOALS:

Harrington school convenes annual and regular meetings to inform parents of the following new developments in educational programs.

- That their child's school participates in Title I, and those requirements
- School goals and monitoring of student achievement and safety.
- Harrington school conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy through established meetings of PTA, ELAC and SSC.

Examples of annual school-wide events include:

- September, Back to School
- November, Parent conferences and Book Fair
- December, Winter Program
- February/March, Parent Conferences, Spring Book Fair, EL Reclassification Celebration Event by Spring,
- June, Spaghetti Family Dinner, Student Dance Performance and Art Fair
- Monthly award assemblies scheduled for student and parent recognition, by invitation
- Ongoing coordination with outside Agencies to bring Adult/Parent Education Programs to School Site
- 5th Grade Promotion/End of Year Celebrations

If requested by parents, individual meetings can be scheduled to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents/community members will be given timely responses to any concerns and suggestions.

At Back to School Night, Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Student Proficiency is communicated at Fall Parent Conferences, Spring Parent Conferences and on an as needed basis at one-on-one meetings with the Teacher, Principal or a scheduled Student Study Team or Individualized Education Plan meeting.

A Parent and Community Resource Binder will be maintained in the school office with the following:

- School Parent Involvement Policy
- School Parent Compact
- School/Meeting Calendar
- Student Agenda Copy
- Volunteer Applications/Information
- School Accountability Report Card
- English Learner Master Plan

- Program options descriptions:

Structured English Immersion (SEI) - This model provides instruction for all subjects in English with primary Language Support for students with less than reasonable fluency. Students are taught structured, sequential English Language Development (ELD) and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade level content standards. Structured English Immersion is typically indicated for students with an overall CELDT score of Beginning (Level 1), Early Intermediate (level 2), or Intermediate, (Level 3). Early Advance (level 4). Advanced (level 5) are scheduled in these programs but will receive less ELD support. This program is currently offered here at Harrington.

English Language Mainstream (ELM)- In this model, EL's are taught structured, sequential English Language Development (ELD) and other core subjects in English by authorized teachers using district-adopted textbooks and supplementary materials. Primary language support is provided according to student need. Instruction is based on ELD and grade level content standards. Designed for students with **reasonable fluency** in English, it is typically indicated for EL's with an overall CELDT score of Early Advanced (Level 4) or Advanced (Level 5).

Transitional Bilingual Educational (TBE)- The goals of the TBE program are to ensure that students 1) meet grade level content and performance standards; 2) become fully proficient in English, including listening, speaking, reading and writing; and 3) successfully move to the ELM program. Students may participate in the program up to 4 years, and start at any grade level. Students initially receive instruction primarily in Spanish, with decreasing amounts of instruction in Spanish each year, while the amount of instruction in English increases. Primary language support in Spanish takes place, as needed, throughout the program. Students exit the TBE program into the ELM or SEI program. The TBE program is an alternative bilingual program which no longer requires a parent waiver. This program is currently offered here at Harrington

Dual Language Immersion Program (DLI) - The goal of the DLI program is acquisition of academic proficiency in English and Spanish, together with mastery of grade level core content and performance standards. Instruction is in Spanish and English. Students are expected to meet grade level standards in both languages. Students typically continue in the program in Kindergarten and continue through Grade 6. This program is open to English Learners with an approved waiver request or English native speakers and other English fluent students, based on parental choice. Students are expected to achieve reasonable fluency in English within 3 to 4 years. This program is offered at Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, and Soria Elementary schools.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy as a goal. Specific activities at Harrington to support this are:

Parent Education and Development:

- Parent Project Course, Loving Solutions, (10 sessions)
- Triple P Parenting Seminars (3 sessions)
- VCPH Nutrition Workshops (3 sessions)

- VCPH Mother's & Daughters, target 4th/5th Grade Parents (6 sessions)
- MICOP Bebes Sanos, target all parents of 0-4 years old (4 sessions)
- Adult ESL, in concert with OSD at select campuses
- SSC-School Site Council Training for new members annually
- ELAC- English Language Advisory Committee Training of Roberts Rules of Order annually

Parents Workshops Currently Include:

- Gifted and Talented Education Referral Process
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- EL Master Plan and EL Reclassification
- Common Core State Standards Implementation
- NGSS Updates
- How to actively participate at Parent Conferences
- PTA County level training and support for site PTA Leaders
- Parent Tours for Parents/Students of neighborhood Preschools
- Math and literacy workshops for registered incoming TK/K parents.
- Orientation to Middle School selection for 5th grade Parents
- Looking to expand parent participation in the TK/K years as foundational academic experience by expanding offerings of the Latino Literary Project.
- Parent suggestions at SSC meeting for development of future workshops and/or involvement opportunities included:
 - Gang awareness and prevention workshops for parents of elementary children.
 - Recruitment of school or community adults to coach sports such as basketball or soccer.
 - Recruitment of volunteer Parents with diverse talents to give workshops/classes for students in music or crafting.
 - Increase parent attendance at our scheduled meetings by continuing to provide snacks, and schedule student performances as an incentive.
 - How to use Ipads to access academic activities and school information.

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee



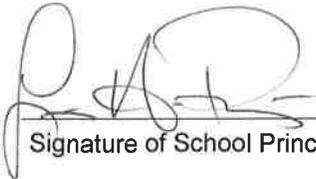
 Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10/18/17.

Attested:

<u>Luis H. Ramirez</u>		<u>10/18/17</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Veronica Oros</u>		<u>10-18-17</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name Marina West Elementary School

CDS Code 56725386055347

Revision Date October 17, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Jorge Mares
Principal

Email and Phone jmares@oxnardsd.org
805.385.1554

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

SCHOOL PROFILE

At Marina West, we are constantly striving to improve our instructional program and our service and support to children and families. We are currently implementing the Common Core State Standards (CCSS), preparing our students for the Smarter Balanced Assessments (SBAC), integrating technology into instruction, meeting the needs of English Language Learners and GATE students, providing students with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Marina West is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams three times a month in order to plan together and progress monitor students. They analyze data to identify key learning targets, focusing on the Common Core State Standards being assessed each trimester. Then, through backward planning, they utilize these targets to guide daily instruction; use adopted materials (including some supplemental materials) and plan lessons which address: the content standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. The staff participates in professional development in order to improve instructional practice. This is sometimes provided by the county, the district or the principal and the coach. The instructional coach, Math Mentor, and Tech Mentor are critical in supporting teachers with new information, strategies, assessment and data analysis.

We have instituted an Academic Strand Focus of Environmental Science and Creative Arts. While 5th grade students have an Open Enrollment option in order to choose their Middle School experience, many of our students do choose to attend Haydock Middle School which has the same focus. We are developing lessons and units based on these themes in order to expand opportunities for student learning and engagement. Teachers can be innovative and creative in their approaches to this instruction. This focus also allows students to feel success in a variety of ways.

Marina West's Transitional Bilingual Education program offers Spanish Language students the opportunity to gain bilingual literacy skills prior to being fully included in a Structured English Immersion setting toward the second half of their 2nd Grade year. Kindergarten, First, Second and Third grades receive designated ELD (English Language Development) to support English Language Learners in developing their English skills. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English Language Learners, ELD instruction is embedded throughout all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. Teachers have received specific professional development in strategies (SIOP) which are designed to assist students in their acquisition of English.

We use additional programs and tools to provide our students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourage a love of reading. The STEAM lab is utilized by all classes for research, word processing, coding, robotics, Maker's Space, keyboarding skills and use of the software programs which are designed to allow students time to practice reading and math skills. Every student has received an iPad for use at school and at home. Teachers continue to receive training by the Tech Mentor on the use of iPads and share ideas with each other. They also teach digital citizenship to students. Parents are informed of the benefits of the technology.

We have instituted an instructional and intervention program, using the MTSS model, which revolves around ensuring that students are readers. All students receive differentiated instruction in reading in all grades levels on a daily basis by grouping students by ability level based on STAR360 assessment data and using Intervention Service Providers along with teachers to address student needs. The addition of the ISP teachers helps to keep the groups small. Our Special Education teachers are also involved in during our intervention time and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Data collected from this program shows a diminishing number of upper grade students who have difficulty decoding for the past five years. The newly adopted English Language Arts materials focus on comprehension skills and instructional strategies that are more rigorous. Teachers focus on comprehension skills and strategies during regular classroom instruction.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are experiencing social-emotional issues. We have regular CoST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the instructional coach, the school psychologist, special education staff, classroom teachers, the Outreach Consultant and parents, when necessary.

In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Marina West, our positive behavior program is CHAMPS. The CHAMPS program for behavior will be implemented this year. The district will provide training for staff. We are also supplementing with Lesson One. All staff has been trained in and implements this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order for them to be able to make safe and

rational decisions concerning their conduct. It has been extremely successful as evidenced by our ever diminishing discipline referrals and suspension rates. A full time counselor has been added to our staff. The counselor works with individual students and small groups in order to provide any additional social-emotional support they may need in order to be successful.

We have regularly scheduled drills for fire, earthquake and lock downs in order for students and staff to be adequately prepared in case of emergency situations.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. Our website is constantly updated with information that provides parents a connection to events and activities on the school campus. School newsletters and calendars are sent home and posted on the website on a monthly basis. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, and behavior charts (if necessary). Our Outreach Consultant offers support by connecting families with necessary services to address social-emotional needs. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment. We participate in the Triple P Parenting Program. This helps parents work with their students and develop positive relationships at home, which, in turn, supports success at school. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Our school's commitment to our instructional program is reflected in the data analyzed from CAASPP, CELDT and STAR 360. English Learners and Socioeconomically Disadvantaged students make up over 80% of the Marina West student population. In 2106-2017, we reclassified 41 students and 22% of all our students scored Advanced or Early Advanced on the CELDT. All of our teachers have been trained in the new Language Arts/ English Language Development program and are committed to consistently presenting this rigorous curriculum. To ensure English Learners are receiving daily ELD instruction at their language skill level, each grade level has a common ELD period for 45 minutes daily. Our English Learner students are grouped based on their assessment results on the CELDT and their scores in the ELD Assessments available through our Language Arts curriculum. During the 2016-2017 school year, Marina West reclassified 37 students, this is an increase from 29 reclassified students in 2015-2016 school year. On our English Language Arts CAASPP data, our English Learner students increased an average of 3.8 points and our English Learner Reclassified students increased by an average of 10.1 points compared to the 2015-2016 English Language Arts CAASPP data. During the 2016-2017 school year, we provided intervention to our students during the day with Intervention Service Providers (ISP) and after-school tutoring was provided by grade level teachers. Based on STAR 360 reading data, we utilized our ISPs to focus on intervention during the school day on foundational reading and reading comprehension. Our 4th-5th grade teachers focused on mathematics with the after-school tutoring. This focus on math tutoring supported by our Title I and Title III funds led to an increase of an average 11.2 point gain for all students, 6.2 average point gain for English Learners, and 6.1 average point gain for Socioeconomically Disadvantaged students on the CAASPP from the previous school year. As a school, we administer district benchmark assessments for every student at least three times during the school year and provided in school interventions with the ISP's and classroom teachers during grade level common Universal Access time to focus on the needs of the students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

In reviewing all the CAASPP data from the 2016-2017 school year, English Language Arts has been identified as an area of need. Currently, our site does not have any student group or subgroup that scored two or more levels below compared to "all students", however for the two student groups that are at the same level as "all students" are our English Learners and Socioeconomically Disadvantaged students. We will more closely monitor the academic and language proficiency of those students groups. The CAASPP English Language Arts/Literacy assessment results reported 40% of 3rd Grade students scored Standard Nearly Met or Above; 33.3% of 4th Grade students scored Standard Nearly Met or above; and 42.27% of 5th Grade students scored Standard Nearly Met or above.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

To improve student achievement in English Language Arts, English Language Development, and mathematics for all students, we will continue to offer district professional development in all curriculum to staff. We will be using the district adopted software and reviewing the STAR 360 assessment results of students every 6-8 weeks to progress monitor the success or need for intervention of these students. We will use STAR360, Wonders/Maravillas assessments, Wonders ELD assessments, district assessments, and teacher input to determine necessary intervention to best support our English Learner students. We will use our site TOSA, Math mentor, and Tech mentor to help analyze our data and provide site specific professional development during staff meetings. We will also provide Intervention Service Providers to provide small group intervention throughout the day to all our struggling students with a focus on our two target groups.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

At Marina West, we did not have any student group or subgroup that scored two or more performance levels compared to "all student". However, all our groups have scored low in the area of English Language Arts. During the 2016-2017 school year, our significant sub-groups included English Learners and Socioeconomically Disadvantaged students.

Our English Language Arts CAASPP data indicates that our "all students" scored an average of 84.6 points below Level 3. Our English Learners scored an average of 89.5 points below Level 3 and our Socioeconomically Disadvantaged students scored an average of 89 points below a Level 3.

Although there is not a significant gap in student performance for the significant sub-groups as compared to "all learners", the student achievement results for both groups remains an area of growth in both English Language Arts and Math.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

To address the need for improvement in student achievement in English Language Arts for all students, we will continue to offer district professional development to staff in all curriculum. The site administrator will conduct regular classroom walk-throughs and provide feedback to staff. We will use the district adopted software and review the assessment results of students every 6-8 weeks to progress monitor the success or need for intervention of these students. We will use STAR360, Wonders/Maravillas assessments, Wonders ELD assessments, district assessments, and teacher input to help create intervention groups to support our English Learner and Socioeconomic Disadvantaged students. We will use our site TOSA, Math mentor, and Tech mentor to help analyze our data and provide site specific professional development during staff meetings. We will also provide Intervention Service Providers to provide small group intervention throughout the day to all our struggling students with a focus on our two target groups.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

To support our English Learners and Socioeconomically Disadvantaged students in the classroom, we will continue to provide Intervention Service Providers to help reduce the number of students during our Universal Access time and provide small group intervention in English Language Arts. We will also provide After-School tutoring for students with an emphasis in English Language Arts and English Language Development. Teachers will be offered after-school professional development in the areas of English Language Arts, mathematics, and technology use to better serve our students.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

At Marina West, we did not have any groups or subgroups two or more performance levels below the "all student" performance level. However, one of our main challenges was in our implementation of our After-School Tutoring groups. Some of our parents of students who were invited to our tutoring sessions declined our tutoring support after-school. Parents indicated that day-care providers did not want to make two trips to pick up students. Our plan to help facilitate this concern is to focus on students that are also in our After-School Program, as well as offering tutoring services to our students with the greatest academic needs. For students who are not able to attend our After-School Tutoring, our ISP's will provide interventions during the instructional day.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

School Site Council, English Language Advisory Committee, and the school leadership team were involved in developing the overall SPSA by providing input on the 2016-17 plan for progress, consulting on budgetary expenses, goals and objectives, as well as the Parent Involvement Plan. The SPSA was reviewed with parents during our Title I and ELAC meetings. Each group is given the opportunity to review the SPSA and to make suggestions for improvement of student outcomes. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The SPSA was presented to School Site Council and reviewed during the October meeting. All parents in committees (PTA, ELAC and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. The SSC and ELAC were consulted on revisions to the Parent Involvement Policy.

- II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

Our SPSA is monitored on an ongoing basis throughout the year by our School Site Council (SSC) and English Learner Advisory Committee (ELAC). During regularly scheduled meetings, our SSC discusses expenditures and reviews assessment data, expenditures, and any changes that would benefit student success. Any significant changes to the school plan and budget are approved by School Site Council.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are invited to participate at Marina West through a variety of educational and advisory opportunities throughout the year. Our School Site Council is made up of 5 parents who have direct input into our SPSA. The English Learner Advisory Committee also provides recommendations to our SSC related to our English Learners to include in the SPSA. Parents are invited to our monthly School Site Council meeting, ELAC meeting, and Coffee with the Principal meetings to stay informed and provide input on programs provided to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the school programs at Marina West. Parent Workshops and training's (Triple P, myOn Family Night, STAR 360 Family Night, etc.) are offered throughout the year, as well as encouraging parents to attend our Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

At Marina West, we had one Transitional Kindergarten class in the 2106-2017 school year. The Transitional Kindergarten Teacher worked closely with our Kindergarten team by participating in weekly staff meetings, scheduling common planning time, and sharing the same resources (ex. Instructional Assistant, and Intervention Service Provider) to ensure student success. The Transitional Kindergarten class also shared the same recess and lunch time as our Kindergarten students. All parents of Transitional Kindergarten and Kindergarten were invited to a 2 hour orientation prior to the start of the school year to meet their child's teacher and walk our campus. Parents and students were provided with an overview of curriculum, expectations, and some resources for them to use at home. Our middle schools are invited to present their programs to all our 5th grade students. Informational middle school meeting notices are distributed to all 5th grade families.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- Parents have received and completed the School/Parent Compact.
- A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	189340	0.00
Title I	57169	0.00
Title III	26157	0.00
LCFF - Targeted	17997	0.00
LCFF - Intervention	51303	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$537,351.00

Goal 2 \$215,383.00

Goal 3 \$8,976.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA Assessment	2016-2017 CAASPP Data by Grade Level: Current 3rd Grade Students: 20% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 4th Grade Students: 14.3% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 5th Grade Students: 17.5% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 3% in each grade level. 23% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data. 17.3% of current 4th Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data. 20.5% of current 5th Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data.
CAASPP Math Assessment	2016-2017 CAASPP Data by Grade Level: Current 3rd Grade Students: 20% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 4th Grade Students: 17.35% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 3% in each grade level. 22% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data.

	<p>Current 5th Grade Students: 8.33% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.</p>	<p>20.35% of current 4th Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data. 11.5% of current 5th Grade students will score "Met Standard" or Exceeded Standard" based on the 2017-2018 CAASPP assessment data.</p>
<p>STAR360 Reading Assessment</p>	<p>2016-2017 STAR360 Data by Grade Level: Current Kindergarten Students: 23% scoring At/Above Benchmark Current 1st Grade Students: 26% scoring At/Above Benchmark Current 2nd Grade Students: 29% scoring At/Above Benchmark Current 3rd Grade Students: 21% scoring At/Above Benchmark Current 4th Grade Students: 20% scoring At/Above Benchmark Current 5th Grade Students: 25% scoring At/Above Benchmark</p>	<p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 10% in each grade level. 33% of Kindergarten students will score At/Above Benchmark based on STAR360 assessment data. 36% of 1st Grade students will score At/Above Benchmark based on STAR360 assessment data. 39% of 2nd Grade students will score At/Above Benchmark based on STAR360 assessment data. 31% of 3rd Grade students will score At/Above Benchmark based on STAR360 assessment data. 30% of 4th Grade students will score At/Above Benchmark based on STAR360 assessment data. 35% of 5th Grade students will score At/Above Benchmark based on STAR360 assessment data.</p>
<p>STAR360 Math Assessment</p>	<p>2016-2017 STAR360 Data by Grade Level: Current 1st Grade Students: 52% scoring At/Above Benchmark Current 2nd Grade Students: 70% scoring At/Above Benchmark Current 3rd Grade Students: 38% scoring At/Above Benchmark Current 4th Grade Students: 38% scoring At/Above Benchmark Current 5th Grade Students: 45% scoring At/Above Benchmark</p>	<p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 10% in each grade level. 62% of 1st Grade students will score At/Above Benchmark based on STAR360 assessment data. 80% of 2nd Grade students will score At/Above Benchmark based on STAR360 assessment data. 48% of 3rd Grade students will score At/Above Benchmark based on STAR360 assessment data. 48% of 4th Grade students will score At/Above Benchmark based on STAR360 assessment data. 55% of 5th Grade students will score At/Above Benchmark based on STAR360 assessment data.</p>
<p>CELDT/ELPAC/Reclassification</p>	<p>In the 2016-2017 school year, 27% of English Learners meeting the CELDT Criteria were Reclassified.</p>	<p>In the 2017-2018 school year, 30% of English Learners meeting the ELPAC criteria will be Reclassified.</p>

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The school will ensure the full implementation of the State approved Language Arts curriculum. The Instructional Coach will provide on-site based support on the curriculum and Common Core State Standards for language arts. The Tech Mentor will provide on-site support for implementation of digital resources	ELA Spanish Lang Arts	2017-2018 School Year	Principal All Teachers Instructional Coach Tech Mentor	Certificated Salaries: Instructional Coach salary Tech Mentor Professional Development	District Funded District Funded District Funded	120146
2. The school will ensure the full implementation of the State approved Math curriculum. The Instructional Coach will provide on-site based support on the curriculum and Common Core State Standards for mathematics. The Tech Mentor will provide on-site support for implementation of digital resources. The Math Mentor will provide math support to fully access the curriculum.	Math	2017-2018 School Year	Principal All Teachers Instructional Coach Tech Mentor Math Mentor	Instructional Coach (see goal 1, action 1) Tech Mentor Math Mentor Professional Development	 District Funded District Funded District Funded	
3. All teachers will administer common Language Arts, Math, and ELD assessments three times a year. Data will be used to guide instruction.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	All Teachers	Assessments	District Funded	
4. Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	ELA Spanish Lang Arts ELD	2017-2018 School Year	All Teachers	No additional cost		
5. The STAR 360 Reading, Early Literacy, and Math assessment will be administered at least 3 times a year.	ELA Spanish Lang Arts Math	2017-2018 School Year	All Teachers	Assessments	District Funded	
6. Implement and utilize Accelerated Reader and myOn programs in all classes. An	ELA Spanish Lang	2017-2018 School Year	Principal All Teachers Instructional Coach	Renaissance Program	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
incentive program will be implemented to reward and encourage students to meet their reading goals.	Arts			myOn Program	District Funded	
				Books for Library/Classroom	Discretionary	3000
				Books for Library/Classroom	Title I	239
				Books for Library/Classroom	LCFF - Targeted	1350
				Classified Salaries: Library Tech	District Funded	40822
7. The Instructional Coach will train all teachers to monitor students' reading progress through the STAR360 and Accelerated Reader program.	ELA Spanish Lang Arts	2017-2018 School Year	All Teachers Instructional Coach	Instructional Coach (see goal 1, action 1)		
8. Principal and Instructional Coach will conduct data conferences with teachers at least three times a year to discuss Language Arts, Math, and ELD assessment results.	ELA Spanish Lang Arts ELD Math	2017-2018 School Year	Principal Instructional Coach All Teachers	Instructional Coach (see goal 1, action 1)		
				Sub Cost	Discretionary	4146
				Sub Cost	Title I	4146
				Sub Cost	Title III	4146
				Administrative Support	Discretionary	2369
9. Staff will input all Language Arts formative assessment results into EADMS, evaluate and analyze results and use the information to inform instructional decisions.	ELA Spanish Lang Arts	2017-2018 School Year	All Teachers	No additional cost		
10. Implement the district adopted Wonders ELD curriculum. Provide professional development for teachers to support ELD instruction with the use of Instructional Coach, and English Learner TOSA's.	ELD	2017-2018 School Year	Principal Instructional Coach All Teachers EL TOSA's	Instructional Coach (see goal 1, action 1)		
				Certificated Salaries: EL TOSA	District Funded	
11. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.	ELD	2017-2018 School Year	Principal All Teachers	No additional cost		
12. Implement and integrate ELD and SIOP strategies into all content areas throughout the day to support English Learners.	ELA Math	2017-2018 School Year	All Teachers Instructional Coach	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus					
13. Provide on-going professional development for administrator, teachers, and staff through staff meetings, after school training, and at conferences.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal All Teachers Instructional Coach Site Tech	Travel and Conference Cost Travel and Conference Travel and Conference Travel and Conference Travel and Conference Dues and Memberships	Title I Title III LCFF - Targeted LCFF - Intervention Discretionary Discretionary	3000 222 311 725 9000 1000
14. Support arts and science integration through the use of our Science Lab, STEAM Lab, and use of Artist in the Classroom.	Strand Focus	2017-2018 School Year	All Teachers Oxnard Scholars ASP Liason	Extra Hours Artist in the Classroom After School Program After School Liason	Title I Discretionary ASES ASES	2582 2961
15. Provide additional targeted in-school support for all students through the use of Intervention Service Providers in the areas of Language Arts and Math.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Instructional Coach All Teachers Intervention Service Providers	Instructional Coach (see goal 1, action 1) Intervention Service Provider Inervention Service Provider Intervention Service Provider	Title I Title III LCFF - Intervention	34060 11727 28545
16. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-1, enrichment activities in strand focus area, and provide enrichment activities for GATE students throughout the day.	ELA Math Strand Focus Wrap-Around Services	2017-2018 School Year	Principal Instructional Coach All Teachers Intervention Service Provider	Instructional Coach (see goal 1, action 1) Intervention Service Provider	LCFF - Intervention	22033
17. The Instructional Coach, Tech Mentor, Math Mentor, and site lab tech will support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, etc) to facilitate parent communication	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Instructional Coach Math Mentor Tech Mentor Site Lab Tech	Instructional Coach (see goal 1, action 1) Tech Mentor (see goal 1, action 2) Math Mentor (see goal 1, action 2)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
on student academic progress.	ELD Strand Focus			Classified Salaries: Site Tech	Centralized Services	75985
18. Purchase instructional materials, technology, and software (apps, subscriptions, etc.). Hardware will support the implementation of the core curriculum, state standards, intervention programs, enrichment activities, and strand focus.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	Principal Office Staff Instructional Coach All Teachers Lab Tech	Materials and Supplies	Title I	3398
				Materials and Supplies	Title III	586
				Materials and Supplies	LCFF - Targeted	11003
				Materials and Supplies	Discretionary	33176
				Computer and Supplies	Title I	1000
				Computer and Supplies	Discretionary	9188
19. Implement incentive programs for students to recognize academic achievement.	ELA Spanish Lang Arts Math ELD Attendance	2017-2018 School Year	Principal ORC Instructional Coach Office Staff	Instructional Coach (see goal 1, action 1)		
				Classified Salaries: Office Staff	District Funded	
				Classified Salaries: ORC	Centralized Services	45675
				Classified Salaries: ORC extra pay	Discretionary	1185
				Materials and Supplies	LCFF - Targeted	1000
20. Provide field trips and enrichment opportunities to support and enhance the academic focus.	Strand Focus	2017-2018 School Year	Principal All Teachers	Field Trips: Admission and Transportation	Title I	3600
				Field Trips: Admission and Transportation	LCFF - Targeted	1200
				Field Trips: Admission and Transportation	Discretionary	6000
22. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and duplo machines.	ELA Spanish Lang Arts ELD Math Strand Focus	2017-2018 School Year	Office Staff Principal Paraeducators	Classified Salaries: Office Staff	Discretionary	8893
				Classified Salaries: Paraeducator	Discretionary	131
				Maintenance Agreements	District Funded	12636
				Maintenance Agreements	Discretionary	3600
23. Provide appropriate operating costs for publications and warehouse charges to support the	ELA Spanish Lang	2017-2018 School Year	Office Staff Principal	Warehouse Charges	Discretionary	5000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
instructional and strand focus programs.	Arts			Warehouse Charges	Title I	1000
	Math			Warehouse charges	LCFF - Targeted	884
	Strand Focus			Publication Charges	Discretionary	100
				Publication Charges	Title I	183
24. Provide additional targeted after-school support for academically at-risk students through the use of After School Tutoring in the areas of Language Arts, ELD, and Math.	ELA	2017-2018 School Year	All Teachers	Classified Salaries: Teacher extra pay	Title I	2961
	Spanish Lang Arts			Classified Salaries: Teacher extra pay	Title III	9476
	ELD			Classified Salaries: Teacher extra pay	Discretionary	2961
	Math					

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Data	Suspension Rate for 2016-2017 was 0.3%	Suspension Rate for the 2017-2018 school year will be less than 0.3%.
California Healthy Kids Survey	School Climate and Student Well-Being is measured through the California Healthy Kids Survey. The following Key Indicators are based on 2016-2017 CHKS data: 78% of students feel safe at school 62% of students report high levels of personal school connectedness. 67% of students report high levels of high expectations from a teacher or other adult at their school.	The following Key Indicators will be monitored based on 2017-2018 CHKS data: The number of students feeling safe at school will increase by 10% to 88%. The number of students reporting high levels of personal school connectedness will increase by 10% to 72%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 10% to 77%.
Attendance Data	2016-2017 attendance data identified attendance as an area for growth. 9.36% of students had Chronic Absenteeism based on 2016-2017 attendance data. 16 students referred to the School Attendance Review Board (SARB) in the 2016-2017.	Attendance data for 2017-2018 will be monitored with the following goals: The number of students with Chronic Absenteeism will decrease by 2% to 7.36% based on 2017-2018 attendance data. The number of students referred to SARB in 2017-2018

will decrease by 10% to 14.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Continue the implementation of PBIS/CHAMPS model throughout the school. The PBIS Committee will identify next steps of implementation.	Student Behavior Support	2017-2018 School Year	Principal All Teachers PBIS Committee	CHAMPS Posters-Warehouse	Discretionary	500
2. Develop and implement the PBIS Committee to guide actions relating to the improvement of school climate, provide targeted positive behavior support strategies to all staff to improve student behavior.	Student Behavior Support Safety	2017-2018 School Year	PBIS Committee	No additional cost		
3. The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.	Safety	2017-2018 School Year	Principal Safety Committee	Safety Posters	Discretionary	200
4. Implement and utilize district behavior plan and discipline matrix to support positive student behavior.	Student Behavior Support Safety	2017-2018 School Year	All Staff	Forms and Publications- Graphics	Discretionary	300
5. Provide CHAMPS, Restorative Justice, NCPI, and related professional development.	Student Behavior Support	2017-2018 School Year	All Teachers Campus Supervisors Instructional Assistants Counselor ORC	Professional Development Certificated Salary: School Counselor	District Funded Centralized Services	124480
6. Provide attendance incentives to encourage daily and timely attendance by all students.	Attendance	2017-2018 School Year	ORC Principal	Attendance Incentives	Title I	1000
7. Employ multiple Campus Supervisors to monitor school grounds, supervise common	Student Behavior Support	2017-2018 School Year	Principal Campus Supervisors	Classified Salaries: Campus Supervisors	Discretionary	87145

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
areas to ensure a safe school environment.	Safety			Extra Hours: Campus Supervisors	Discretionary	1258
8. Utilize CoST and SST processes to identify students' needs and develop strategies for supporting student success.	Wrap-Around Services ELA Spanish Lang Arts Math Attendance Student Behavior Support	2017-2018 School Year	ORC Counselor Principal Instructional Coach All Teachers	No additional cost		
9. Provide on-site counseling and support services for students through school counselor and outside agencies working with school site. Counselor will provide counseling support through individual and/or group support.	Wrap-Around Services	2017-2018 School Year	School Counselor	School Counselor (see goal 2, action 5)		
10. Monitor site discipline data, including referrals, suspensions, and teacher referrals to PBIS Committee to make data driven decisions to improve school climate.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Principal PBIS Committee	No additional cost		
11. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition.	Wrap-Around Services	2017-2018 School Year	Principal Kindergarten Teachers	No additional cost		
12. Ensure a successful transition from elementary school to middle school by helping coordinate with district middle schools visits.	Strand Focus Wrap-Around Services	2017-2018 School Year	5th Grade Teachers	No additional cost		
13. Recognize students meeting school academic and behavior expectations through trimester awards and character trait awards.	Student Behavior Support	2017-2018 School Year	All Teachers Office Staff Principal	Incentives	Discretionary	500
14. Provide extra-curricular activities to increase student	Wrap-Around Services	2017-2018 School Year	ASP ASP Liason	After School Program	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
connectedness.	Strand Focus					

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
EL Needs Assessment Survey	Data not available for 2016-2017 school year.	Data from Parent Needs Survey will help in planning Parent Nights for the 2018-2019 school year.
ELAC Attendance	Based on Sign-In Rosters, average attendance at 2016-2017 meetings was 11.	Attendance to ELAC Meetings will increase by 15% to 12.6 based on 2017-2108 Sign-In rosters.
Parent Attendance at Fall Conferences	Data not available for 2016-2017 school year.	2017-2018 will serve as baseline data for parent attendance at Fall Conferences.
Parent Attendance at Back to School Night	Data not available for 2016-2017 school year.	2017-2018 will serve as baseline data for parent attendance at Back to School Night.
Parent Workshops	Data not available for 2016-2017 school year.	2017-2018 will serve as baseline data for parent attendance at Parent Workshops.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. ORC will organize and staff will provide workshops for parents that will increase parent participation, (i.e. El Centrito, Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.).	ELA Spanish Lang Arts Math Wrap-Around Services	2017-2018 School Year	Principal Outreach Coordinator Teachers	Outreach Consultant (see goal 1, action 19) El Centrito Contract Babysitting Hospitality Hospitality	LCFF - Targeted Discretionary Discretionary LCFF - Targeted	2150 500 1200 99
2. Prepare and host the winter program, spring arts program, robotics competition, and other events that highlight programs and student learning opportunities	Strand Focus	2017-2018 School Year	Principal All Teachers	Extra Hours: Teacher	Discretionary	2500
3. The site tech, Instructional Coach, and Tech Mentor will support teachers in documenting instructional events for publication online taking place at Marina West.	Strand Focus	2017-2018 School Year	Principal Site Tech All Teachers	Instructional Coach (see goal 1, action 1) Site Tech (see goal 1, action 17)		
4. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.	Wrap-Around Services	2017-2018 School Year	Principal School Site Council ELAC	No additional cost		
5. Invite parents to attend parent-teacher conferences in November and February to discuss student progress	ELA Spanish Lang Arts ELD Math Student Behavior Support	2017-2018 School Year	All Teachers	No additional cost		
6. Hold Title I meetings to inform stakeholders about Title I funding and how it supports student success.	ELA Math ELD	2017-2018 School Year	Principal	Hospitality	Discretionary	200

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.	Wrap-Around Services	2017-2018 School Year	Principal	Hospitality	Discretionary	1000
8. Invite parents of English learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.	ELD	2017-2018 School Year	Principal	Hospitality	Discretionary	527
9. Encourage parent participation in meetings to discuss student performance, including IEP's and SST's.	ELA Spanish Lang Arts Math ELD Student Behavior Support Wrap-Around Services Attendance	2017-2018 School Year	Principal Special Education Teachers Outreach Coordinator	Hospitality	Discretionary	200
10. Seek parent feedback about English Learner programs, STEAM Lab, Science Lab, EL needs and school climate through parent meetings and surveys including the EL Needs Assessment survey.	Strand Focus Attendance Safety	2017-2018 School Year	Principal	Hospitality	Discretionary	200
11. Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.	Wrap-Around Services	2017-2018 School Year	Classified Staff	Classified Extra Hours-Translation	Discretionary	400

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	112	100	90	110	98	90	110	98	90	98.2	98	100
Grade 4	100	99	99	99	97	98	99	97	98	99.0	98	99
Grade 5	105	88	98	103	84	97	102	84	97	98.1	95.5	99
All Grades	317	287	287	312	279	285	311	279	285	98.4	97.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2351.0	2361.3	2351.9	3	6	5.56	8	11	14.44	30	23	20.00	59	59	60.00
Grade 4	2368.6	2363.4	2392.2	2	2	7.14	6	4	7.14	18	14	19.39	74	79	66.33
Grade 5	2450.7	2430.9	2419.9	10	5	3.09	20	14	14.43	18	19	24.74	50	62	57.73
All Grades	N/A	N/A	N/A	5	4	5.26	12	10	11.93	22	19	21.40	61	67	61.40

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	8	7.78	25	36	32.22	69	56	60.00
Grade 4	2	4	8.16	32	22	36.73	66	74	55.10
Grade 5	11	6	7.22	34	28	35.05	55	66	57.73
All Grades	6	6	7.72	31	28	34.74	63	65	57.54

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	8	10.00	35	31	27.78	61	61	62.22
Grade 4	1	2	7.14	27	30	34.69	72	68	58.16
Grade 5	12	4	6.19	45	40	34.02	43	57	59.79
All Grades	5	5	7.72	36	33	32.28	59	62	60.00

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	2.22	54	64	65.56	45	31	32.22
Grade 4	2	4	6.12	45	58	50.00	53	38	43.88
Grade 5	15	7	9.28	47	55	54.64	38	37	36.08
All Grades	6	5	5.96	49	59	56.49	45	35	37.54

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	7	6.67	44	45	37.78	55	48	55.56
Grade 4	1	0	5.10	32	34	40.82	46	66	54.08
Grade 5	17	11	6.19	57	49	36.08	26	40	57.73
All Grades	6	6	5.96	44	42	38.25	43	52	55.79

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	112	100	90	109	98	90	109	98	90	97.3	98	100
Grade 4	100	99	99	98	97	98	98	97	98	98.0	98	99
Grade 5	105	88	97	103	84	96	103	84	96	98.1	95.5	99
All Grades	317	287	286	310	279	284	310	279	284	97.8	97.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2363.3	2395.3	2363.3	1	5	5.56	16	26	14.44	22	28	24.44	61	42	55.56
Grade 4	2387.2	2391.5	2409.9	2	0	4.08	3	7	13.27	33	30	33.67	62	63	48.98
Grade 5	2434.6	2428.0	2419.6	3	2	1.04	7	5	7.29	26	25	25.00	64	68	66.67
All Grades	N/A	N/A	N/A	2	3	3.52	9	13	11.62	27	28	27.82	63	57	57.04

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	11	17	7.78	22	32	28.89	67	51	63.33	
Grade 4	4	0	8.16	21	23	24.49	74	77	67.35	
Grade 5	4	2	3.13	22	19	20.83	74	79	76.04	
All Grades	6	7	6.34	22	25	24.65	72	68	69.01	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	12	5.56	30	42	36.67	64	46	57.78
Grade 4	4	2	9.18	23	35	39.80	72	63	51.02
Grade 5	5	2	2.08	24	24	28.13	71	74	69.79
All Grades	5	6	5.63	26	34	34.86	69	60	59.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	5	10	8.89	42	52	48.89	53	38	42.22
Grade 4	1	1	5.10	35	30	32.65	64	69	62.24
Grade 5	2	1	1.04	48	32	34.38	50	67	64.58
All Grades	3	4	4.93	42	38	38.38	56	57	56.69

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	18	6	***	45	28		18	39	***	18	28
1	2			12	10	8	37	29	42	29	35	29	21	26	21
2			2	20	25	12	41	33	52	27	33	26	12	10	9
3	3	2	6	18	20	29	46	44	33	25	22	21	8	12	12
4			3	26	18	25	52	62	50	19	14	14	2	6	8
5	17	14	2	31	36	43	34	43	43	17	7	12			
Total	4	2	2	21	20	20	42	41	43	24	24	23	10	13	12

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			4	2		11	14		22	24		63	60	
1	2			13	10		37	29		28	35		20	26	
2	0			20	25		41	33		27	33		12	10	
3	3	2		18	20		46	44		25	22		8	12	
4	0			26	18		52	62		19	14		2	6	
5	17	14		31	36		34	43		17	7		0		
Total	3	1		17	14		35	32		24	24		21	28	

Appendix C - School Site Council Membership (Marina West Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Jorge Mares	Principal
Laura Fabila	Parent or Community Member
Maribel Williams	Parent or Community Member
Beatriz Gomez	Parent or Community Member
Rosemarie Henry	Parent or Community Member
Nancy Vargas	Parent or Community Member
Lisa Baird-Mayeda	Classroom/Teacher
La Raine Kang	Classroom/Teacher
Rebecca Williams-Meza	Classroom/Teacher
Lisa Lopez	Other School Staff

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 09/27/2016.

Attested:

Jorge Mares
Typed Name of School Principal

Signature of School Principal

Date

Lisa Baird-Mayeda
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Marina West Elementary School

2501 Carob Street, Oxnard CA 93035

(805) 385-1554 Fax: (805) 984-549

Principal: Mr. Jorge Mares



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
 - Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during monthly Coffee with Principal meetings.
- ✓ that parents are encouraged to be actively involved in their child's education at school;
 - Parents are invited to volunteer in their child's classroom according to district procedures.
 - Parents are invited to assist the PTA with organizing special educational opportunities.
 - Parents are invited to attend Family Nights for Reading and Math which are sponsored by grade level teachers.
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is distributed annually at the beginning of the school year. Teachers review the Marina West School Compact and policies



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with the students at the beginning of the year. Parents are asked to read and discuss the Marina West School Compact with their students and sign and return an acknowledgment form.

- ✓ Marina West School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Marina West School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Marina West School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Marina West School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Marina West School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Marina West School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.



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Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ Monthly Principal Newsletters and calendars provide information on school activities and events.

If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council
- ✓ English Learner Advisory Committee
- ✓ Coffee With Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.
- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
 - This parent reports back to Coffee With Parents.
- ✓ Notifications of all parent meetings, special events and activities via the monthly school calendar and newsletter and through Connect Ed phone messages.
- ✓ Holding Family Math and Literacy Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



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Póliza de Involucramiento de Padres

DECLARACION DE PROPOSITO:

El involucramiento de padres y miembros de la comunidad es un componente esencial para nutrir a nuestros estudiantes. Se hicieron todos los esfuerzos para invitar y considerar a padres y la participación de la comunidad para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollo las siguientes pólizas de involucramiento de la escuela/padres/comunidad.

El involucramiento de padres significa la participación de padres en comunicación constante de dos vías y participar en el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

- ✓ que los padres juegan un papel integral en el aprendizaje de sus hijos;
 - Los padres recibirán información de cómo pueden ayudar educativamente a sus hijos en las conferencias de padre/maestro y durante la reuniones de cada mes con la directora.
- ✓ que se les anima a los padres para que participen activamente en la educación de sus hijos en la escuela.
 - Se invita a los padres a ayudar en el salón de sus hijos de acuerdo con las pólizas del distrito.
 - Se invita a los padres a ayudar a la PTA en la organización de oportunidades educativas especiales.
 - Se invita a los padres a asistir a las Noches Familiares de lectura y matemáticas que son patrocinadas por los maestros de nivel de grado.
- ✓ que los padres son socios de pleno derecho en la educación de sus hijos y se incluyen, en su caso, en tomar decisiones, y en los comités asesores para ayudar en la educación de sus hijos.
 - Los padres son parte del Consejo Escolar y el Comité Asesor de Aprendices al Ingles

Información sobre pólizas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:



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- ✓ Las Pólizas de Involucramiento de los Padres/de la Comunidad y el Contrato de Escuela-Padre se distribuyen a los padres y estudiantes en el paquete informativo que se distribuye anualmente al inicio del año escolar. Los maestros revisan el contrato y las pólizas con los estudiantes de la Escuela Marina West al inicio del año escolar. Los padres deben leer y discutir el Contrato entre la Escuela Marina West con sus hijos y firmar y devolver el formulario de reconocimiento
- ✓ La escuela Marina West notifica a los padres acerca de la Póliza de Involucramiento de Padres en un formato comprensible y uniforme y, de medida posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.
- ✓ La escuela Marina West hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Marina West actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Marina West ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES

La escuela Marina West tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Marina West lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.



Marina West Elementary School

2501 Carob Street, Oxnard CA 93035

(805) 385-1554 Fax: (805) 984-549

Principal: Mr. Jorge Mares



Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
 - Póliza de Involucramiento de Padres
 - Calendario de la Escuela/Reuniones
 - Guía de Padres/Estudiantes
 - Aplicaciones / Información acerca de Voluntarios
 - Información de Evaluación
 - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquier sugerencias tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Inglés
- ✓ Café con la Directora

El Acuerdo de la Escuela/Padres/Estudiantes es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En el se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de como hacerlo.

Desarrollo de capacidades para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
 - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
 - El padre da el informe durante la reunión de Café con la Directora.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de como puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en Inglés y español.

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee



 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2017

Attested:

Jorge Mares

Typed Name of School Principal



Signature of School Principal

10/17/17

Date

Lisa Baird-Mayeda

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/17/17

Date

Single Plan for Student Achievement (SPSA) Template

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

School Name	Thurgood Marshall Elementary School		
CDS Code	5672380100362		
Revision Date	October 11, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Marlene Breitenbach Principal	Email and Phone	mbreitenbach@oxnardsd.org 805-385-1557
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Thurgood Marshall School's Mission is a partnership of families, community, and educators that celebrates our cultural diversity, and guarantees that all students will be academically competitive, successful life-long learners who are preparing for University, College and Career Training paths after high school. Our 3 Vision Pathways and Actions were developed by our School Leadership Committee and support the Oxnard School 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”

We, the students, staff, and community of Thurgood Marshall, will fulfill the Oxnard School District Mission with our collaboratively developed vision:

Pathway 1:

Integrate innovative culturally diverse opportunities

Actions

- Sustain and expand community relationships that foster cultural proficiency for all stakeholders
- Support culture that embraces all diverse populations through school-wide celebrations and learning opportunities
- Integrate world perspectives in the curriculum through art, music, and literature in the classroom
- Move forward with professional development for teachers and all staff

Pathway 2:

Ensure a safe, healthy and supportive environment

Actions

- Enhance community partnerships to provide referrals and onsite services to families
- Communicate school-wide expectations on behavior, safety, and health & wellness
- Provide positive behavior support through community building in the classrooms
- Strengthen health and safety practices by providing in-service training and opportunities for implementation strategies

Pathway 3:

Inspire students to create their own pathway to success

Actions

- Partnership with local high school, colleges, vocational schools and community members that expose students to various career pathways
- Facilitate student leadership opportunities
- Provide differentiated learning opportunities that encourage critical thinking and creativity, global perspectives, pursuit of individual passions, and real-life applications of learning
- Embrace a growth mindset for staff and students utilizing Common Core and the integration of the arts

SCHOOL PROFILE

Marshall School was established in 2003 and is one of 21 schools in the Oxnard Elementary School District. The school prides itself on its foundation of rich culture and values. Demographically, Marshall school is comprised of approximately 79% Hispanic or Latino, 9% White, 6% Asian, 4% African American, less than 1% Pacific Islander and about 1% other ethnicities. In the 2017-18 school year, Marshall School serves approximately 548 Pre-K, TK/K – 5th grade students on a traditional schedule. Our classes include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, Special Day Class-moderate to severe and Visually Impaired.

The focus at Thurgood Marshall School is optimal student learning for every student. Our instructional staff regularly reflects on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards using McGraw Hill Wonders-Maravillas for language arts and McGraw Hill My Math for mathematics. The staff references district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The administrators monitor instruction through classroom visitations and student monitoring conferences with individual teachers and grade levels. A site TOSA supports instruction by demonstrating model lessons, assisting teachers with instructional planning, and training teachers to maximize curricular materials.

Thurgood Marshall School staff is proficient at using data to guide their teaching and student learning with ongoing progress monitoring data of individual students. Throughout the year, teachers participate in regularly scheduled staff development. Grade level teams collaborate on the essential standards in language arts, mathematics, and English Language Development (ELD). Teachers share grade level data to plan lessons which embed instructional strategies and differentiate for students' individual needs. PLC teams analyze data from the district and school-based assessments. Summative and formative data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need intervention, and target specific needs of individual students.

Intervention is a high priority for students that have not attained benchmark proficiency or higher in mathematics and/or reading comprehension. Our initial interventions include: Intervention Support Providers (K –5), after school tutoring, and educational technology. For targeted students, before school and in class, interventions are offered. The COST/SST Team continues to implement and refine our Response to Intervention (Rtl) model. Marshall conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students.

Thurgood Marshall offers Transitional Bilingual Programs in Kindergarten, First and Second grades in order to support

English Language Learners. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English Language Learners, ELD instruction is a priority. The ELD standards are the guide for instruction and teachers use Wonders curriculum and core subject matter to develop student understanding. To ensure that ELD instruction is targeted to students' skill level, teachers team for ELD, grouping students based on CELDT levels. Students have daily required ELD time to practice academic vocabulary, acquire English language skills, and become proficient in English. EL students are closely monitored through the LAT process established through the district's EL Services Department. Grade level meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Designated and integrated ELD instruction follows curriculum included in McGraw Hill for language arts and mathematics and other curricular subjects.

Additional programs are used in order to provide our students with various learning opportunities. Accelerated Reader (AR) helps all students to hone their comprehension skills and encourage a love of reading. The online myON program and Battle of the Books supports reading progress for students. The Excel Math Program provides additional opportunities for students to constantly revisit critical math skills for upper grade students. Technology is accessed by all classes for research and use of software programs to allow students additional time to practice and develop their skills in reading and mathematics.

Thurgood Marshall School's highly qualified teachers meet the district and state guidelines. Common Core and SLOP training in the areas of reading/language arts and mathematics empower our staff to be effective instructional leaders. The staff regularly participates in high quality, district approved training in all core disciplines including technology. We have an on-site Instructional Coach (TOSA) to support grade TK-5 teachers and students in implementation of the Common Core across the curriculum.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, written notes, school website, e-mails, and conferences. Parents are invited to a variety of general parent meetings, principal coffees, family nights, and classroom activities. Opportunities to volunteer are made available throughout the year. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practice that benefits families and helps parents to better support their children's learning. Throughout the year parents are offered a list of opportunities to receive training and be involved in the school program through PTA, ELAC and "Coffee with the Principal".

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. The student suspension rate was greatly lowered in the 2016-2017 school year to 0% as measured on California Dashboard. During this same year we reduced our numbers of students who are chronically tardy. We plan to build on this success through continuation of our school wide positive behavior student supports such as CHAMPS, services of a full time Counselor, practices which develop responsibility like restorative justice and continued investment in our student supervision plan. In the area of attendance, we are increasing the kinds of incentives that motivate students to have regular attendance. We will continue to monitor student attendance through use of the SARB process.

We are proud that the CAASPP shows positive growth for our students as described by the following information which summarizes student progress from 2015-16 to 2016-17 assessment year:

ELA as measured by CAASPP Grades 3-5:

- Overall in ELA our students increased 8.7 points in ELA as measured by CAASPP between 2015-16 and 2016-17 years.
- EL and Reclassified students increased 14.2 points during this same time period. EL only students increased 33.9 point increase. Reclassified students increased 11.1 points. These are significant increases which show success.
- SES identified students increased 7.6 points.

Math as measured by CAASPP Grades 3-5

- Overall in Math our students increased 11 points.
- Broken down this means that EL increased 29.4 and Reclassified 21.4.
- SES increased 9 points.
- As reported, Caucasion students did not increase in ELA, but in Math increased 33.5.

We are proud that 21 of our 5th graders who took the CAASPP last year scored high enough to receive commendations by the Oxnard Educational Foundation for scores that were in the top 5% for our district. These 21 students represent 23% of the total number of our 5th grade students who took the CAASPP last school year.

We are proud that the California Healthy Kids Survey taken by our 5th grade students last school year showed positive results in Meaningful Participation at School, School Connectedness, and High Expectations.

2. Both low income and EL students increased in progress as measured by CAASPP. Fewer than 15 students were identified as Foster youth. Progress monitoring by teacher and targeted intervention during the day for all students provided support. Intervention beyond the school day for selected students helped them to improve their progress.

3. Title I funds were used to pay for teacher collaboration and data meetings which gave teachers increased time to analyze student data. Title I funds also paid for two Intervention Support Teachers (ISP) who gave targeted intervention and support to students who needed extra support in ELA and Mathematics. ISP teachers met with small groups of students to give them practice in skills where our screenings showed they were lacking. Specifically, the main focus of ISP support was to support ELA progress primarily and also on Mathematics with selected students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

According to data from the CAASPP over the last two years, we show that all students need to increase their proficiency in both English Language Arts (ELA) and Mathematics. Our goal for this 2017-18 year is that the number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level.

In the 2017-2018 school year, we will increase the number of English learners meeting the criteria for Reclassification by 20%.

Using the STAR 360, we will improve the percentage of students who are at or above benchmark in Language Arts and Mathematics by 8%.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

We plan to give extra support to our lowest performing group through the following:
The Extra Support Teacher (EST) will meet 4X a week with targeted students who need extra support in ELA as measured by the Wonders/Maravillas needs assessment. The EST will provide instruction and practice to students on skills that have been shown to be weak. Every 6 to 8 weeks students' progress will be monitored. Once students strengthen their skills, pre and post assessments will determine if intervention efforts are addressing student needs and causing them to improve. Instruction groups will change as needed. We also plan to provide before and after school interventions where students receive extra instruction and practice on skills in ELA and Math. These will be lead by teachers.

During the 17-18 school year teachers are looking specifically at data from the STAR360 and multiple measures to monitor student progress towards grade level standards. Interventions for students not making benchmarks in ELA and Math are planned to address weaknesses in ELA skills through in class instruction in small groups, Extra Support Teachers (EST) targeted intervention and targeted before and after school tutoring opportunities.

To prepare an increased percentage of EL for Reclassification, dedicated ELD takes place daily in every classroom. Teachers plan ELD instruction based upon the ELD Standards. Throughout the school day teachers will use instructional methods that engage EL students and all students in the Common Core.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to CAASPP data, we did not show any student group that was two or more performance levels below the "all student" performance.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Even though we do not have any groups of students that are two or more levels below, we will continue targeted intervention services in the classroom, with our ISP Teachers, EST and with opportunities for specified students to receive extra help with before and after school tutoring opportunities.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

As described previously, many of our students have not met benchmarks in their progress in language arts and mathematics. Among those who have not met benchmarks are English Learners. Students who are foster youth are not a statistically significant group because of their low numbers.

To improve services for EL and all low income students, Title I funds will help to pay for ISP teachers to give targeted intervention to students not making benchmarks. Title I funds will also pay for intervention before and after school to give opportunities for targeted students to receive supplementary instruction in the areas of ELA and Math. Title I funds will promote collaboration and data analysis among teachers by paying for substitute teachers so that they have Professional Learning Community (PLC) times during the school day. Title I funds also will be expended to purchase supplementary instructional materials for intervention and to augment classroom libraries.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Barriers and challenges faced fell into three main categories: scheduling of teacher meetings to discuss student data, adequate measures to determine the success of student interventions and lastly, when student interventions occurred.

- The first challenge towards realizing effective actions and services for student success was found in scheduling and holding regular meetings to discuss student progress data. Knowing where students are in their attainment of skills is critical. When it is clear where students fall short, then remedial interventions are planned to address student deficiencies. Our plan was to regularly monitor and review student data to plan for appropriate interventions and supports. Because substitute teachers were not always available as planned, we were not able to consistently follow our schedule of meetings to review student progress monitoring.
- The second barrier we faced was lack of consistent pre and post measures for student progress. We planned our interventions for students below benchmark, or far below benchmark. We assigned students to intervention, but we did not have enough information on their specific deficiencies.
- The third area of challenge was in the timing of student interventions. We planned a number of before and after school interventions, but only specific students could attend, due to transportation barriers. At times, students who needed interventions were not able to arrive before school, or to stay after school. For these students, the before and after school model did not address their needs.

To address these challenges in the 2017-2018 School Year, we have made changes to practices to remove barriers and challenges.

- Teacher meetings to review student data are planned once a month during staff meetings. These meetings will not need the support of substitutes. Once a trimester, grade levels will meet for a half day to progress monitor and do in depth planning of in class interventions and interventions beyond the regular school day. If we don't have substitutes for release time meetings, we will still have our monthly review time built into our staff meeting schedule. This will ensure regular monitoring of student progress every month.
- Pre and post screenings are part of all of our interventions for 2017-2018. We will use tools from Wonders and STAR360 to determine student needs. After 6 to 8 weeks of intervention, progress for each student will be reviewed to determine if students progressed, or if they need more support.
- For 2017-2018, most of the interventions are planned during the school day. These are lead by teachers in the classroom, for targeted students in grades 2-5 with the Extra Support Teacher, and for specific students in small intervention groups with the ISP Teachers. Before and after school interventions only reach students able to attend, so we increased our interventions in the day to help those students who need extra support to meet benchmarks.

By modifying how we monitor student progress, how we determine if our efforts are addressing skill deficits, and how we provide intervention, we expect to see increased numbers of students meeting and exceeding grade level benchmarks.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The stakeholder parent involvement groups of SSC and ELAC had input in the formation of the overall plan. During both SSC and ELAC meetings, stakeholders were given opportunities to suggest action steps in the school program. The topic of SPSA was covered during SSC and ELAC meetings last Spring 2017 and this Fall 2017.

During Spring 2017 and Fall 2017 meetings parents were asked to give input on action steps to support academic areas and other goals related to safety and well being of students. ELAC acts in an advisory capacity for the SPSA. Guidance from parent input was used to form the goals of this plan.

During the Spring 2017 and Fall 2017 SSC meetings members review costs of goals and objectives in the SPSA. They were given opportunities to contribute to the development of the plan. This council reviews the overall plan in terms of budget and goals before voting to approve the plan. Once the SPSA is approved, SSC continues to review the action steps and budget of the plan. When proposed modifications to SPSA occur, this council votes to accept or reject changed actions.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

Both SSC and ELAC have a part in monitoring the SPSA. The SSC meets regularly and reviews how the SPSA is being implemented during the school year. SSC reviews budget updates given by the principal. SSC members discuss and vote on any changes to the SPSA. Stakeholders have opportunities at regular meetings to collaborate, ask questions about, and to discuss the SPSA. The voting process of SSC is part of regularly monitoring and reviewing of SPSA implementation. The recommendations of stakeholders from both SSC and ELAC are incorporated into the SPSA.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with the Principal" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Family Nights are open to parents and families. During the 2017-18 school year, Family Nights are planned for Literacy, Mathematics, Music and the Arts and Science.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

All TK and K parents are given information about our school at the very beginning of the school year. Teachers give a brief orientation to parents. On the first day of school all TK and K parents are invited to attend an orientation to Thurgood Marshall which is lead by the Principal and Assistant Principal. The Counselor and ORC, among other key personnel, introduce themselves and explain their roles.

Middle school transition begins for students in 5th grade. Students benefit from visits from our district middle schools. They are given the opportunity to learn about the qualities of these schools at informational assemblies. Parents are given opportunities to visit middle schools to become better informed about the distinct programs. Our RSP Teacher meets with Middle School Teachers to support transition of students who qualify for the support of Special Education services in Middle School.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- Parents have received and completed the School/Parent Compact.
- A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	143,708.	0.00
Title I	49,387	0.00
Title III	17,525.	0.00
LCFF - Targeted	26,329	0.00
LCFF - Intervention	17,490	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$465,895.00

Goal 2 \$105,733.00

Goal 3 \$11,975.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

Our plan states that all students will increase their proficiency in Language Arts by 8% and in Mathematics by 8% as measured by the CAASPP. Our plan is that EL students will make the same growth as measured by CAASPP. All students will increase understanding of Visual and Performing Arts through participation.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
STAR Early Literacy assessment	39% of students in grades K-1 were at or above benchmark.	Students in grades K-1 who meet or exceed benchmark will increase by 8%.
STAR360 Reading	44% of students in grades 1-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades 1-5 who meet or exceed benchmark will increase by 8%.
STAR360 Math	52% of students in grades K-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades K-5 who meet or exceed benchmark will increase by 8%.
Reclassification rates	20% of EL students in grades 3-5 reclassified during the 2016-17 school year.	The reclassification rate of EL students will increase by 25%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Site TOSA and Math Mentor will support teachers in implementing ELA/ELD and Math materials by providing model lessons and support with data analysis.	ELA ELD Math Strand Focus	2017-2018 School Year	Administration Site TOSA Math Mentor Teachers	Certificated Salary: Site TOSA Certificated Salary: Math Mentor	Centralized Services District Funded	59,231
2. Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. Principal and Site TOSA will lead progress monitoring meetings with grade levels.	ELA ELD	2017-2018 School Year	Administration Site TOSA Teachers	Certificated Substitutes Site TOSA (see goal 1, action 1)	Discretionary	2,800
3. Dedicated ELD instruction will be provided to students by classroom teachers to EL students 45 minutes daily in grades 1-5. K students will receive 30 minutes of daily ELD instruction.	ELA	2017-2018 School Year	Teachers	Supplemental materials	Title III	2,600
4. Grade K-2 Transitional Bilingual Education classes will follow District Board policy. K-2 TBE teachers and administrators will collaborate towards improvement of the TBE model.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA EL TOSA	Site TOSA (see goal 1, action 1) Certificated Salary: EL TOSA	District Funded	
5. ISP (Intervention Support Provider) teachers will provide support and intervention to address the needs of students who need extra help. Their focus is all students in need.	ELA	2017-2018 School Year	Administration Intervention Support Provider	Certificated Salary: ISP Teachers (2)	LCFF - Intervention LCFF - Targeted Title I	14,398 10,799 28,000
6. Conduct Coordinated Services Team (CoST) and Student Success Team (SST) meetings to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates	ELA Math ELD	2017-2018 School Year	Administration Site TOSA Counselor Outreach Consultant RSP Teacher	Site TOSA (see goal 1, action 1) Certificated Salary: Counselor Certificated Salary: Outreach Consultant	Centralized Services Centralized Services	124,480 3,7543

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
SST.	Attendance		Speech Language Pathologist School Psychologist Teachers	Teacher Substitutes	Discretionary	2,100
7. Staff will analyze assessment results from regular assessments such as STAR 360, Wonders unit assessments and My Math chapter assessments to make instructional decisions. This will be reviewed in PLC meetings, grade level meetings and other meetings with administration and teachers.	ELA Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1) Assessments Teacher Substitutes	District Funded Discretionary	1,500
9. Teachers will analyze curriculum based assessments in ELA, SLA, Math and ELD to progress monitor EL students and to plan for tutoring for targeted EL students.	ELA ELD Math Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA ISP Teacher Teachers	Teachers: Extra Help	Title III	2,500
10. The Integrated Art Unit for the Visual and Performing Arts will be taught throughout the school year in grades K-5.	Strand Focus ELA Spanish Lang Arts	2017-2018 School Year	Administration Teachers	Materials	Discretionary	2,134
11. Accelerated Reader, Star360, myON and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment.	ELA	2017-2018 School Year	Administration Site TOSA Teachers	School license for Lexia	Title I	9,500
12. Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials to support the instructional program.	ELA Math ELD Strand Focus Spanish Lang Arts	2017-2018 School Year	Administration Teachers Staff	Maintenance Agreement	Discretionary	5,860

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in language arts and math. Data will be analyzed to plan targeted instruction aimed at increasing student achievement.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1) Assessments	District Funded	
14. Administration and Site TOSA will do regular classroom short visits to ensure student engagement during implementation of Common Core Standards in daily language arts, ELD and math.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1)		
15. Hold timely IEP (Individual Education Plan) meetings for the purposes of reviewing student progress, updating goals and reviewing support services which are part of the plan. Review 504 Plans yearly.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration School Psychologist Special Education Teachers General Education Teachers Speech Language Pathologist Counselor Parents	Certificated Substitutes	LCFF - Targeted	2,980
16. All Teachers will receive Professional Development in Writing through VCOE and through Staff Meeting training. Teachers will apply effective instructional strategies to teach Writing using Wonders/Maravillas as well as across the curriculum.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Teachers	Professional development	District Funded	
17. Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	Student Incentives	Discretionary	900
18. Implement My Math lessons that align with the Common Core Standards with support of Math Mentor. Administration will	Math	2017-2018 School Year	Administration Math Mentor Teachers	Math Mentor (see goal 1, action 1)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
monitor implementation.						
19. Tech Mentor will support integration of technology to promote student learning throughout the curriculum.. The Site Technology Technician will maintain equipment and software to support student learning through technology	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Tech Mentor Site Technology Technician Teachers	Tech Mentor (see goal 1, action 1) Classified salary: Site Tech	Centralized Services	77,233
20. Music Teacher is contracted to teach music twice a week for the school year.	Strand Focus	2017-2018 School Year	Music Teacher K-5 Teachers	Board approved MOU	LCFF - Targeted	11,050
21. To improve use of technology throughout the curriculum and to support instruction of the Common Core through technology, teachers will attend CUE and will share training with staff after the conference.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Teachers Technology Mentor Site Technology Technician Site TOSA	CUE Conference Expenses Site Tech (see goal 1, action 19) Tech Mentor (see goal 1, action 1)	Title I	5,900.85
22. Professional Development will be provided through training on initiatives that support our instructional program and those that specifically support the needs of EL.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Conference expenses	Title III	2,000
23. Library will receive new books that target the needs the EL and that add to AR selections. Physical improvements in the Library will increase student and teacher access to Library.	ELA Spanish Lang Arts Math	2017-2018 School Year	Administration Library Tech Teachers	Materials and supplies Books for library Books for library Books in Spanish Classified salary: Library Tech	Discretionary LCFF - Intervention Title I Title III Centralized Services	1,346 1,500 1,500 2,500 30,677
24. To support implementation of instructional program, classroom materials and supplies will be	ELA Spanish Lang	2017-2018 School Year	Administration Staff	Materials and supplies	Discretionary	20,192

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
ordered from the district warehouse and from approved vendors.	Arts Math ELD Strand Focus					
25. Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts.	Strand Focus	2017-2018 School Year	Oxnard Scholars Staff	After School Program	ASES	
26. Extra Support Teacher (EST) to provide intervention to targeted groups of students Grades 2-5 four days a week. One day a week EST leads grade level Art lessons.	ELA Math Strand Focus	2017-2018 School Year	Administration Extra Support Teacher Teachers	Purchase materials Certificated salary: EST	Title I District Funded	486.15
27. The Integrated Art Unit taught by all teachers helps students to increase their knowledge of Visual and Performing Arts.	Strand Focus ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	No additional cost		
28. Professional development from Site Math Mentor and Site Technology Mentor will increase Teacher capacity in Mathematics instruction and in use of Technology as part of the instructional program.		2017-2018 School Year	Administration Math Mentor Technology Mentor	Certificated hourly rate Certificated hourly rate	Discretionary Title III	1,593 1,000
29. Opportunities for intervention beyond the regular school day will be offered to targeted students.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Certificated hourly rate for tutoring	LCFF - Intervention	1,592

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
30. English Learner TOSA will support instruction of English Learners (EL) and will support implementation of both ELD Standards and ELD instruction through observation, modeling, professional development, data monitoring and grade level collaboration.	ELD	2017-2018 School year	Administration Site TOSA EL TOSA Teachers	Certificated salary: EL TOSA	District Funded	
31. Professional development will be provided to teachers as support in how to develop effective lessons for integrated and designated ELD through instructional practices such as scaffolding, sheltering, preview and review.	ELD	2017-2018 School year	Administration Site TOSA EL TOSA Teachers	Professional development	District Funded	
32. EL student progress will be monitored through data meetings reviewing STAR360, My Math, Wonders, CAASPP, CELDT and the new ELPAC.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA EL TOSA Teachers	Site TOSA (see goal 1, action 1) EL TOSA (see goal 1, action 30)		

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Number of student behavior referrals and suspension rate	Suspension rate was only 1 suspension.	Reduce the number of student behavior referrals and keep suspension rate at 0 growth.
Increase positive attendance	Attendance rate in 2016-17 was 95.5%	Increase positive attendance percentage to 96.5%
California Healthy Kids Survey: percentages of students who indicate positive indicators, such as opportunities for meaningful participation at their school.	As demonstrated in the California Healthy Kids Survey taken by 5th graders, 38% indicated academic motivation, 66% of showed strong school connectedness, 81% of 5th grades felt safe at school, 66% reported high levels caring relationship with a teacher, or other adult at school and 49% of had recognition of high expectations of teachers.	California Healthy Kids Survey: The number of students indicating academic motivation will increase by 10% to 48%. The number of students indicating strong school connectedness will increase by 5% to 71%. The number of students who feel very safe at school will increase 5% to 86%. The number of students who report high level of caring relationships with a teacher, or other adult at their school will increase by 10% to 76%. The number of students with recognition of high expectations of teachers will increase by 10% to 59%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. CHAMPS is used as a structure to support positive student outcomes in a school wide manner.	Safety	2017-2018 School Year	Administration All Staff	CHAMPS program	District Funded	
2. Healthy choices will be taught and reinforced with Red Ribbon Week. Grades 3-5 students attend an assembly presentation of effects of tobacco. Incentives with healthy choice themes are given to students.	Safety	2017-2018 School Year	Administration ORC Counselor Staff	Materials and student incentives ORC (see goal 1, action 6) Counselor (see goal 1, action 6)	LCFF - Targeted	700
3. Provide students with attendance incentives that promote regular, on time attendance.	Attendance	2017-2018 School Year	Administration ORC Attendance Tech	Incentives and trophies ORC (see goal 1, action 6) Classified salary: Attendance Tech	Discretionary District Funded	600
4. We will support the needs of Homeless Youth through weekend snack backpack distribution.	Wrap-Around Services	2017-2018 School Year	Administration ORC Office Staff	ORC (see goal 1, action 6)		
5. Hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.	Attendance	2017-2018 School Year	Administration ORC Attendance Tech Parents	Student incentives ORC (see goal 1, action 6) Attendance Tech (see goal 2, action 3)	Discretionary	500
6. Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Safety Student Behavior Support	2017-2018 School Year	Administration Staff Parents	No additional cost		
7. Continue use of Positive Behavior Intervention Support plan school wide, use of Restorative Justice and CHAMPS to support positive behavior and keep suspensions at a minimum.	Student Behavior Support Safety	2017-2018 School Year	Administration ORC Counselor Teachers	Counselor (see goal 1, action 6) ORC (see goal 1, action 6)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
8. The referral system for social emotional student needs is supported by the COST and SST process. All staff trained on updated forms and procedures such as data collection and data monitoring.	Student Behavior Support	2017-2018 School Year	Administration Counselor Site TOSA ORC RSP Teacher Teachers School Psychologist	Counselor (see goal 1, action 6) ORC (see goal 1, action 6)		
9. K and 1st Grade students receive foundational social skills through Second Step.	Student Behavior Support	2017-2018 School Year	Counselor Teachers	Counselor (see goal 1, action 6) Second Step program	District Funded	
10. School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 social and emotional support receive individual, and or, group counseling lead by Counselor on topics such as divorce, friendship and anger management.	Safety	2017-2018 School Year	Counselor Staff	Counselor (see goal 1, action 6)		
11. PBIS Committee will monitor student discipline data at intervals throughout the year for purposes of determining how to further support student behaviors, as well as how to implement school wide RtI for student behaviors.		2017-2018 School Year	Administration Counselor Teachers	No additional cost		
12. Teachers will attend VCOE Restorative Justice professional development.	Student Behavior Support	2017-2018 School Year	Administration All Staff	Certificated Substitutes Professional development	Discretionary District Funded	300
13. Radios will be purchased to increase communication for staff during the regular day and during safety drills.	Student Behavior Support Safety	2017-2018 School Year	Administration Campus Assistants All Staff	Materials and Supplies Classified salaries: Campus Supervisors	Discretionary Discretionary	1,880 98,753
14. Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held a minimum of 3x a year.		2017-2018 School Year	Administration Counselor Teachers Parents	Materials and supplies	Discretionary	200

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. Sparks materials will be purchased for PE instruction.	Safety Student Behavior Support	2017-2018 School Year	Administration Teachers	Sports equipment	Discretionary LCFF - Targeted	1,200 800
16. Campus Supervisors monitor students during recesses and before and after school. They receive ongoing training at weekly meetings.	Safety	2017-2018 School Year	Administration Campus Supervisors	Campus Supervisors (see goal 2, action 13)		
17. The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month.	Safety	2017-2018 School Year	Administration Safety Committee	No additional cost		
18. Inventory of appropriate safety supplies will be maintained.	Safety	2017-2018 School Year	Administration All Staff	Materials and supplies	Discretionary	800
19. Counselor works with the entire school to support the social emotional development of all Tier I students. Students are identified as needing Tier II level intervention receive a more targeted counseling goal. Counselor works with School Psychologist to transition those students needing Tier III support.	Student Behavior Support	2017-2018 School Year	Administration Counselor School Psychologist Teachers	Counselor (see goal 1, action 6)		
20. Staff development on STOIC (Structured Classroom Teaching Behavioral Expectations, Observing and Supervising, Interacting Positively with Students and Correcting Fluently) will be given to teachers and Campus Assistants periodically throughout the year.	Student Behavior Support	2017-2018 School Year	Administration Counselor Teachers Campus Supervisors	No additional cost		
21. Campus Supervisors will be reintroduced to On the Playground PBIS training by Counselor. Campus Supervisors meet with Administration and Counselor for 1X week regular meetings.	Student Behavior Support	2017-2018 School Year	Administration Counselor Campus Supervisors	Campus Supervisors (see goal 2, action 13)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
22. Quarterly CHAMPS assemblies for all grade levels will review program structure throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure.	Student Behavior Support	2017-2018 School Year	Administration Counselor ORC Teachers Campus Supervisors	CHAMPS program	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Parent participation in parent meetings.	In 2016-17 an average of 5 parents participated in PTA meetings. An average of 15 parents participated in ELAC meetings.	Attendance at PTA meetings will increase by 50% at PTA meetings. Attendance at ELAC meetings will increase by 25%.
Parent attendance at Fall Parent Conferences.	Data not available.	This year will be a baseline year for Fall Parent Conference attendance.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Parents are given an overview of involvement opportunities at TK-K Orientation and Back to School Night.	Wrap-Around Services Attendance	2017-2018 School Year	Administration Counselor ORC Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Teachers Classified Staff Representative Parents	No additional cost		
3. English Learner Advisory Committee (ELAC) gives parents opportunities to become informed about reclassification, how to support their child's progress in school, community issues, safety items and other initiatives.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Administration Parents	Babysitting	Title III	400
				Light Refreshments	Title III	500
4. Parents are invited to a Spring Reclassification Celebration to honor students in Grades 3-5 who met reclassification requirements during the school year.	ELD	2017-2018 School Year	Administration ORC Teachers Parents	Refreshments	Title III	400
				Supplies for awards	Title III	200
5. Parents receive monthly Newsletter, notices on parent meetings and other pertinent school information through flyers, Ed-connect and school website.	Wrap-Around Services	2017-2018 School Year	Administration All Staff Parents	No additional cost		
6. Parents are invited to attend Parent Teacher conferences twice a year to discuss their child's progress.	ELA Spanish Lang Arts Math	2017-2018 School Year	Administration Teachers Parents	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
7. Family Nights give Parents opportunities to learn how to support their child's progress in Language Arts, Writing, Math and Science.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Math Mentor Technology Mentor Teachers Parents	Teacher Extra Help	Title I	4,000
8. Parent volunteers support the school program by volunteering in classes, helping with field trips and serving as chaperones for 5th Grade Science Camp.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Teachers Parents	No additional cost		
9. Coffee with the Principal gives parents the opportunity to hear more about the school program in an informal setting.	Wrap-Around Services	2017-2018 School Year	Principal Parents	Refreshments	Discretionary	200
10. Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff.	Wrap-Around Services	2017-2018 School Year	Administration ORC Staff	No additional cost		
11. Parent volunteers will be honored with a Spring "thank you event" with Principal.	Wrap-Around Services	2017-2018 School Year	Administration Parents	Refreshments	Discretionary	350
12. Babysitting will be provided at parent meetings such as School Site Council, as needed.	Safety	2017-2018 School Year	Campus Supervisors	Classified extra help	Discretionary	500
13. The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.	Wrap-Around Services	2017-2018 School Year	Administration ORC Parents	ORC (see goal 1, action 6)		
14. Parents of English Learners will be given opportunities to receive training in topics related to their child's success at school.	Wrap-Around Services	2017-2018 School Year	Administration ORC Parents	Seminars and/or conferences	Title III	3,425
				Training materials	Title III	2,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.	Wrap-Around Services	2017-2018 School Year	Administration Staff Parents	No additional cost		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	78	67	94	77	67	93	77	67	98.9	98.7	100
Grade 4	99	97	76	97	94	76	97	94	76	98.0	95.9	100
Grade 5	98	104	94	96	102	93	96	102	93	98.0	98.1	98.9
All Grades	292	279	237	287	273	236	286	273	236	98.3	97.5	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2359.8	2358.0	2366.3	4	6	4.48	17	12	19.40	20	18	25.37	57	64	50.75
Grade 4	2411.9	2420.6	2399.7	11	4	7.89	12	18	14.47	24	32	15.79	53	46	61.84
Grade 5	2467.3	2490.2	2488.2	6	15	12.90	29	28	29.03	26	26	34.41	39	30	23.66
All Grades	N/A	N/A	N/A	7	9	8.90	20	20	21.61	23	26	25.85	49	45	43.64

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	8.96	33	29	35.82	58	60	55.22
Grade 4	8	6	10.53	37	52	43.42	55	41	46.05
Grade 5	11	17	20.43	45	48	54.84	44	35	24.73
All Grades	9	12	13.98	38	44	45.76	52	44	40.25

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	8	8.96	28	29	41.79	63	64	49.25
Grade 4	8	5	10.53	43	47	34.21	48	48	55.26
Grade 5	17	20	27.96	44	50	43.01	40	30	29.03
All Grades	11	11	16.95	38	43	39.83	50	46	43.22

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	6	4.48	61	66	67.16	37	27	28.36
Grade 4	8	7	5.26	65	76	50.00	27	17	44.74
Grade 5	6	10	9.68	67	72	69.89	27	19	20.43
All Grades	6	8	6.78	64	71	62.71	30	21	30.51

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	5	7.46	48	42	50.75	47	53	41.79
Grade 4	7	4	7.89	36	63	44.74	36	33	47.37
Grade 5	16	28	21.51	63	57	54.84	22	15	23.66
All Grades	9	14	13.14	49	55	50.42	35	32	36.44

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	78	67	94	77	67	93	76	67	98.9	98.7	100
Grade 4	99	97	76	97	94	76	97	94	76	98.0	95.9	100
Grade 5	98	104	94	96	102	93	96	102	93	98.0	98.1	98.9
All Grades	292	279	237	287	273	236	286	272	236	98.3	97.5	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.2	2388.0	2384.0	4	7	2.99	15	21	17.91	29	25	37.31	51	47	41.79
Grade 4	2421.6	2447.7	2441.3	5	6	5.26	13	22	22.37	31	43	40.79	51	29	31.58
Grade 5	2472.1	2476.6	2481.8	4	9	10.75	17	18	16.13	35	35	40.86	44	38	32.26
All Grades	N/A	N/A	N/A	5	7	6.78	15	20	18.64	32	35	39.83	48	38	34.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	8.96	30	33	38.81	60	50	52.24
Grade 4	6	11	11.84	26	47	32.89	68	43	55.26
Grade 5	7	17	16.13	44	33	39.78	49	50	44.09
All Grades	8	15	12.71	33	38	37.29	59	47	50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	11	11.94	38	43	49.25	56	46	38.81
Grade 4	6	4	13.16	43	60	42.11	51	36	44.74
Grade 5	9	10	13.98	38	37	47.31	53	53	38.71
All Grades	7	8	13.14	40	47	46.19	53	45	40.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	8	5	4.48	45	58	55.22	47	37	40.30
Grade 4	6	12	6.58	40	61	51.32	54	28	42.11
Grade 5	4	9	13.98	51	48	50.54	45	43	35.48
All Grades	6	9	8.90	45	55	52.12	49	36	38.98

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		7					14	13	33	29	20	17	57	60	50
1			2	15	18	8	32	26	33	24	23	35	29	33	22
2	3		2	12	13	2	24	35	45	41	29	21	21	23	29
3		3		16	11	28	45	42	34	24	31	24	16	14	14
4		3		15	32	9	53	43	55	10	14	24	23	8	12
5	5			29	44	27	48	44	62	14	7	12	5	4	
Total	1	2	1	16	21	12	39	36	44	23	21	24	21	21	18

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		2					14	15		19	27		67	56	
1				14	19		33	24		22	21		31	36	
2	3			11	13		22	35		39	29		25	23	
3		3		15	14		44	41		23	30		18	14	
4		3		17	32		51	43		10	14		22	8	
5	5			29	43		48	43		14	11		5	4	
Total	1	1		11	18		32	31		21	23		35	27	

Appendix C - School Site Council Membership (Thurgood Marshall Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Marlene Breitenbach	Principal
Sandy Sloan	Classroom/Teacher
Bonnie Sussman	Classroom/Teacher
Amy Palmer	Classroom/Teacher
Carmen Grande	Other School Staff
Sylvia Raya	Parent or Community Member
Kimberley Polis	Parent or Community Member
Ana Lopez	Parent or Community Member
Esmeralda Fernandez Montiel	Parent or Community Member
Filiberta Anorves	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 11, 2017.

Attested:

Marlene Breitenbach

Typed Name of School Principal

Signature of School Principal

Date

Kimberly Polis

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215
Principal: Dr. Marlene Breitenbach

School Parental Involvement Policy 2017-18

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
 - Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during Coffee with Principal meetings.
- ✓ that parents are encouraged to be actively involved in their child's education at school;
 - Parents are invited to volunteer in their child's classroom according to district procedures.
 - Parents are invited to assist the PTA with organizing special educational opportunities.
 - Parents are invited to attend Family Nights and student presentations which are sponsored by grade level teachers.
 - Parents are invited to attend English Learner Advisory meetings, School Site Council meetings and Coffee with the Principal.
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is

distributed annually at the beginning of the school year. Teachers review the Thurgood Marshall School Compact and policies with the students at the beginning of the year. Parents are asked to read and discuss the Thurgood Marshall School Compact with their students and sign and return an acknowledgment form.

- ✓ Thurgood Marshall School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Thurgood Marshall School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Thurgood Marshall School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Thurgood Marshall School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Thurgood Marshall School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Thurgood Marshall School conducts an open forum for parents and Community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:

- School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School’s Web Site provides information about the staff, classroom activities and parent resources.
 - ✓ Monthly Principal Newsletters provide information on school activities and events.

If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council
- ✓ English Learner Advisory Committee
- ✓ Coffee with Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.
- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent’s Parent Advisory Council.
 - This parent reports back during Coffee with Principal, ELAC, SSC and PTA meetings.
- ✓ Notifications of all parent meetings, special events and activities through home notifications, newsletter and through Connect Ed phone messages.
- ✓ Holding Family Literacy, Science and Math Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.

- ✓ Providing appropriate opportunities for parent education through various agencies and programs from our community.



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215

Principal: Dr. Marlene Breitenbach

Política de Involucramiento de Padres 2016-17

DECLARACION DE PROPOSITO:

El involucramiento de padres y miembros de la comunidad es un componente esencial para nutrir a nuestros estudiantes. Se hicieron todos los esfuerzos para invitar y considerar a padres y la participación de la comunidad para asegurar el éxito de nuestros

estudiantes. Un equipo de padres, maestros y administradores desarrollo las siguientes políticas de involucramiento de la escuela/padres/comunidad.

El involucramiento de padres significa la participación de padres en comunicación constante de dos vías y participar en el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

- ✓ que los padres juegan un papel integral en el aprendizaje de sus hijos;
 - Los padres recibirán información de cómo pueden ayudar educativamente a sus hijos en las conferencias de padre/maestro y durante las reuniones con la directora.
- ✓ que se les anima a los padres para que participen activamente en la educación de sus hijos en la escuela.
 - Se invita a los padres a ayudar en el salón de sus hijos de acuerdo con las políticas del distrito.
 - Se invita a los padres a ayudar a la PTA en la organización de oportunidades educativas especiales.
 - Se invita a los padres a asistir a las Noches Familiares y presentaciones de alumnos que son patrocinadas por los maestros de nivel de grado.
- ✓ que los padres son socios de pleno derecho en la educación de sus hijos y se incluyen, en su caso, en tomar decisiones, y en los comités asesores para ayudar en la educación de sus hijos.
 - Los padres son parte del Consejo Escolar y el Comité Asesor de Aprendices al Ingles

Información sobre políticas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:

- ✓ Las Políticas de Involucramiento de los Padres/de la Comunidad y el Contrato de Escuela-Padre se distribuyen a los padres y estudiantes en el paquete informativo que se distribuye anualmente al inicio del año escolar. Los maestros revisan el Acuerdo y las políticas con los estudiantes de la Escuela Thurgood Marshall al inicio del año escolar. Los padres deben leer y discutir el Contrato entre la Escuela Thurgood Marshall con sus hijos y firmar y devolver el formulario de reconocimiento.
- ✓ La escuela Thurgood Marshall notifica a los padres acerca de la Política de Involucramiento de Padres en un formato comprensible y uniforme y, de medida posible, distribuye las políticas a los padres en un idioma que los padres puedan entender.

- ✓ La escuela Thurgood Marshall hará las Políticas de Involucramiento de Padres a la disposición de la comunidad local. Las Políticas de Acuerdo e Involucramiento estarán disponibles en la página web de la escuela, en la oficina de la escuela, se entregará en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Thurgood Marshall actualiza periódicamente la Política de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Thurgood Marshall ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Política de Involucramiento de Padres.

POLITICAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES

La escuela Thurgood Marshall tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Política de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Thurgood Marshall lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Política de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
 - Política de Involucramiento de Padres
 - Calendario de la Escuela/Reuniones
 - Guía de Padres/Estudiantes
 - Aplicaciones / Información acerca de Voluntarios
 - Información de Evaluación
 - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.

- ✓ El sitio web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquiera sugerencia tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Ingles
- ✓ Café con la Directora

El Acuerdo de la Escuela/Padres/Estudiantes es una parte de la Política de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En él se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de cómo hacerlo.

Desarrollo de capacidades para la participación de los padres y la comunidad se muestra en la Política de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
 - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
 - El padre da el informe durante la reunión de Café con la Directora.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de cómo puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en inglés y español.

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee (Eugenia Palomino)

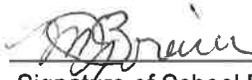


 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 11, 2017.

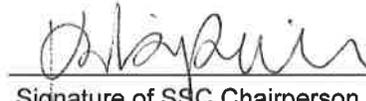
Attested:

Marlene Breitenbach
 Typed Name of School Principal


 Signature of School Principal

10/13/17
 Date

Kimberly Polis
 Typed Name of SSC Chairperson


 Signature of SSC Chairperson

10/13/17
 Date

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name Christa McAuliffe Elementary School

CDS Code 5672380100362

Revision Date 10/4/17

Superintendent Dr. Cesar Morales

Contact Name and Title Ms. Mary Arias Elisondo
Principal

Email and Phone Marias@oxnardsd.org
805-385-1560

The District Governing Board approved this revision of the SPSA on 11/1/17

The School's Mission & Vision Statements

The vision for Christa McAuliffe Elementary School is to be a school that partners with families and the community to celebrate our cultural diversity and guarantee that all students will become productive and ethical citizens who can contribute to our society. Our STEAM focus is on science, technology, engineering, art, and mathematics which foster a culture of success and brings 21st-century inquiry-based learning into the classroom for all students. It is our goal to provide a safe, nurturing, positive learning environment, which implements an engaging and rigorous common core curriculum while fostering self-esteem, leadership development and mutual respect for all students and staff. Students will expand their creative potential through enriching STEAM activities that support this understanding at every grade level, Transitional Kindergarten through fifth grade.

McAuliffe School is committed to the following:

- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other
- To inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas using continual analysis of data throughout the year
- Communicate and collaborate as a member of a team, being open to new ideas, and reflecting on our practices to

continue our growth as professionals

- Ensure all students are able to access the common core curriculum by building foundational skills that lead to college and career readiness
- Create an environmentally responsible campus
- Attend professional development that enhances our understanding of research-based common core practices
- Participate in reciprocal collaboration to reflect, enhance, and advance instructional practices
- Attend training which supports Project-Based Learning and focuses on developing STEAM-based learning.

SCHOOL PROFILE

Christa McAuliffe Elementary School is located near the Seabridge Marina of Oxnard, California. Named after the American hero, Christa McAuliffe, the school opened in 1980 and has thrived, ever since, as one of the top performing schools in the Oxnard School District.

The student demographics have been changing over the past decade at McAuliffe. The first variations were seen with new boundaries and the GATE Magnet Program moving to McAuliffe in 2009-2010. When McAuliffe became the GATE Magnet School for the Oxnard District we housed full-inclusion GATE classes in first through sixth grades for six years. Now we have GATE clusters starting in third grade as the GATE Magnet Program has transitioned into a Cluster Program and spread throughout the district. McAuliffe also proudly serves families from across the city.

McAuliffe was honored to have been the recipient of the California Governor's Council of Physical Fitness and Sports Frontrunner Award and Regional Award in 2010. We continue to have a strong relationship with the Oxnard Recreation Department; every year we offer organized team sports run by parent and teacher volunteers in flag-football, cheerleading, girl's and boy's basketball and track and field, starting in third grade. However, McAuliffe has been known for their dedication to drama and the arts. Astronomy and the Art N Author's Faire Evenings where student work, drama, and musical performances were showcased, were popular and overcrowded every spring. Now we have blended those evenings into part showcasing and part hands-on experiences where families can come and learn what STEAM is all about!

We also offer different options to extend learning before and after school such as our AM Achievers daily open academic support, our on-site ASES After School Program and McAuliffe teachers who offer varied intervention and enrichment support throughout the year. Last summer, we were excited to be one of the four schools that offered the first annual Science and Writer's Camp. Scholars entering third through fifth grade were invited to attend five weeks of Camp. We provided breakfast and lunch, five different field trips to museums in Los Angeles and a visit to UCSB.

During the 2017-2018 school year, Christa McAuliffe will serve a diverse population nearing 770 students including GATE, general and special education scholars in Transitional Kindergarten through grade five. We are proud to integrate a Science-Technology-Engineering-Arts & Math Education or STEAM-based approach, with an emphasis on Science at McAuliffe this year. We will continue to highlight student collaboration and projects throughout the year in these areas. Student work is showcased at hands-on STEAM night(s) where the community is invited to come and experience how scholars are learning in these new and different ways. We are lucky to have a kiln and garden support STEAM.

Another focus at McAuliffe is our school-wide Positive Behavioral Intervention Supports Committee and Plan. Our goal at McAuliffe is to provide a safe and nurturing environment where every child feels comfortable and can learn and reach their academic, social and emotional goals every day. PBIS provides the opportunity for all staff, students, and administration to work positively and collaboratively to accomplish these goals. To assist, we have implemented C.H.A.M.P.S. in our classrooms, common areas and after-school program. It is a comprehensive and consistent approach to managing student behavior in a respectful, proactive and supportive way throughout the school.

Each classroom in our McAuliffe facility is built to support 21st-century learning and is outfitted with a Promethean Board, Apple TV, document camera, and wifi. We house a large indoor cafeteria with fresh salad bar options daily for staff and students. We also have a full-service library which unites Accelerated Reader books and myON on the iPads for a truly differentiated, interest-based, and goal driven reading experience for every scholar. Kids can visit the library before school and at lunch recess two different times of the week to select books of their choice with help from our experienced librarian. Last year we updated our computer lab; there are 40 PC Dell personal computers, a Promethean Board, Apple TV, an HP

InkJet Printer, wifi and brand new Califone headsets complete with microphone capabilities for our staff and students to complete research, prepare reports, presentations and other technology tools to help ensure our scholars are career and college ready in the age of the common core.

In addition to our classrooms and computer lab, as in all schools in OSD, every child checks out an Apple iPad for the academic year at McAuliffe. The opportunity to be 1:1 with an iPad allows the students to use all of the online features of their new curricula, complete assessments, research, projects and class work and more online. Students have access to more than 10,000 books through the myON app, they can work on their individualized reading goals on the Lexia CORE5 app, and so much more! Our goal is that our scholars use the iPad daily as a tool to enhance their ability to communicate, collaborate, think critically and gain 21st-century knowledge.

McAuliffe Elementary is fortunate to have a very active Parent Teacher Association or PTA. Our PTA and its volunteers play an active role on campus in various ways including: volunteering in the classrooms, helping to make school special for the students by planning and running playground activities and special days like our annual Old Fashioned Day, organizing multiple fundraisers, like last year's Color Run, and community projects, supporting STEAM education. Without our PTA and the support of our community and families, we would not be able to send our fifth graders to overnight zoo camp every year. This unique experience is offered to every fifth grader to travel up to Santa Barbara to live outdoors and sleep at the zoo overnight. In the past when McAuliffe was a K-6 school, our sixth graders were able to attend a full outdoor Science Camp at Rancho Alegre near Lake Cachuma and also the Outdoor Science School down in Malibu. Our students leave McAuliffe with a well-rounded education and some fun memories. Our PTA makes our teachers feel special and valued all year long too!

We encourage all family members to take a positive and active part in our children's learning. Today's children will build tomorrow's future. We are the McAuliffe Challengers.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

McAuliffe's greatest progress is the CAASPP English Language Arts for 4th and 5th grade, where students met or exceeded standards in the 2016-17 school year. Combined third through fifth grades scores were the highest in Research and Inquiry (Claim 4). Overall, our students are maintaining their scores over the past three years. Our site will build upon these areas of success by administering district-wide, curriculum-based assessments and will monitor student achievement throughout the year. Our site will have teachers trained in and implement Professional Learning Communities (PLCs) and grade-level teams to collaborate to identify essential learning standards found in the CA Common Core State Standards (CCSS). The teams will also assess the essential standards. If students did not master the standard, he/she will receive additional interventions outlined in our MTSS. These include small group instruction in class, from Intervention Support Providers (ISPs) during the school day, or by teachers in before or after school tutoring. For those students accelerating, we will continue to provide incentives for reading and math.

In the 2016-17 academic school year, McAuliffe Elementary has focused on providing intervention support to students identified as below benchmark on site, district, and state assessments. This intervention has focused primarily on the use of ISPs and before/after school tutoring. With the newly Board-adopted and state-approved McGraw-Hill Wonders ELA and ELD curriculum, teachers are trained and prepared with a curriculum aligned to the CCSS.

As a Title I school, monies were allocated to ISPs, tutoring, collaboration time and materials for teachers with a focus on students not meeting state standards who were identified as English Learners, McKinny/Vento, Foster youth or low socio-economic group.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

In a review of the CAASPP scores, McAuliffe's English Language Arts scores remained the same and have declined over the last three years in math. Our data shows students in the English Learners and Socioeconomically Disadvantage subgroups as experiencing the greatest decline. We will more closely monitor the academic and language proficiency of our English Learner and Socioeconomically disadvantaged students.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

In efforts to address the areas of greatest need, our site will:

- 1) use the State adopted curricula for Math and English Language Arts/ELD;
- 2) dedicate appropriate time to teach the core content;
- 3) commit to allotted time in teaching English Language Development;
- 4) revise the Multi-tiered System of Support;
- 5) identify students who have been in the Student Success Team and find appropriate interventions during six to eight rounds. Rounds are six to eight weeks.
- 6) create and maintain a culture of data analysis and appropriate academic response;
- 7) work to decrease student absenteeism.

Our steps will include the use of District required, curriculum-based, and CAASPP assessments, including STAR 360 and providing continued support to teachers through site and district professional development. The site TOSA Coach and Math and Technology Mentors will provide additional support to teachers with data analysis, providing strategies and relevant professional development. Additionally, two Intervention Service Providers will assist with small group instruction for students below benchmark on designated assessments.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

Currently, our site does not have any student group or subgroup that scored two or more performance levels below compared to "all students." All our groups, however, have scored low in the area of Math. Our CAASPP data indicates that "all students" scored an average of 15.4 points below Level 3. Our English Learners scored an average of 14.5 points below Level 3 and our Socioeconomically Disadvantaged students scored an average of 20.1 points below a Level 3.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

In efforts to address the greatest academic needs in Math and English Language Arts, our Team will continue to offer quality core Tier I instruction to all students. All staff will use the Wonders and My Math curriculum. The site administrator will conduct regular classroom walk-throughs and provide feedback to teachers. Those students needing additional support will receive small group support and be assessed with regular assessments such as STAR 360. Interventions will take place during six rounds (rounds are 6-8 weeks) and will include progress monitoring.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

As a Title I school, our team will provide small group intervention to Socioeconomically Disadvantaged and English Learner students. Our Intervention Support Providers (ISPs), funded primarily through Title I, serve students who are not meeting district assessment benchmarks. All other students will work with classroom teachers during Universal Access to receive academic support at their level.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Currently, our site does not have any groups or subgroups two or more performance levels below the "all student" performance level. In 2016-17, several interventions were offered to students, including before and after school tutoring, and ISP small group instruction support to students. At this time, we are unable to determine if the interventions were successful. In an effort to insure that interventions are successful this upcoming academic year, pre and post-tests will be given to students throughout the rounds and progress monitoring conducted for all students.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The School Site Council, English Language Advisory Committee, and Site Leadership Team provided input on the 2017-18 SPSA's goals, objectives, and budget. The School Site Council also consulted on Parent Involvement, Guidelines for Volunteering in the Classroom, and reviewed the Parent Compact.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The School Site Council, English Language Advisory Committee, and Site Leadership Team will provide feedback on the completion of 2017-18 SPSA's goals, objectives, and budget throughout the year. A full evaluation of the SPSA will be conducted by the School Site Council, Staff and English Language Advisory Committee at the end of the academic year.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are invited to participate in School Site Council, English Language Advisory Committee, Parent & Teacher Association, classroom volunteering, coaching sports, attending professional development and workshops related to their areas of interest. Surveys will be provided for parents to determine areas of interest and need.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Parents and students of incoming students (TK and Kinder) are provided with information on beginning their educational career through an Open House prior to the academic year starting. Students are also able to enroll in the district sponsored Ready, Set, Go workshops that take place on our site in August. Any child enrolled in 5th grade Special Day Classe, Speech or RSP also have a meeting held with their parents, the new school staff and our site staff to articulate the contents of the in the IEP and other relevant information. As older students transition into the 6th grade, middle schools provide a presentation on what their schools offer, thus assisting the student and parent in making the best choice for the tween.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	200512	0.00
Title I	49092	0.00
Title III	16750	0.00
LCFF - Targeted	50720	0.00
LCFF - Intervention	23680	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$432,095.00

Goal 2 \$321,388.00

Goal 3 \$8,050.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:
All students will reach high academic standards in reading and mathematics.

SITE GOAL:
All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
1. English Language Arts - CAASPP	34.96% of students Met or Exceeded on the CAASPP in 4th grade. 35.48% of students Met or Exceeded on the CAASPP in 5th grade. 33.69% of students Met or Exceeded on the CAASPP Overall Grades. 	Increase the amount of students who Meet or Exceed on the CAASPP by 5%.
2. Mathematics - CAASPP	20.32% of students who Met or Exceeding on the CAASPP in 4th grade. 22.58% of students who Met or Exceeding on the CAASPP in 5th grade. 21.34% of students who Met or Exceeding on the CAASPP Overall Grades.	Increase the amount of students who Met or Exceed on the CAASPP by 5%.



3. English Learners Reclassification Rate

23 students were classified using the CELDT data.

Increase the amount of students who are reclassified using the ELPAC assessment by 10% students.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Instructional Coach will support teachers in implementing the District adopted curriculum and the teaching of CCSS.	ELA Math ELD	2017-2018 School Year	Administrator Coach	Staff Salary	Centralized Services	124713
2. Implementation of District adopted ELA/ELD curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.	ELA Math ELD	2017-2018 School Year	Administrator Coach Teachers	District Adopted Materials Learning Walks	District Funded District Funded	
3. Provide copies for core curriculum in math and reading.	ELA Math	2017-2018 School Year	Administrator Coach Teachers	Copies	LCFF - Targeted	5000
4. Use Star360 Program as an assessment tool to identify students for intervention placement and leveled-instruction. The assessment will be offered at least three times a year.	ELA Math	2017-2018 School Year	Coach Teachers	STAR 360 Assessment	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. Use curriculum performance, tasks, and weekly/unit assessments to determine progress in Reading and Math.	ELA Math	2017-2018 School Year	Administrator Coach Teachers	Assessment	District Funded	
6. Release time will be provided for teachers to administer Essential Skills assessments.	ELA	2017-2018 School Year	Administrator Coach Teachers	Substitutes Salary	Discretionary	2800
7. Staff will input all formative assessments results into EADMS, evaluate and analyze results and use the information to inform instructional decisions.	ELA Math	2017-2018 School Year	Administrator Coach Teachers	Data Monitoring	District Funded	
8. Support students and staff during the CAASPP state assessment.	ELA Math	2017-2018 School Year	Administrator Coach SOM	Substitutes Salary	LCFF - Targeted	1750
9. Language Appraisal Team (LAT) to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by ELS department.	ELD	2017-2018 School Year	Administrator Coach Teachers	Substitute (twice a year) Salary	LCFF - Intervention	500
10. Collegial teacher collaboration, observations and data analysis in order to best address the needs of all students and at the same time maintain a professional learning community.	Math	2017-2018 School Year	Administrator Coach Teachers	Substitutes (5 four times a year) Salary	LCFF - Targeted	3500
11. All Teachers will attend writing professional development offered by the District Office.	ELA ELD	2017-2018 School Year	Coach Teachers	Substitutes' Salaries	District Funded	
12. Ensure deployment and implementation of iPads to assist students with the mastery of Common Core State Standards.	ELA Math ELD	2017-2018 School Year	SOM Site Technology Technician	Extra Office Staff Salary	LCFF - Targeted	2000
13. Provide subscriptions for Apps (VPP) for devices.	ELA Math ELD	2017-2018 School Year	Tech. Tech Teachers1	Applications and/or Subscriptions	LCFF - Targeted	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
14. Repair or replace IT equipment.	ELA Math ELD	2017-2018 School Year	Technology Tech	Document Cameras	LCFF - Targeted	5800
15. Teachers will focus on creating and implementing Strand Focus units to address grade level STEAM focus strand.	Strand Focus	2017-2018 School Year	Administrator Coach Teachers	STEAM Units Materials (\$200 per class)	District Funded LCFF - Targeted	5400
17. Library Media Technician to support students before school creating a learning environment to support the love for learning in a safe learning environment.	ELA ELD	2017-2018 School Year	Librarian	Librarian AM Extra Hours Salary	Discretionary	4400
18. Media Tech and IT will support the STEAM units by keeping equipment in working condition and advising on new equipment.	Strand Focus	2017-2018 School Year	Site Technology Technician Library Media Technician	Site Technology Technician Salary Library Media Technician Salary	Centralized Services Centralized Services	79730 28049
19. Students will be able to showcase their projects to peers, parents and community members during two STEAM nights.	Strand Focus	2017-2018 School Year	Administrator Coach Teachers	Teachers Salary Extra Hours Salary Materials Campus Supervisors Extra Hours Salary	LCFF - Targeted LCFF - Targeted LCFF - Targeted	2500 2800 700
20. Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention.	ELA	2017-2018 School Year	Coach Teachers	Accelerated Reader Program	District Funded	
21. Recognize students' growth on reading on AR and other areas of academics with school-wide challenges.	ELA	2017-2018 School Year	Librarian Teachers	Incentives	LCFF - Targeted	2500
22. Use MyOn Program to support reading comprehension through access on 1:1 devices at home with or without internet.	ELA	2017-2018 School Year	Coach Teachers	MyOn Digital Library	District Funded	
23. Materials and supplies will be purchased to support and supplement the core instructional program.	ELA Math	2017-2018 School Year	SOM Adminstrator	Materials Materials	LCFF - Targeted Discretionary	950 1606

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
24. Teachers will have use of the laminator, Duplo copy machines and Canon copy machines in order to make the necessary copies of instructional materials.	ELA Math ELD	2017-2018 School Year	SOM	District Maintenance Contracts	Centralized Services	12636
25. Extra clerical support will be provided to support special school events at conferences, meetings and with preparing the opening and closing of the school.	ELA Math ELD	2017-2018 School Year	SOM Office Staff	Extra Clerical Support Salary Translator's Salary	Discretionary Discretionary	500 500
26. Extra clerical support will be provided to support the school.	ELA Math ELD	2017-2018 School Year	SOM Office Staff	1 Permanent Staff Member Salary	Discretionary	29000
27. Implement the District Master Plan for English Learners.	ELA ELD	2017-2018 School Year		Instruction, Assessment and Student Monitoring	District Funded	
28. Ensure that appropriate time is spent on English Language Arts instruction at each grade level through monitoring daily classroom schedules and observations.	ELA	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring Learning Walks	District Funded District Funded	
29. Students placed in ELPAC proficiency leveled groups for ELD and provide instruction based on language goals.	ELD	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
30. Team as grade levels to differentiate instruction by student need and EL levels. Classroom instruction to include SIOP strategies and written Language Objectives for lessons.	ELD	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
31. Implementation of McGraw-Hill ELD Curriculum. Ensure that appropriate time in ELD instruction is done on a daily basis through schedules and	ELD	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
observations.						
32. Use data to target specific educational needs of EL students and provide appropriate support and/or intervention.	ELD	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
33. Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kinder.	ELD	2017-2018 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
34. Recognize student growth on CELDT via annual assembly.	ELD	2017-2018 School Year	Administrator Coach Teachers	Incentives	Discretionary	250
35. Teachers to work with English Language Services Coach (TOSA) to support classroom instruction.	ELD	2017-2018 School Year	EL Coach Coach Teachers	District EL TOSA (Coach)	District Funded	
36. Continue implementation of Lexia Core 5 software school-wide K-5 for interventions and acceleration.	ELA	2017-2018 School Year	Coach Teachers	Reading iPad Subscription	LCFF - Targeted	10000
37. Provide the ISP to work with Primary (TK, K, 1) and students. Identified as being below benchmark in grades 3rd-5th in ELA, Math,, and ELD.	ELA Math ELD	2017-2018 School Year	Coach ISP	ISP Teacher Salary	Title I	49092
				ISP Teacher Salary	Title III	8908
38. District to provide for ELs and struggling students will be provided with strategies that incorporated hands-on activities and demonstrations at Saturday Enrichment Programs.	ELA Strand Focus	2017-2018 School Year	District Administration Administrator Coach	Intervention and Enrichment Salary	District Funded	
				Materials/software to support intervention and enrichment activities Salary	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
39. Offer AM Achievers as a drop in tutoring, homework help, reading opportunity to take AR tests, practice Lexia or Math apps pushed out by their teachers for additional practice and support. It provides a place for ELs to get help reading and with homework. The use of buddy reading helps older students practice their skills while helping the younger students.	ELA	2017-2018 School Year	Adminstrator Coach Teachers	Before and After School Support Teacher Salary	LCFF - Intervention	8460
	Math			Before and After School Support Teacher Salary (64 hrs of intervention/tutoring)	Title III	2262
	ELD			Enrichment (4 teachers for 30 weeks, 3 teachers for 6 weeks) Salary	LCFF - Intervention	12940
				Enrichment (one teachers for six weeks) Salary	Title III	548
40. Staff to follow Multi-Tier System of Supports (MTSS) for behavior and social-emotional issues.	Wrap-Around Services Student Behavior Support Attendance Safety	2017-2018 School Year	MTSS Team Principal Coach Teachers	Process for identifying students strengths and needs CoST/SST	District Funded LCFF - Targeted	250
41. Provide field trips and enrichment opportunities to support and enhance the strand focus and overall learning experience for students.	Strand Focus ELA Math	2017-2018 School Year	Teachers Principal PTA	Field Trips, admissions and transportation	PTA/PTO	
42. Teachers will use grade-level collaboration planning meetings to examine date and student work samples to ensure students are reading Met/Exceed on CCSS assessments.	ELA Math	2017-2018 School Year	Coach Teachers	Student Monitoring	Discretionary	2800
44. The After School Program will be offered to students in grades 1 to 5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math Wrap-Around Services	2017-2018 School Year	Admin. ASP Liaison ASP Staff	After School Program	ASES	
45. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it	ELA Math	2017-2018 School Year	ASP Liaison ASP Staff	After School Program	ASES	3251

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	ELD Wrap-Around Services					
47. The site Coach will attend professional development offered by the Department of Curriculum and Instruction.	ELA Math ELD	2017-2018 School Year	Coach	Professional Development	District Funded	
48. The site assigned EL Coach will support Teacher with identifying, instructing, and assessing English Learner in Core areas and ELD.	ELA Math ELD	2017-2018 School Year	EL Coach Teachers	Staff	District Funded	
49. EL Coach will provide support and direction in the use of the new ELD Curriculum to develop lessons for designated ELD, as well as integrated ELD lesson planning within other core subject areas.	ELD	2017-2018 School Year	EL Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
50. EL Coach will support teachers and students in core areas. Lesson design, small group instruction, data collection, support for struggling students are just a few of the services provided.	ELD	2017-2018 School Year	EL Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	
51. The Technology Technician will work with teachers to support curriculum integration.	ELD	2017-2018 School Year	Technology Tech.	Staff	District Funded	
52. Use a Mathematics and Technology Mentor Teacher at each site to support math instruction, assist with lesson planning and technology integration for ELA and Math, and provide staff development as needed.	Math	2017-2018 School Year	Math Mentor Technology Tech	Staff	District Funded	
53. The Site Leadership Team will attend a conference on establishing a Professional Learning Community (PLC).	ELA Math	2017-2018 School Year	Administrator Leadership Team	Substitutes' Salaries	Discretionary	3000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD			Professional Learning Conference for seven members	Discretionary	12000
54. Provide Ready, Set, Go! A three-week kindergarten readiness session, targeting English Learners without preschool experience. This half-day program introduces students to vocabulary, language arts, math concepts, socialization and kindergarten routines. The district's adopted kindergarten curriculum will be used to front-load English Language Development, mathematics and language acquisition skills.	ELA Math ELD Strand Focus Student Behavior Support Attendance	2017-2018 School Year	Administrator Coach Teachers	Summer School Intervention Salary Materials	District Funded District Funded	
55. Provide professional development on CHAMPs for Staff who are new to school site.	ELA Math Student Behavior Support	2017-2018 School Year	Administrator Coach Teachers	Registration	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

1. Attendance Record

11.23% (84) of the 751 students were identified as Chronic Absentees.

Decrease the amount of Chronic Absentees by 5%.



2. Referrals to Office

2017-18 school year will be the baseline.

Create and maintain a safe learning environment for all students and staff.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Implementation of CHAMPS school-wide in common areas such as bathrooms, cafeteria, and hallways.	Student Behavior Support Safety	2017-2018 School Year	Coach ORC Teachers Staff	Materials	Discretionary	1500
2. Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.	Student Behavior Support Safety	2017-2018 School Year	Coach ORC Teachers Staff	Materials	Discretionary	300
3. Maintain implementation of PBIS/CHAMPS and Positive Behavior Intervention (PBIS) model.	Student Behavior Support Safety	2017-2018 School Year	Coach ORC Teachers Staff	Staff Salary and materials	Discretionary	850
5. Hold Regular Social Skills and discipline assemblies for students two times a year.	Wrap-Around Services Student Behavior Support	2017-2018 School Year	Counselor	Assemblies	PTA/PTO	1500
6. Outreach Consultant support students at by coordinating services needed at school and by helping families access social services in the community.	Wrap-Around Services Attendance	2017-2018 School Year	ORC	Outreach Consultant Salary	Centralized Services	46420
7. Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referral to outside agencies from ORC or support from the Site Counselor.	Student Behavior Support Safety ELA Math ELD	2017-2018 School Year	ORC Counselor	Monitor student discipline data	District Funded	
8. Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead district in implementation of multi-tiered system of support for behavior and social/emotional skill	Student Behavior Support Safety	2017-2018 School Year	Adminstrator PBIS Committee	Substitutes' Salaries Materials	LCFF - Targeted Discretionary	2820 250

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
development at all school sites.	ELA Math ELD					
9. All staff and students will participate in monthly emergency drills and annual earthquake drills.	Safety	2017-2018 School Year	Adminstrator Staff Teachers			
10. A school-wide evacuation drill will be conducted annually.	Safety	2017-2018 School Year	Administrator Staff Teachers	Materials	Discretionary	500
11. The School Comprehensive Safety Plan Committee/Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.	Safety	2017-2018 School Year	Adminstrator Leadership	Materials	Discretionary	1500
12. Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes.	Attendance	2017-2018 School Year	ORC	Incentives	LCFF - Targeted	2500
13. Campus Supervisors work to support student supervision before school, during recess and lunch, and at dismissal.	Student Behavior Support Safety	2017-2018 School Year	Adminstrator Campus Supervisors	7 Campus Supervisors' Salaries	Discretionary	131000
14. Students, Staff, and Parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	ELA Math Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	ORC Teachers Parents Students	Parent Survey	District Funded	
17. Offer expanded opportunities (club and sports programs) to students to improve physical skills	Wrap-Around Services	2017-2018 School Year	Administrator Counselor Teachers	Enrichment Salary	Discretionary	3756

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and teamwork amongst children.				Materials	Title III	1232
				Materials	LCFF - Intervention	1780
18. Provide training for teachers in the implementation of Restorative Justice practices to alleviate ongoing disruptive classroom and school site behavior.	Student Behavior Support Attendance	2017-2018 School Year	Administrator Counselor Teachers	Training	District Funded	
19. Provide staff development for Site Administrator in cultural awareness and proficiency.	ELA Math Student Behavior Support Attendance Safety	2017-2018 School Year	Adminstrator	Cultural Proficiency	District Funded	
20. Provide training to students, staff, and parents on Disaster Preparedness	Safety	2017-2018 School Year	Administrator Counselor Teachers	Training and materials	Discretionary	1000
21. The site Counselor will provide: individual and/or small group counseling, support for Foster and Homeless students and lessons in the classrooms on Positive Behavior and conflict resolution skills.	Student Behavior Support ELA Math ELD Attendance Safety Wrap-Around Services	2017-2018 School Year	Counselor	Counselor Salary	Centralized Services	124480

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
English Learners Needs Assessment	Parents requested support with understanding school attendance and interventions for students scoring below benchmark on district and state assessments.	Increase parent participation in workshops. Decrease absenteeism (see Goal 2) Increase student scores on CAASPP (see Goal 1)
California Healthy Kids Survey (CHKS)	Per the CHKS, McAuliffe had an "increase" of students who felt "connected to the school," but was below the OSD level of 62% placing us in a yellow quadrant. Per the CHKS, McAuliffe had "no growth" of students who felt they "were given high expectations" to the school, but was below the OSD level of 67% placing us in a red quadrant.	Increase the amount of students who feel connected by 5%. Increase the amount of students who feel they are given high expectations by 5%.



Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide behavioral support training for parents using Parent Project and/or Triple P or other appropriate parent education.	Wrap-Around Services	2017-2018 School Year	ORC	Parent Training Babysitting Campus Supervisors	Discretionary Discretionary Discretionary	800 100 100
2. Provide support for parents, staff, and students in the area of attendance and resiliency by Outreach Specialist (ORC).	Attendance ELA Math ELD Wrap-Around Services	2017-2018 School Year	ORC Attendance Technician	Outreach Consultant Salary (see Goal 2, Action 6)	Centralized Services	
3. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	Wrap-Around Services Student Behavior Support Safety	2017-2018 School Year	Counselor	Counselor salary (see Goal 2, Action 21)	Centralized Services	
4. Site-Counselor will offer classroom lessons regarding a bully-free school.	Student Behavior Support Safety Attendance Wrap-Around Services	2017-2018 School Year	Counselor Teachers ORC	Classroom Lessons Materials	District Funded LCFF - Targeted	250
6. Provide character education to students through lessons and	Student Behavior	2017-2018 School Year	Counselor	Materials	Discretionary	1500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
school culture.	Support					
8. Therapeutic drumming to the most at-risk students.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Counselor	Materials	LCFF - Targeted	1000
9. Maintain effective communication with parents using the Ed Connect system and translation services. Increase communication via McAuliffe Website. Use social media to promote teaching and learning activities and school-wide events.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	SOM ORC	Ed Connect Website Social Media	District Funded District Funded District Funded	
10. Conduct parent involvement meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, and Elementary to Middle School Transition meetings.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Administrator ORC Counselor School Office Manager	Parent Involvement Meetings Coffee w/ the Principal Child Care ELAC Snacks	Title III Discretionary Discretionary	250 250 250
11. Provide translation of home communication for non-English speaking homes.	ELA Math	2017-2018 School Year	School Office Manager Office Staff	Staff Salary	Title III	750

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services					
12. Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title 1 parent meetings.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	School Office Manager Administrator	Facilitation Babysitting Snacks	Title III Title III Title III	1800 500 500
14. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Math ELD Strand Focus	2017-2018 School Year	ASP ASP Liaison Principal	Staff Salary	ASES	

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	133	121	119	130	120	118	129	120	118	97.7	99.2	99.2
Grade 4	103	132	123	99	129	123	99	129	123	96.1	97.7	100
Grade 5	142	101	124	138	101	124	138	100	124	97.2	100	100
All Grades	378	354	366	367	350	365	366	349	365	97.1	98.9	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2383.1	2375.3	2384.8	16	11	14.41	13	13	16.10	22	27	26.27	48	49	43.22
Grade 4	2445.0	2434.3	2421.7	19	16	14.63	17	16	20.33	20	28	13.01	43	40	52.03
Grade 5	2475.8	2480.6	2458.1	9	15	11.29	30	25	24.19	26	32	17.74	36	28	46.77
All Grades	N/A	N/A	N/A	14	14	13.42	20	18	20.27	23	29	18.90	42	40	47.40

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	13	11.86	37	36	39.83	50	52	48.31
Grade 4	17	13	19.51	46	47	38.21	36	40	42.28
Grade 5	12	18	9.68	47	39	48.39	41	43	41.94
All Grades	14	14	13.70	43	41	42.19	43	45	44.11

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	9	13.56	36	44	40.68	47	47	45.76
Grade 4	16	16	10.57	49	44	38.21	34	40	51.22
Grade 5	18	21	14.52	49	47	47.58	33	32	37.90
All Grades	17	15	12.88	45	45	42.19	38	40	44.93

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	10	11.02	57	60	59.32	33	30	29.66
Grade 4	17	12	9.76	64	64	53.66	19	25	36.59
Grade 5	10	11	9.68	64	63	62.90	26	26	27.42
All Grades	12	11	10.14	61	62	58.63	27	27	31.23

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	10	14.41	43	41	43.22	43	49	42.37
Grade 4	14	12	15.45	51	54	47.15	35	34	37.40
Grade 5	15	26	16.13	63	56	41.13	22	18	42.74
All Grades	15	15	15.34	52	50	43.84	33	35	40.82

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	133	121	119	130	119	118	129	117	118	97.7	98.3	99.2
Grade 4	103	132	123	101	130	123	100	130	123	98.1	98.5	100
Grade 5	142	101	124	138	101	124	138	99	124	97.2	100	100
All Grades	378	354	366	369	350	365	367	346	365	97.6	98.9	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2403.8	2376.8	2379.8	9	8	5.08	21	15	16.95	32	25	26.27	37	52	51.69
Grade 4	2445.9	2438.3	2414.3	14	10	5.69	13	18	14.63	40	35	30.08	33	37	49.59
Grade 5	2482.7	2466.0	2452.5	12	9	8.06	16	14	14.52	38	30	19.35	33	46	58.06
All Grades	N/A	N/A	N/A	12	9	6.30	17	16	15.34	37	30	25.21	34	45	53.15

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	20	14	14.41	33	21	19.49	47	66	66.10	
Grade 4	19	18	7.32	29	25	21.14	52	58	71.54	
Grade 5	19	9	14.52	33	28	21.77	49	63	63.71	
All Grades	19	14	12.05	32	24	20.82	49	62	67.12	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	14	16.10	36	33	38.98	44	53	44.92
Grade 4	16	15	13.01	47	38	31.71	37	47	55.28
Grade 5	12	16	11.29	49	29	31.45	39	55	57.26
All Grades	16	15	13.42	44	34	33.97	40	51	52.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	14	10	6.78	51	53	54.24	35	37	38.98
Grade 4	16	15	10.57	36	40	36.59	48	45	52.85
Grade 5	11	10	8.87	53	37	38.71	36	53	52.42
All Grades	13	12	8.77	48	44	43.01	39	45	48.22

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					11	18	14	44	64	57	44	9	29		9
1		3		23	20	24	40	40	57	14	15	10	23	23	10
2	6	2		19	27	25	29	39	38	26	22	18	19	10	20
3	13	4	14	18	11	28	43	54	33	10	11	11	18	21	14
4	29	14		18	28	20	35	34	48	6	7	12	12	17	20
5	14		7	52	47	43	24	27	36	10	20			7	14
Total	10	4	4	23	23	26	34	40	45	16	17	11	17	15	15

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					2		11	21		38	38		52	40	
1		2		22	20		39	41		14	15		25	22	
2	6	5		21	30		26	36		26	20		21	9	
3	13	3		18	14		43	52		10	10		18	21	
4	26	13		16	27		32	33		11	7		16	20	
5	14			52	47		24	27		10	20			7	
Total	7	4		17	18		28	34		21	21		27	23	

Appendix C - School Site Council Membership (Christa McAuliffe Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Mary Arias Elisondo	Principal
Amber Franco	Classroom/Teacher
Tracey Hoffman	Classroom/Teacher
Holly Yarborough	Classroom/Teacher
Amy Dahm	Other School Staff
Noemi Aguilera	Parent or Community Member
Davina DeCant	Parent or Community Member
Dana Gonzalez	Parent or Community Member
Marylove Gonzalez	Parent or Community Member
Allyssa Lopez	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/4/17.

Attested:

Mary Arias Elisondo

Typed Name of School Principal

Signature of School Principal

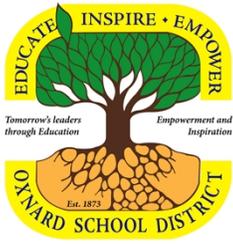
Date

Holly Yarborough

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Christa McAuliffe Elementary School
3300 Via Marina Ave
Oxnard, CA. 93035
(805) 385-1560
Fax: 805-985-4690



SCHOOL COMPACT

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.
- If my child is at risk of retention due to poor academic achievement, I will ensure that he/she attend intersession. After School tutoring and any other special help which is offered to them.

Parent Signature _____ Date _____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature _____ Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature _____ Date _____

Christa McAuliffe Elementary School

3300 Via Marina Ave

Oxnard, CA. 93035

(805) 385-1560

Fax: 805-985-4690



CONVENIO ESCOLAR

Sección de los Padres (o Guardianes)

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las siguientes responsabilidades:

- Comunicarme con mi hijo/a y con sus maestros acerca de la educación de él/ella.
- Estaré al tanto de las tareas de mi hijo/a.
- Proporcionaré los materiales necesarios y un lugar callado para que mi hijo/a haga su tarea.
- Enviaré a mi hijo/a a la escuela a la hora y preparado/a para aprender.
- Prestaré mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Me aseguraré que mi hijo/a obedece la póliza del código de vestir escolar.
- Si mi hijo/a está en riesgo de reprobar por tener logros académicos bajos, yo aseguraré que él/ella asistirá a receso académico, tutoría Después de Escuela, Escuela de Sábado y cualquier otra ayuda que se le ofrezca.

Firma de los Padres (Guardianes) _____ Fecha _____

Sección de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las siguientes responsabilidades:

- Me comunicaré con mis maestros y con mis padres acerca de mi educación.
- Terminaré y devolveré a tiempo todas mis tareas y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegaré a la escuela a la hora, listo/a y preparado/a para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable de vestirme de acuerdo con el reglamento del código de vestir escolar.

Firma de el/la Estudiante _____ Fecha _____

Sección de el/la Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro/a, modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las siguientes responsabilidades:

- Me comunicaré con los estudiantes y los padres (o guardianes) acerca de las expectativas de la escuela, acerca del programa académico para los estudiantes y acerca de los adelantos de cada estudiante.
- Proporcionaré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignaré las tareas normales solamente después que se hayan enseñado los conceptos necesarios en clase.
- Promoveré y asistiré a los programas y a las funciones escolares.
- Me comunicaré con los estudiantes, con los padres, y con la administración escolar cuando el reglamento del código de vestir no se esta obedeciendo.

Firma de el/la Maestro(a) _____ Fecha _____



McAuliffe the STEAM Education School



Christa McAuliffe School Parent/Community Involvement Policy

McAuliffe Elementary School

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental Involvement Policy and School-Parent Compact is distributed to parents and students annually at the beginning of the school year. Parents are asked to read and discuss the School Parental Involvement Policy with their child.
- ✓ McAuliffe Elementary School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ McAuliffe Elementary School will make the School Parental Involvement Policy available to the local community online and in the office.
- ✓ McAuliffe Elementary School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

McAuliffe Elementary School convenes an annual and regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, McAuliffe Elementary School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
- ✓ Grade level Common Core State Standards are available for preview in the office

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

For parent involvement in classroom or direct contact with students, one must follow district policy which includes a background check. Upon completion of paperwork volunteers are subject to teacher and principal final approval before volunteer services began.

Parents/community members will be given timely responses to any concerns and suggestions.

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Bonny Ibarra
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/4/17.

Attested:

Mary Arias Elisondo
Typed Name of School Principal

M. Arias Elisondo
Signature of School Principal

10/4/17
Date

Holly Yarborough
Typed Name of SSC Chairperson

H. Yarborough
Signature of SSC Chairperson

10-4-17
Date

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name McKinna Elementary School

CDS Code 60-55354

Revision Date October 10, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Wendy Garner
Principal

Email and Phone wgarner@oxnardsd.org
805-385-1563

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

McKinna Vision:

To develop creative and critical thinkers, problem solvers and leaders who are prepared for college and the future as contributing members of society.

McKinna Mission:

We, the teachers and staff of McKinna School are committed to ensure that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially to develop to their fullest potential. We consider families to be our most essential partners in achieving this mission!

The staff, parents, and students at McKinna School work together to support and maintain a safe and secure school environment that is conducive to learning and that provides opportunities for each student to develop personal and social responsibility, self-esteem, respect, and consideration for others, and a high level of academic achievement.

The staff works closely with one another to ensure that all students receive a high quality instructional program. By the time students leave fifth grade, we want them to have the academic and social skills needed to be successful in the future—namely the ability to think critically and creatively about the personal and societal choices that face them.

We celebrate the diversity of our student body and feel that all children benefit from knowing, learning about and experiencing other languages and cultures. McKinna is a learning community where student needs drive all decisions. We welcome all families as essential partners of the

McKinna school community.

SCHOOL PROFILE

McKinna is a large elementary school within the Oxnard School District that serves approximately 720 students in TK/K through 5th grade. April 2017 CALPADS report shows McKinna's primary ethnic group as 97% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 3.5% Mixteco. Spring CALPADS report also shows 81% English Learners, and 95% identified as Socioeconomically Disadvantaged. McKinna is a Title I school with over 89% who qualify for free or reduced lunch.

McKinna is home to the Elementary Newcomer Program for the Oxnard District, and serves newcomers to the country in grades 3-5. This diverse group of students and their families adds rich opportunities for the McKinna community to learn and appreciate a wide range of cultures. As stated in the OSD Master Plan for English Learners, elementary newcomer students are assessed in the Enrollment Center to determine primary language proficiency. Those who demonstrate grade-level proficiency in Spanish may be placed into alternative bilingual programs based on parental option and program availability. The Elementary Newcomer Program provides newly arrived English Learners with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the beginning and early intermediate levels/Emerging and Bridging of language proficiency, including academic language.

Newcomer Program Goals include the following areas of focus: 1. Familiarize students with US culture and US schools. 2. Facilitate their adaptation to their new environment. 3. Provide a program that will allow students to develop English Fluency and high levels of comprehension as rapidly as possible. 4. Develop academic language related to the core content areas. 5. Master core academic standards.

McKinna also offers other programs and resources to support English Learners and to facilitate successful academic English language acquisition. One of these programs is McKinna's Transitional Spanish Bilingual Program for grades TK/K-3. This program gives families the option of classes that utilize Spanish instruction to assist students in their transition to English instruction across all content areas. Another resource for English Learners is within highly trained teachers and support staff who utilize SIOP strategies throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and support staff like ISPs and para-educators are bilingual and available to offer support for students in English as needed within Sheltered English Instruction (SEI) classes and within the Newcomer Academy as well. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated ELD (30 minutes for K, 45 minutes for grades 1-5) to further support acquisition of academic English language.

McKinna is a multi-media school that continues to utilize technology to foster high student engagement. In 2012, McKinna was named an Apple Distinguished Program, an honor shared by very few schools in the United States. This designation was renewed recently and will stay in effect through the 2016 - 2017 school year. Recently, McKinna was named an exemplary school by the VC STEM Network, a group of diverse stakeholders including educators and business and community agencies that seeks to improve access to opportunities that will improve educational outcomes for all students. Every student at McKinna has access to 1:1 mobile technology during the school day and the staff is committed to the integration of technology into the curriculum. McKinna's goal is to move students from consumers to creators of digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

The McKinna community is committed to working collaboratively to create responsive, restorative systems to promote a healthy learning environment where students thrive. In addition to the continuation of the PBIS approach of "Lesson One,"

McKinna staff is committed to the implementation of CHAMPS/PBIS approach school wide to promote positive behavior. This restorative discipline approach offers an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The majority of McKinna teachers attended CHAMPS trainings in August of 2017 to help build adult capacity for the effective development and implementation of strong Tier 1 practices to foster a positive learning environment. During the 2017-18 school year, McKinna staff will incorporate a common approach and language for teaching students self-regulation and peaceful problem solving skills through "Toolbox Tools," strategies for fostering social-emotional development in children.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around language and literacy rich instruction across all grade levels throughout the day. McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices like SIOP strategies and those identified by Robert Marzano, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

Capacity building for data driven instruction & intervention will be fostered through PLCs, including Teaching- Learning, and Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities will encourage grade level and cross grade level articulation to inform & refine teaching & learning practices around ELA/literacy and math. Teachers will utilize assessments such as STAR360, and Curriculum Benchmark assessments in reading, writing, math and ELD and participate in scheduled grade level Intervention Review Team meetings to analyze data collected from on-going progress-monitoring. The data will be used to determine if adjustments to students' instructional programs are needed. Release time may be provided for data review, grade level observations, collaboration and planning.

In addition to providing intentional, appropriate academic, social and emotional support for students, McKinna staff will work diligently to foster strong partnerships with the McKinna families. McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events, family education opportunities like Family Fridays, math and science nights, as well as forums for families to contribute to the educational opportunities for their children. Families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education.

The Single School Plan outlines the initiatives undertaken to accomplish these goals to improve student achievement, culture and climate and family engagement.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners (81%) and Socioeconomically Disadvantaged students (95%) which make up the majority of our school's population. Teachers have been trained in and utilize SIOP strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2016-17 school year, grade level teams collaborated as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy through Universal Access times, and for ELD with daily Designated English Language Development instruction (30 minutes for K, and 45 minutes for grades 1-5). For Designated ELD, English Learners are flexibly grouped based on CELDT and other formative assessments given throughout the year to strengthen reading, writing, speaking and listening skills through targeted instruction. During the 2016-17 school year, McKinna utilized data to inform instructional and intervention needs as well. The Literacy Coach, ESTs and ISPs worked with teachers to provide small group differentiated instruction and intervention in ELA/Literacy during Universal Access (UA) time, utilizing STAR 360 data to monitor progress. In addition, McKinna offered tutoring and enrichment opportunities in reading and writing outside the school day through school programs like the Workshop for English Language Development (WELD).

There was significant progress within the 4th grade team who differentiated instruction for ELA/Literacy and math by utilizing data to inform instruction and intervention throughout the 2016-17 school year. This team's CAASPP results showed significant growth in both areas as a result of this collaborative approach. The percentage of 4th grade students who either met or exceeded proficiency in ELA/Literacy for the 2016 -17 school year is 16%. This is an increase of 9% from the CAASPP results from the 2015-16 school year. The percentage of 4th grade students who either met or exceeded proficiency in math for the 2016 -17 school year is 12%. This is an increase of 5% from the CAASPP results from the 2015-16 school year. McKinna will build upon this progress school wide by utilizing 4th grade's approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings.

McKinna has also made progress in building school wide systems to foster social-emotional development in the students during the 2016-17 school year. In addition to utilizing the strategies from the "Lesson One PBIS program," McKinna has adopted the CHAMPS protocols to teach school wide expectations for positive behavior. CHAMPS posters have been created and are posted in common areas throughout the school. Teachers utilized CHAMPS protocols within the classroom to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. McKinna also strengthened their COST-SST process during the 2016-17 year to address Tier 2 and 3 academic and social-emotional needs of the students.

During the 2017-18 school year, McKinna will continue to build upon this progress through an MTSS model that works to align school wide systems and services to District support systems. McKinna's PLCs are committed to ongoing professional development to strengthen teaching and learning practices. We will utilize data to inform instruction and intervention.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

The greatest need at McKinna to achieve academic success is to bolster the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development. After examining the 2016-17 CAASPP data, we found between 64 and 73% of McKinna’s 3rd-5th graders had not met the standards for ELA/Literacy, and 69-76% had not met grade level standards for math. (See CAASPP data in Goal 1 and below for not met standards). Because 81% of McKinna students are designated as English Language Learners, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and also math, due to the complex, multi-step word problems. The need for increased academic English language development is also confirmed by the 2016-17 CELDT data which shows only 9% of 3rd graders as early advanced or advanced, 15% of 4th graders as early advanced or advanced and 22% of 5th graders as early advanced or advanced. (See CELDT Data, Goal 1 and below). In addition, during the 2016-17 school year, only 7.25% of the English Learners in grades 3-5 were reclassified (32 of the 232 ELs in grades 3-5), a percentage that McKinna will work to increase during the 2017-18 school year.

Another high need that impacts academic achievement is in the area of social-emotional needs. McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. According to the National Child Traumatic Stress Network, students dealing with trauma, "...may show signs of distress through somatic complaints such as stomachaches, headaches, and pains. These students may have a change in behavior, such as increased irritability, aggression, and anger.... (as well as) show a change in school performance and have impaired attention and concentration and more school absences." Therefore, it is especially important to provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma.

Not Met:

3rd grade: ELA/Literacy - 73%; Math – 69%

Not Met:

4th grade: ELA/Literacy - 70%; Math – 60%

Not Met:

5th grade: ELA/Literacy - 64%; Math – 76%

2017-18 School Year, Current Students

1 – Int./Early Int – 41.4%;	Begin – 58.6
2 – Early Adv – 9.3;	Int/EI – 54%; Beg. – 36%
3 – EA/Adv. – 3.5%;	Int/EI – 70%; Beg.- 26.7%
4 - EA/Adv – 9.5%;	Int/EI – 61%; Beg. 29.8%
5 - EA/Adv – 14.4;	Int/EI – 58%; Beg. 28%

2. What steps is the school planning to take to address these areas of greatest need for improvement?

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide throughout the day. As a community of learners and PLCs, we will focus on high leverage, research based instructional practices like SIOP and those identified by Robert Marzano, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening and speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. McKinna is committed to ongoing monitoring, walk-throughs and professional development to strengthen ELD instruction. In addition, intensive professional development and support will be offered to the Newcomer Program teachers through the Newcomer TOSA and opportunities for ongoing collaboration to ensure we are meeting the goals of the Newcomer program as identified in the Federal Newcomer Toolkit. Teachers in both SEI and TBE classes will utilize district adopted resources, assessments & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. In addition, due to increases in Title III funding, McKinna will be able to expand the Workshop for English Language Development (WELD) program to include more English Learners for before and after school tutoring over an extended period of time.

McKinna staff will also work collaboratively to implement measures to improve overall school climate and student resiliency such as discipline, attendance and parent involvement. Effective implementation of school wide restorative discipline practices will be attained through school wide training, common agreements, collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students through the use of PBIS, CHAMPS, Lesson One, Toolbox, conflict mediation and other restorative practices. Staff will work to strengthen MTSS for academic and behavior support, with special emphasis on training to strengthen Tier 1 strategies that teach students skills for positive and peaceful problem solving. Emphasis on Tier 1 strategies to redirect and refocus students within the classroom and throughout the school in a positive discipline model will also result in reduced loss of instructional minutes due to time spent out of the classroom for behavior. Attention to this area will also help develop student resiliency, self-control, personal responsibility, and civic awareness. In addition, McKinna is working to strengthen the COST-SST process to support students dealing with trauma.

McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events and family education opportunities like Family Fridays and other forums for families to contribute to the educational opportunities for their children. McKinna will partner with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education will also be offered through a partnership with Factor-Families Acting Towards Results.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

The McKinna School population includes the following groups or subgroups within the LCFF designations: Hispanic or Latino - 97%, English Learners - 81%, Socioeconomically Disadvantaged - 95%. Foster Youth was not a significant subgroup at McKinna during the 2016-17 school year. McKinna did not have any groups or subgroups with two or more performance levels below the “all student” performance levels in these groups.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

As previously mentioned in greatest needs discussion, McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide throughout the day. As a community of learners and PLCs we will focus on high leverage, research based instructional practices like SIOP and those identified by Robert Marzano, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. In addition, due to increases in Title III funding, McKinna will be able to expand the Workshop for English Language Development (WELD) program to include more English Learners for before and after school tutoring over an extended period of time.

McKinna staff will also work collaboratively to implement measures to improve overall school climate and student resiliency such as discipline, attendance and parent involvement. Effective implementation of school wide restorative discipline practices will be attained through school wide training, common agreements, collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students through the use of PBIS, CHAMPS, Lesson One, Toolbox, conflict mediation and other restorative practices. Staff will work to strengthen MTSS for academic and behavior support, with special emphasis on training to strengthen Tier 1 strategies that teach students skills for positive and peaceful problem solving. Emphasis on Tier 1 strategies to redirect and refocus students within the classroom and throughout the school in a positive discipline model will also result in reduced loss of instructional minutes due to time spent out of the classroom for behavior. Attention to this area will also help develop student resiliency, self-control, personal responsibility, and civic awareness. In addition, McKinna is working to strengthen the COST-SST process to support students' Tier 2 and 3 needs, especially those dealing with trauma.

McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events and family education opportunities like Family Fridays and other forums for families to contribute to the educational opportunities for their children.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

At McKinna, this year's Title 1 funds will be used to bolster instruction and intervention for all students, through added resources, personnel and professional development. McKinna has added an additional ISP to support students in grades 1-5. Instructional assistants are also funded, in part, through Title 1 to provide instructional support for students in grades K-1.

The District is also providing support for professional development through additional personnel. This year the District is funding a TOSA for the Newcomer Academy who will work closely with other District funded EL TOSAs to support the newcomer students as well as provide professional development for McKinna staff in SIOP, backwards mapping, standards based instruction. In addition, the District funded math and technology mentors will assist all staff in strengthening teaching and learning practices in math and integration of technology across grade levels.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns.

Therefore, it is especially important to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Longrondo Bienstar from Ventura County Behavioral Health. In addition, the COST-SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior issues.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna has created Family Fridays, which provide monthly opportunities to promote literacy through shared reading experiences in the classrooms during the school day. Over 250 parents/guardians participated in September's Family Friday to share the joy of reading and learning with their child.

Title 1 funds are utilized to provide resources to support all goals stated above.

- I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

Since the plan is a living document, under constant review, as new needs arise, suggestions are made on how to address these needs on an ongoing basis. SSC and ELAC members have numerous opportunities to contribute to and review the SPSA at monthly meetings to address the needs of the school. In addition, the school Leadership Teams and staff also have numerous opportunities to contribute to and review the SPSA to address current needs. The Parent Involvement Policy and Parent Compact have been reviewed and will be posted on the school web site.

- II. INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA is a living document which is under constant and revision by all stake holders. Opportunities to review the plan take place during leadership team meetings, staff meetings, and parent meetings including ELAC and SSC. Because McKinna is home to over 81% English Learners, it is especially important to get the input of the EL families through ELAC. Ongoing communication is ensured between the SSC and ELAC Boards by hosting these two meetings on the same evening and utilizing the ELAC input form to share ideas with SSC.

- III. PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events, family education opportunities like Family Fridays, as well as other forums for families to contribute to the educational opportunities for their children. The Family Fridays are monthly shared reading experiences in the morning that help families become partners in fostering literacy practices. Family Fridays provide an opportunity for parents and guardians to be involved in their child's schooling and to learn what can be done to support their child's education. McKinna will partner with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education will also be offered through a partnership with Factor- Families Acting Towards Results. The Newcomer TOSA will work with the EL TOSA to help Newcomer students and families connect to these resources and educational opportunities.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

During the first 3 weeks of the school year para educators are hired to assist in all kindergarten classroom to ensure the safe and smooth transition to TK and K. In addition, a parent workshop is held for families of incoming TK and K students to inform them of academic and social-emotional expectations for TK-K and how to support their children. Middle school personnel provide orientations to 5th grade students regarding programs offered at each individual school, and McKinna provides visitations to the middle school academies during the school year. In addition, there is ongoing vertical articulation between the elementary Newcomer Program and the middle school Newcomer Program to ensure students have a smooth transition into secondary school.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	235,900.00	0.00
Title I	67,658.00	0.00
Title III	44,743.00	0.00
LCFF - Intervention	50,660.00	0.00
LCFF - Targeted	35,040.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$617,703.00

Goal 2 \$140,700.00

Goal 3 \$8,350.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18												
CAASPP-ELA & math-Grade 3	CAASPP Results for 2016-17: Grade 3 Met and Exceeded Combined : ELA/Literacy - 9%; (-1) Math -- 12% (-2) Nearly Met: ELA/Literacy - 17%; Math – 19% Not Met: ELA/Literacy - 73%; Math – 69% 3 Year Comparisons: Met & Exceeded <table border="1"> <tr> <td>ELA</td> <td>2015</td> <td>2016</td> <td>2017 (prelim)</td> </tr> <tr> <td></td> <td>13</td> <td>10</td> <td>9</td> </tr> <tr> <td>Math</td> <td>16</td> <td>4</td> <td>12</td> </tr> </table>	ELA	2015	2016	2017 (prelim)		13	10	9	Math	16	4	12	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2017-18 CAASPP assessment data will increase by 2% in ELA/Literacy and math in grades 3-5.
ELA	2015	2016	2017 (prelim)											
	13	10	9											
Math	16	4	12											
CAASPP-ELA & math-Grade 4	CAASPP Results for 2016-17: Grade 4 Met and Exceeded Combined : ELA/Literacy -16%; (+9) Math -- 12% (+5) Nearly Met: ELA/Literacy – 13%; Math – 27% Not Met:	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2017-18 CAASPP assessment data will increase by 2% in ELA/Literacy and math in grades 3-5.												



ELA/Literacy - 70%; Math – 60%

3 Year Comparisons: Met & Exceeded

ELA	2015	2016	2017 (prelim)
4	7	16	
Math	3	7	12



CAASPP-ELA & math-Grade 5

CAASPP Results for 2016-17: Grade 5
Met and Exceeded Combined :
ELA/Literacy - 13%; (-8) Math -- 7% (+1)
Nearly Met:
ELA/Literacy - 23%; Math – 17%
Not Met:
ELA/Literacy - 64%; Math – 76%

3 Year Comparisons: Met & Exceeded

ELA	2015	2016	2017 (prelim)
8	21	13	
Math	2	6	7

The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2017-18 CAASPP assessment data will increase by 2% in ELA/Literacy and math in grades 3-5.

STAR 360 - Fall of 2017
Data shows percentage of students in K -5 who are "At or above Benchmark" in Early Literacy and/or Reading.

K: 23% (Early Literacy)
1: 19% (Early Literacy)
1: 28% (Reading)
2: 19%
3: 16%
4: 11%
5: 13%

STAR 360 - Spring 2018
Increase percentage of students "At or Above Benchmark," in Early Literacy and/or Reading by 10% during the 2017-18 school year.

STAR 360 - Fall of 2017
Data shows percentage of students in 1 -5 who are "At or Above Benchmark" in math.

K: Does not take math in fall
1: 48%
2: 33%
3: 33%
4: 21%
5: 36%

STAR 360 - Spring 2018
Increase percentage of students "At or Above Benchmark," in math by 10% during the 2017-18 school year.

CELDT Scores for 2016-17

2017-18 School Year, Current Students
 1 – Int./Early Int – 41.4%; Begin – 58.6
 2 – Early Adv – 9.3; Int/EI – 54%; Beg. – 36%
 3 – EA/Adv. – 3.5%; Int/EI – 70%; Beg.- 26.7%
 4 - EA/Adv – 9.5%; Int/EI – 61%; Beg. 29.8%
 5 - EA/Adv – 14.4; Int/EI – 58%; Beg. 28%

7.25 % of 3-5th grade English Learners were reclassified in 2016-17. Increase percentage of reclassified students by 4% in 2017-18.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Teachers will focus on Common Core Standards by utilizing district adopted resources, assessments (STAR 360, CELDT,/ELPAC curriculum embedded assessments) and technology within SEI, TBE and the Newcomer programs.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Teachers, Literacy Coach, Academy TOSA, Support Staff	Curriculum and assessments Certificated salary: Literacy Coach Certificated salary: Newcomer Academy TOSA	District Funded Centralized Services District Funded	70,987.00
2. All teachers will participate in grade level and school wide PLCs to analyze data to inform and refine instruction and intervention.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Teachers, Literacy Coach, Academy TOSA, Support Staff	Substitutes	Title I	7,950.00
3. Two ISPs will be hired to provide instruction, intervention and English Language support in reading, writing and math to students in grades 1-5.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Teachers, Support Staff	Certificated salary: ISP Teacher Certificated salary: ISP Teacher	Title I Title III	26,585.00 26,585.00
4. Intervention materials (Fountas & Pinnell Green & Blue Kits, Leveled Literacy Intervention	ELA ELD	2017-2018 School Year	Principal, Teachers, Support Staff, Intervention Team	Materials and supplies	LCFF - Intervention	10,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Resources, Benchmark Assessment Kit) will be purchased for small group instruction in reading and writing.	Spanish Lang Arts					
5. Instructional assistants will be utilized to provide English language and literacy support within SEI and TBE programs in grades TK/K - 1.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Teachers, Support Staff	Classified salary: Instructional Assistant Classified salary: Instructional Assistant Classified salary: Instructional Assistant	Title I LCFF - Intervention Title III	11,313.00 40,660.00 11,313.00
6. Differentiated instruction and intervention in the classroom for literacy, math and language, including reading, writing, speaking and listening, will be supported by 2 ESTs in grades 2-5 to support class size reduction.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal, Teachers, ESTs	Certificated salary: Elementary Support Teacher	District Funded	
7. Conduct student support meetings 2 times monthly including COST-SST, IEP & 504s to support student achievement and social-emotional TIER 2 & 3 needs, including targeted language & literacy support for ELs.	ELA Math ELD Wrap-Around Services Spanish Lang Arts	2017-2018 School Year	Principal, teachers district & site support staff, including ORC, counselor, psychologist, parents.	Substitutes Certificated salary: Counselor Classified salary: ORC	Title I Centralized Services Centralized Services	5,000.00 101,899.00 45,675.00
8. Provide opportunities for workshops and professional development in ELD (SIOP), math, reading, writing, and technology.	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Principal, EL TOSA and Literacy Coach, District & Site support staff, Math and Technology Mentors.	Certificated salaries: Math Mentor Certificated salaries: Tech Mentor Certificated salaries: EL TOSA Literacy Coach (see goal 1, action 1)	District Funded District Funded District Funded	
9. Teachers will foster independent literacy practices in students and help build reading stamina through district funded resources like MyON & AR	ELA ELD Spanish Lang	2017-2018 School Year	Principal, EL TOSA and Literacy Coach, District & Site support staff	Books for classroom libraries in English and Spanish. MyOn contract	LCFF - Targeted District Funded	4,400.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
program, as well as increased leveled libraries.	Arts			AR contract	District Funded	
10. Leadership Team meetings are scheduled to develop and evaluate action plans around Teaching and Learning, Culture and Climate, and Family Engagement.	ELA Math ELD Wrap-Around Services Student Behavior Support Strand Focus Spanish Lang Arts	2017-2018 School Year	Principal, Leadership Teams, District & Site Support Staff	Teacher extra hours (see goal 1, action 27)		
11. Teachers will use subscriptions and applications (Brain Pop, Kodable School, RazKids, Scholastic News) to support literacy, language and effective implementation of technology.	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Principal, Leadership Teams, District & Site Support Staff, Math and Technology Mentors.	Subscriptions and apps	LCFF - Targeted	4,040.00
12. Instructional supplies to enhance academic, social-emotional development, instruction, intervention and family engagement.	ELA Math ELD Student Behavior Support Attendance Safety Wrap-Around Services Strand Focus	2017-2018 School Year	School Staff	Materials and Supplies Graphics Services	Discretionary	89,200.00
				Materials and Supplies	LCFF - Targeted	5,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Classified staff will provide child care and assistance for special projects and translations.	ELA Math ELD Spanish Lang Arts Safety	2017-2018 School Year	Classified Staff	Substitutes Classified extra hours	Discretionary	3,000.00
14. Provide funding for conferences, workshops and professional development prep to support school wide goals for academic achievement, social-emotional development, Family Engagement.	ELA Math ELD Strand Focus Spanish Lang Arts	2017-2018 School Year	Principal, Leadership Teams, Teachers, Support Staff	Conference fees and travel expenses	LCFF - Targeted	4,000.00
15. Use of Math and Technology Mentor teachers to support math instruction, assist with lesson planning and technology integration for ELA/literacy, ELD, Math and provide staff development as needed.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal, Leadership and Intervention Teams, Math and Tech Mentors, Teachers	Tech Mentor (see goal 1, action 8) Math Mentor (see goal 1, action 8) Teacher extra hours (see goal 1, action 27)		
16. Students will utilize technology for research and to demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will assist in bridging to middle school.	Strand Focus ELA Math Spanish Lang Arts ELD	2017-18 School Year	Principal, Teachers, Tech Mentor	Tech Mentor (see goal 1, action 8)		
17. Field Trips will be funded to provide enrichment activities for students.	ELA Spanish Lang Arts Math	2017-18 School Year	Principal, Leadership Teams, Teachers	Admissions Transportation	LCFF - Targeted	8,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
18. Computer supplies (headsets, cartridges for printers, software, dongles, cables, bulbs for projector lamps) will be purchased to support delivery of curriculum.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-18 School Year	Site Technology Technician	Materials and supplies Classified salary: Site Technology Technician	Discretionary Centralized Services	2,000.00 75,985.00
19. Web site will be maintained by Site Tech and computers and other technology will be maintained & updated.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-18 School Year	Site Tech, Leadership Teams	Equipment Site Tech (see goal 1, action, 18)	Discretionary	4,000.00
20. Equipment (Duplo, Copiers, Laminators) will be maintained and repaired, as necessary.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-18 School Year	School Staff	Maintenance agreements Copy machine	Discretionary Centralized Services	2,000.00 8,748.00
21. The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Spanish Lang Arts Math ELD	2017-18 School Year	Academic Coach, Program Coordinator, Teacher Liaison, ASP Staff	Professional development and training materials	ASES	
22. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after	ELA Spanish Lang Arts	2017-18 School Year	Literacy Coach, Program Coordinator, Teacher Liaison	Teacher Salary	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	Math ELD Strand Focus					
23. Library books will be purchased to replace old or damaged books and update selections.	ELA Spanish Lang Arts Math ELD	2017-18 School Year	Library Tech	Books Classified salary: Library Tech	Discretionary Centralized Services	1,500.00 29,458.00
24. Language and literacy development will be fostered through both designated ELD instruction (30-45 minutes daily) and Integrated ELD throughout the day, incorporating SIOP strategies to provide access to rigorous standards across all content areas.	ELD Spanish Lang Arts ELA Math	2017-18 School Year	Principal, EL TOSA, Newcomer TOSA, Literacy Coach, Support Staff, Teachers	Curriculum	District Funded	
25. Literacy Coach and Newcomer TOSA will help build teacher capacity around effective data and informed instructional and intervention practices for the Newcomer Program.	ELD Spanish Lang Arts ELA Math Wrap-Around Services Safety	2017-18 School Year	Literacy Coach, Newcomer TOSA	Literacy Coach (see goal 1, action 1) Newcomer TOSA (see goal 1, action 1)		
26. Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.	ELA Spanish Lang Arts Math ELD	2017-18 school year	Literacy Coach, Math Mentor, Office Staff, Teachers	Incentives	LCFF - Targeted	1,500.00
27. The Workshop for English Language Development (WELD) will be held before & after school	ELD	2017-18 school year	Principal,, Literacy Coach, EL TOSA, Newcomer TOSA,	Teacher extra pay	Title I	16,810.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
for LTELS and other English Language Learners.			Teachers	Materials	Title III	95.00
28. Before and after school tutoring and test prep will be available for all subject areas and grades.	ELA Spanish Lang Arts Math	2017-18 school year	Principal,, Literacy Coach, Teachers	Teacher extra pay (see goal 1, action 27)		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance	The average attendance for the 2016-17 school year was 96.13%.	Increase average daily attendance to 97%.
Suspensions, Office and Discipline Referrals	2 student suspensions.	No suspensions for 2017-18 school year. Utilize alternate forms of restorative discipline to decrease loss of instructional time.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>1. Establish the Culture and Climate Leadership/PBIS Team, to assist in reviewing, planning and training to build capacity around the following restorative justice practices:</p> <p>1. PBIS-CHAMPS 2. Toolbox Strategies 3. Conflict Mediation</p>	<p>Attendance</p> <p>Student Behavior Support</p> <p>Safety</p> <p>Wrap-Around Services</p>	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers	CHAMPS program	District Funded	
<p>2. Continued training and implementation of PBIS and CHAMPS to teach self regulation and responsibility, including adding CHAMPS posters in common areas in English & Spanish.</p>	<p>Student Behavior Support</p> <p>Attendance</p> <p>Safety</p> <p>Wrap-Around Services</p> <p>ELA</p> <p>Spanish Lang Arts</p> <p>ELD</p> <p>Math</p>	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Classified Staff, Teachers	Professional development CHAMPS posters	LCFF - Targeted	500.00
<p>3. Staff will be trained in and implement Toolbox Support System, a social-emotional program to teach student self-regulation, responsibility, peaceful problem solving and strengthen resiliency.</p>	<p>Student Behavior Support</p> <p>Attendance</p> <p>Safety</p> <p>Wrap-Around Services</p> <p>ELD</p>	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Classified Staff, Teachers	Materials and Supplies Professional development	LCFF - Targeted	6,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELA Spanish Lang Arts Math					
4. Staff will teach Positive Behavior Intervention and Support (PBIS) including CHAMPS to students to improve behavior, increase student self-regulation and responsibility. Students will be taught school wide expectations -- Be Safe, Be Responsible, Be Respectful, Be Kind, Make Wise Choices.	Student Behavior Support Attendance Safety Wrap-Around Services ELD ELA Spanish Lang Arts Math	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Classified Staff, Teachers	CHAMPS program (see goal 2, action 1)		
5. Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers	Counselor (see goal 1, action 7) ORC (see goal 1, action 7)		
6. Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide exgra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education).	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Campus Supervisors	Classified salaries: Campus Supervisors (7)	Discretionary	130,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. School wide incentives provided for attendance, academic growth, positive leadership, peaceful problem solving. Assemblies, rewards and leadership opportunities to promote positive student behavior.	Student Behavior Support Attendance Safety ELA Spanish Lang Arts ELD Math	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Classified Staff, Campus Supervisors	Incentives Assemblies	Discretionary	1,000.00
8. Additional playground activities and resources added to promote social-emotional well being utilizing SPARKS PE Curriculum.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Classified Staff, Campus Supervisors	Materials and Supplies SPARKS Curriculum	Discretionary District Funded	2,000.00
9. Monthly safety drills to reinforce safety and crisis response preparation. Safety Team will review and revise Safety Plan.	Safety	2017-2018 School Year	Principal, Safety Team	No additional cost		
10. Student discipline data will be monitored on an ongoing basis to inform intervention needs.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Social Worker	No additional cost		
11. Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. Tech mentor will build school digital sharing platform.	Safety Student Behavior Support Wrap-Around Services ELA Spanish Lang Arts	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Intervention Support Team, Counselor, ORC, Tech Mentor, Teachers	Tech Mentor (see goal 1, action 8)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Math Strand Focus					
12. Establish MTSS behavior model with Intervention Support Team. Conduct student support meetings 2 times monthly including COST-SST, IEP & 504s to support student achievement and social-emotional TIER 2 & 3 needs. Teachers will be released for meetings, observations, data review, & progress monitoring.	Wrap-Around Services	2017-2018 School Year	Principal, Culture & Climate Leadership/PBIS Team, Intervention Support Team, Counselor, ORC, Teachers,	Substitutes (see goal 1, action 7)		
13. Counselor, ORC, and Social Worker will train staff to strengthen trauma informed practices and provide support to students and families as needed.	Safety Student Behavior Support Wrap-Around Services Attendance	2017-2018 School Year	Principal, Counselor, Social Worker, ORC, Support Team	Counselor (see goal 1, action 1) ORC (see goal 1, action 1) Social Worker	District Funded	
14. Continued use of and replacement purchase for walkies (4) to strengthen communication and support needs for students and staff to ensure safe school wide operations.	Safety Student Behavior Support	2017-2018 School Year	Campus Supervisors, Office and Custodial staff	Materials and Supplies	Discretionary	1,200.00
15. Safety Team and community and district personnel will conduct training to strengthen crisis response preparedness and support school wide safety.	Safety	2017-18 school year	Safety Team, Culture & Climate-PBIS Leadership Team, District & Community Personnel	No additional cost		
16. Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.	Safety ELA Spanish Lang	2017-18 school year	Culture & Climate/PBIS Leadership Team, Technology Mentor, Teachers, Support	Common Sense Media Program (no cost) Tech Mentor (see goal 1, action 8)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Arts ELD Math Strand Focus Student Behavior Support		Staff			
17. Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility.	Strand Focus ELA Spanish Lang Arts Math ELD	2017-18 School Year	Culture & Climate/PBIS Leadership Team, Technology Mentor, Teachers, Support Staff	No additional cost		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

[SITE EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

2016-17 Baseline

2017-18

Attendance at family engagement meetings/events like SSC, ELAC, Workshops, Family Fridays

No data available

2017-18 attendance data for family engagement meetings/events will be the baseline.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and venues like Family Friday to promote LCAP-SPSA Goals around	Wrap-Around Services ELD Student Behavior Support	2017-2018 School Year	Leadership teams, SSC, ELAC, PTA, Site Tech	Site Tech (see goal 1, action 18)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
teaching & learning, culture and climate. Site Tech will maintain school website.	Safety Attendance ELA Spanish Lang Arts Math					
2. Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar -- mental health services.	Wrap-Around Services Safety Student Behavior Support Attendance	2017-2018 School Year	Principal, ORC, Counselor, Social Worker, Leadership teams, Teachers, TOSAs, District & Site Support Team	No additional cost		
3. Continue to expand use of technology, school web site, social media and monthly newsletters to communicate with families about school events, programs & student progress.	Student Behavior Support Safety Attendance	2017-2018 School Year	Site Tech, Culture & Climate-Family Engagement Leadership Team	No additional cost		
4. Promote literacy through monthly Family Fridays, Science and Math Nights.	ELA Spanish Lang Arts ELD Math	2017-2018 School Year	Principal, Teachers, Support Staff	Materials and Supplies	LCFF - Targeted	1,000.00
5. Parent conferences will be held twice a year. Translation support	Student Behavior Support	2017-2018 School Year	Principal, Teachers, Support Staff	Translators	Title III	4,500.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
will be provided as necessary for parent meetings, conferences and other family communications.	ELA Spanish Lang Arts Math ELD Strand Focus Attendance Safety					
6. Counselor will provide workshops on parenting & child development through Loving Solutions, offered in English and Spanish.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Counselor	Counselor (see goal 1, action 7) Materials for workshops	LCFF - Targeted	600.00
7. Parents will be invited to participate in student support meetings including SSTs, IEP & 504s to support student achievement and social-emotional TIER 2 and 3 needs.	Student Behavior Support Wrap-Around Services Attendance	2017-2018 School Year	Principal, Teachers, Support Staff	ORC (see goal 1, action 7)		
8. Incoming parent meetings will be held to familiarize parents with transition from TK to Kindergarten and 5th grade to middle school.	Student Behavior Support	2017-2018 School Year	Principal, Teachers, Support Staff	Teacher extra pay (see goal 1, action 27)	Title I	
9. Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.	Student Behavior Support	2017-2018 School Year	Principal, Teachers, Support Staff	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Safety Attendance Wrap-Around Services					
10. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Math ELD	2017-2018 School Year	Principal, Teachers, Literacy Coach, Program Coordinator, Teacher Liaison, ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
11. School Wide communication to staff and families, highlighting school goals, events, training, parent educational opportunities, through weekly McKinna Happenings bulletin, Ed Connect, Web site, Monthly newsletters, flyers, twitter.	Student Behavior Support Wrap-Around Services Attendance Safety	2017-2018 School Year	Principal, Teachers, Support Staff, Site Tech	No additional cost		
12. Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.	ELD	2017-2018 School Year	Principal, EL TOSA	No additional cost		
13. Parent Engagement Workshops through Factor-Families Acting Towards Results.	Spanish Lang Arts ELD Student Behavior Support Safety	2017-2018 School Year	Principal, Parent Engagement Advisor-Factor, ORC	Series of parent workshops conducted in Spanish for 25 parents, \$90 per parent	Title III	2,250.00

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	124	108	85	108	98	85	108	98	81.0	87.1	90.7
Grade 4	148	115	137	121	93	122	120	92	122	81.8	80	89.1
Grade 5	125	133	99	102	114	86	102	114	86	81.6	85	86.9
All Grades	378	372	344	308	315	306	307	314	306	81.5	84.1	89

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2344.7	2338.0	2324.0	2	4	2.04	11	6	7.14	20	24	17.35	67	66	73.47
Grade 4	2352.5	2362.6	2379.2	2	3	4.92	2	4	11.48	9	20	13.11	85	73	70.49
Grade 5	2371.1	2402.1	2402.5	1	4	4.65	7	17	8.14	10	17	23.26	82	63	63.95
All Grades	N/A	N/A	N/A	2	4	3.92	6	10	9.15	12	20	17.32	79	67	69.61

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	6	1.02	27	30	26.53	68	64	72.45
Grade 4	3	5	5.74	22	27	36.07	76	67	58.20
Grade 5	2	8	5.81	18	29	30.23	80	63	63.95
All Grades	3	7	4.25	22	29	31.37	75	65	64.38

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	4	3.06	33	21	26.53	66	75	70.41
Grade 4	1	1	2.46	20	24	31.97	79	75	65.57
Grade 5	1	4	4.65	17	30	27.91	82	67	67.44
All Grades	1	3	3.27	22	25	29.08	77	72	67.65

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	4	4.08	56	49	51.02	41	47	44.90
Grade 4	3	2	3.28	45	59	52.46	52	39	44.26
Grade 5	1	6	3.49	37	45	55.81	62	49	40.70
All Grades	2	4	3.59	46	50	52.94	52	45	43.46

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	4	3.06	36	38	27.55	56	58	69.39
Grade 4	2	4	11.48	28	29	37.70	70	66	50.82
Grade 5	6	13	9.30	29	41	30.23	65	46	60.47
All Grades	5	7	8.17	31	36	32.35	64	56	59.48

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	124	108	102	122	108	102	121	108	97.1	98.4	100
Grade 4	148	115	137	138	108	135	138	108	135	93.2	93	98.5
Grade 5	125	133	99	121	124	98	121	124	98	96.8	92.5	99
All Grades	378	372	344	361	354	341	361	353	341	95.5	94.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2359.3	2364.3	2347.7	3	2	2.78	13	12	9.26	16	30	18.52	69	56	69.44
Grade 4	2360.0	2375.7	2391.9	1	2	4.44	2	5	8.15	20	20	27.41	78	73	60.00
Grade 5	2365.5	2394.6	2398.5	0	2	1.02	2	4	6.12	7	18	17.35	91	76	75.51
All Grades	N/A	N/A	N/A	1	2	2.93	5	7	7.92	14	23	21.70	80	68	67.45

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	6	8	6.48	26	30	19.44	68	62	74.07	
Grade 4	1	3	9.63	11	11	20.74	88	86	69.63	
Grade 5	0	5	5.10	7	15	11.22	93	80	83.67	
All Grades	2	5	7.33	14	19	17.60	84	76	75.07	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	2	4.63	25	38	27.78	69	60	67.59
Grade 4	1	5	7.41	20	19	25.93	78	76	66.67
Grade 5	1	2	2.04	9	13	23.47	90	85	74.49
All Grades	3	3	4.99	18	24	25.81	80	73	69.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	4	5	4.63	43	47	36.11	53	48	59.26
Grade 4	1	3	5.93	22	30	27.41	78	68	66.67
Grade 5	1	3	1.02	17	27	35.71	82	69	63.27
All Grades	2	4	4.11	26	35	32.55	72	61	63.34

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							13	11	38	13	39	25	75	50	38
1				10	4	8	27	29	25	27	42	32	36	25	35
2	1		1	18	6	2	32	28	31	20	44	44	29	22	22
3			1	27	13	8	34	36	34	19	31	32	20	20	25
4		1	1	15	17	14	43	29	43	13	19	16	28	33	25
5	1		5	18	19	17	34	33	38	17	9	14	30	40	26
Total	0	0	1	17	11	9	34	30	33	19	29	29	30	29	28

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0.0			0.0			8	8		21	18		71	74	
1	0.0			11	5		24	29		24	41		42	25	
2	1			18	5		30	25		19	41		33	29	
3	0.0			21	11		27	30		15	27		37	33	
4	0.0	1		12	13		35	23		11	15		42	47	
5	1			14	16		25	28		14	8		47	48	
Total	0	0		12	8		24	22		17	23		47	47	

Appendix C - School Site Council Membership (McKinna Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Wendy Garner	Principal
Angelina Lara	Classroom/Teacher
Maya Monserrate	Classroom/Teacher
Martha Romero	Classroom/Teacher
Elena Salgado	Other School Staff
Sabrina Madrid	Parent or Community Member
Erica Beltran	Parent or Community Member
Azriel Leon	Parent or Community Member
Ana Gutierrez	Parent or Community Member
Susana Lopez	Parent or Community Member
Maria Salas	Parent or Community Member
Mariana Hernandez	Classroom/Teacher

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10/10/17.

Attested:

Wendy Garner

Typed Name of School Principal

Signature of School Principal

Date

Elena Salgado

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



McKinna School

1611 South J St Oxnard, CA 93033 (805) 385-1563 Fax (805) 487-2231



PROMESA DEL HOGAR A LA ESCUELA

La Escuela McKinna se imagina el más alto grado de éxito para cada individuo. Para lograr esta visión, los padres, los estudiantes y los maestros deben trabajar juntos como un equipo. Cuando usted firme esta promesa, se está comprometiendo a ser un miembro vital de este equipo.

PROMESA DEL PADRE O LA MADRE:

Yo comprendo que mi participación en la educación de mi niño(a) le ayudará en sus logros y en su comportamiento. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me aseguraré de que mi niño(a) duerma lo suficiente, y de que tenga una dieta saludable.
- Me aseguraré de que mi niño(a) llegue con puntualidad a la escuela.
- Me aseguraré de que mi niño(a) complete sus tareas, revisándolas diariamente.
- Me aseguraré de que mi niño(a) lea por lo menos 20 minutos al día.
- Proveeré a mi niño(a) con un tiempo y lugar callado para que haga sus tareas.
- Supervisaré el período de tiempo y la selección de los juegos de vídeo y de los programas de televisión.
- Revisaré toda la comunicación que la escuela mande al hogar y responderé rápidamente.
- Atenderé a la Casa Abierta (Open House), a las Conferencias para los Padres y Maestros, y por lo menos a una Noche de Educación Familiar.
- Apoyaré los reglamentos escolares y del distrito acerca de las tareas, la disciplina, la asistencia y el código del vestido.
- Serviré como voluntario(a) en las actividades escolares.
- Aseguraré que mi hijo(a) participe en intervenciones académicas y apoyaré los programas si mi niño(a) está en un nivel de grado bajo en lectura, escritura, y/o en matemática.

Firma del Padre o la Madre: _____ Fecha _____

PROMESA DE EL/LA ESTUDIANTE:

Yo entiendo que mi educación es importante para mí. Mis estudios en la Escuela McKinna me ayudarán a desarrollar habilidades que necesito para ser una persona feliz y productiva. Comprendo que mis padres y maestros quieren ayudarme a ser lo mejor posible en la escuela. Yo sé que yo soy la persona responsable por mi propio éxito, y que debo trabajar duro para lograrlo. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Llegaré a la escuela a tiempo y preparado(a) para trabajar.
- Les devolveré a mis padres el trabajo corregido.
- Seré responsable por mi propio comportamiento obedeciendo los reglamentos del salón de clases y de la escuela.
- Completaré y entregaré a tiempo mis tareas.
- Leeré por lo menos 20 minutos al día.
- Escucharé con atención, participaré activamente y pediré ayuda cuando la necesite.
- Me respetaré a mí mismo(a), respetaré a las demás personas y a la comunidad en la que vivo.
- Utilizaré las oportunidades disponibles en la escuela para mejorar mis habilidades escolares.

Firma de el/la Estudiante: _____ Fecha _____

PROMESA DE EL/LA MAESTRO(A):

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y el enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Asignaré las tareas regulares solamente después que se hayan enseñado los conceptos necesarios.
- Me esforzaré por satisfacer las necesidades individuales de su niño(a).
- Me comunicaré con ustedes acerca de los adelantos académicos y el comportamiento de su niño(a).
- Reforzaré la responsabilidad y el comportamiento social positivo.
- Ayudaré a proveer un ambiente de aprendizaje seguro, positivo y saludable.
- Aconsejaré y colaboraré con el personal escolar para proveer los programas instructivos de más beneficio para su niño(a).

Firma de el/la Maestro(a): _____ Fecha _____

Póliza de Participación Escolar de Padres

Escuela McKinna 2014-2015

Propósito

La participación de padres y miembros de la comunidad es un componente opcional para ayudar a nuestros estudiantes. Cada esfuerzo por invitar y considerar las opiniones de los padres y comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollaron la siguiente póliza entre padres/comunidad/escuela.

La participación escolar significa la participación regular de padres, comunicación de ambos lados y la comunicación de estudiantes y su aprendizaje y otras actividades escolares, incluyendo y asegurando-

- ✓ Que los padres tengan un papel integro en asistir en el aprendizaje de sus hijos a través de la comunicación con el maestro/a de su hijo en una variedad de maneras incluyendo: juntas, volantes a casa, reportes semanales, y agendas (grados 2-6)
- ✓ Que los padres sean motivados a participar de manera activa en la educación de sus hijos en la escuela a través de varias actividades incluyendo la Noche de Regreso a Clases, Conferencias de Padres, Charlas con Café, participando en paseos y otros eventos, y siendo voluntarios en el salón
- ✓ Los padres son equipo en la educación de sus hijos, y son incluidos, cuando sea apropiado en el proceso de decisiones y en un comité asesor para asistir en la educación de sus hijos a través de comités escolares y grupos como el comité consejero (SSC), Asociación de Padres y Maestros (PTA), Comité Asesor para Padres de Estudiantes aprendices de Ingles al nivel del Distrito (DELAC), Comité para Padres de Estudiantes Aprendices de Ingles (ELAC) y el comité de seguridad de la escuela McKinna.

Información de pólizas escolares y oportunidades de participación son comunicadas a través de contacto directo con padres de las siguientes maneras:

- ✓ La Póliza de Participación de Padres y el Compacto entre Padres y Escuela son dados a los padres y estudiantes en el reglamento de la escuela McKinna, que es distribuido anualmente al principio del año escolar. Los maestros repasan el reglamento y pólizas con los estudiantes a principios del año. Se les pide a los padres que repasen y hablen sobre las pólizas con los estudiantes y firmen y regresen la forma de entendimiento.
- ✓ La escuela McKinna notifica a los padres sobre la Póliza de Participación de Padres en un formato uniforme y entendible, y predecible y distribuye en un lenguaje que los padres puedan entender.

- ✓ Volantes mensuales son distribuidos a cada familia notificando a los pares de las juntas y eventos.

Si es pedido por los padres, oportunidades para juntas regulares y formular sugerencias y participar, como sea apropiado en las decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia lo más pronto posible. Padres y miembros de la comunidad serán dados respuestas a cualquier preocupación y sugerencias por el sitio web, volantes escolares, o juntas.

El Compacto entre Escuela/Padres/Estudiantes es parte de la Póliza de Participación de Padres. Maestros, padres, y administradores han desarrollado este compacto. Describe las responsabilidades de la escuela y padres para mejorar el rendimiento de estudiantes y como lograrlo.

Creando Capacidad para participación de Padres y comunidad está en la Póliza de Participación de Padres a nivel del Distrito. Las actividades específicas incluyen:

- ✓ Notificar a los padres sobre elecciones para los comités y organizaciones a través de volantes a casa y mensajes vía teléfono
- ✓ Proveer oportunidades apropiadas para educación de padres por varias agencias y programas incluyendo el Proyecto de Padres, Triple P, y Mis Padres y Yo. Todas las clases son disponibles en inglés y español según la necesidad.
- ✓ Tener Noches de Matemáticas y Lectura para dar información a los padres sobre los estándares de cada nivel, currículo, y maneras de ayudar a su hijo en casa.
- ✓ Incrementar participación de padres a través de las siguientes actividades:
 - a) Usar la estación de radio local para informar a los padres sobre juntas
 - b) Recordar a los maestros de hablar sobre las juntas con los estudiantes el día de las juntas
 - c) Pedir que los padres se comprometan a asistir a una junta por año. Llenen un formulario con las fechas de las juntas para que indiquen cuando puedan asistir.
 - d) La directora hará un anuncio por las bocinas el día de las juntas a las 2:15.
 - e) El personal usara disfraces (si son disponibles) en días de juntas para traer atención a la junta.

School Parental Involvement Policy **McKinna School**

Statement of Purpose

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- ✓ That parents play an integral role in assisting their child's learning through communication with their child's teacher in a variety of ways including meetings, letters home, weekly reports, and agendas (grades 2-6).
- ✓ That parents are encouraged to be actively involved in their child's education at school through various activities including Back to School Night, Parent Conferences, Coffee Chats, participating in field trips and other events, and volunteering in the classroom.
- ✓ That parents are full partners in their child education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child through school committees and groups such as the School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), District English Learners Advisory Committee (DELAC), and the McKinna School Safety Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner.

- ✓ The school Parent/Community Involvement Policy and School-Parent Compact are given to parents and students in the McKinna Handbook, which is distributed annually at the beginning of the school year. Teachers review the McKinna Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the McKinna Handbook with their students and sign and return an acknowledgement form. (Sample in handouts)
- ✓ McKinna School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ McKinna School will make the School Parental Involvement Policy available to the local community by posting it on our website.
- ✓ McKinna School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school
- ✓ McKinna School has adopted the school's school- parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

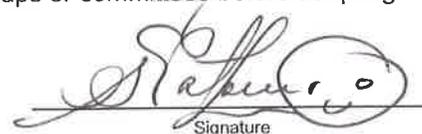
- ✓ Notifying parents of elections for various committees and organizations through notes home and Connect Ed
- ✓ Provide appropriate opportunities for parent education through various agencies and programs including the Parent Project, Triple P Parenting, and Mis Padres y YO. All classes are available in English and Spanish depending on need.
- ✓ Holding Family Math and Literacy Nights to provide parents with their information on grade level standards, curriculum, and ways to help their children at home
- ✓ Increasing parent participation through the following activities:
 - a) Use the local radio station to inform parents of meetings
 - b) Remind teachers to tell students about meetings on the day of the meeting
 - c) Ask parents to commit to attending one meeting per year. Have them fill out a form with the dates of the meetings so they can indicate when they will attend.
 - d) The principal will make an announcement over the PA system on the day of the meeting around 2:15 on the day of the meeting
 - e) Staff will use costumes (if available) on meeting days to draw attention to the meetings.

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee



Signature

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

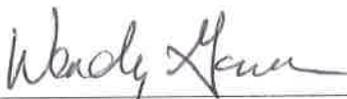
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 10/10/17.

Attested:

Wendy Garner

Typed Name of School Principal



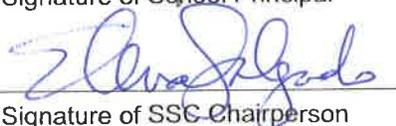
Signature of School Principal

10-10-17

Date

Elena Salgado

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-10-17

Date

Appendix C - School Site Council Membership (McKinna Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
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Maya Monserrate	Classroom/Teacher
Martha Romero	Classroom/Teacher
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Sabrina Madrid	Parent or Community Member
Erica Beltran	Parent or Community Member
Azriel Leon	Parent or Community Member
Ana Gutierrez	Parent or Community Member
Susana Lopez	Parent or Community Member
Maria Salas	Parent or Community Member
Mariana Hernandez	Classroom/Teacher

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

Single Plan for Student Achievement (SPSA) Template

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

School Name Ramona Elementary School

CDS Code 56725386055362

Revision Date October 11, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Dr. Andres Duran Principal

Email and Phone aduran@oxnardsd.org
805.385.1569

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

Ramona Vision - Empowering Ramona Elementary students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning.

Ramona Mission - To provide a safe and nurturing environment where students reach their academic potential and become responsible global citizens.

Ramona School is committed to the following:

- Guide students to become global citizens using technology and collaboration and to develop as critical, independent thinkers and leaders.
- Provide a supportive environment that addresses the needs of all students, including nutrition, physical, social-emotional, safety, intellectual growth and development.
- Provide opportunities for family and community partnerships through participation in school committees and events.
- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other.
- To inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas.
- Use formative assessment data throughout the year, communicate and collaborate as a member of a team, be open to new ideas, and reflect on our practices to continue our growth as professionals.
- Ensure all students are able to access the Common Core Standards curriculum by building foundational skills that lead to college and career readiness.

- Creating an environmentally responsible campus.
- Attend professional development that enhances our understanding of research-based common core practices and builds capacity.
- Participate in reciprocal collaboration to reflect, enhance, and advance instructional practices (PLCs).
- Attend training which supports Project-Based Learning and focuses on developing STEAM-based learning.

SCHOOL PROFILE

With our Mission, Vision, and Commitments in mind, we at Ramona Elementary School work consistently and diligently to improve upon our successful gains in student achievement. Hard work and dedication to our goals has shown an increase in student achievement, especially in the area of Language Arts and with our English Language Learners.

We continue to examine the areas of teaching and learning, interventions, English Language Development, incoming Kindergarten transitions, the 5th-grade transition to middle school, professional development, parent involvement, and the after-school program. We critically examine and determine what actions empower our students to achieve and which areas need further development to enable more students to achieve greater success.

Ramona School is proficient in using data to guide our teaching and learning. Staff meets regularly for grade level meetings to collaborate and analyze Language Arts, Mathematics, and English Language Development (ELD) assessment results. Teachers use grade level data to plan lessons, identify instructional strategies, target students intervention and adjust as needed.

Acquiring academic English language continues to be an important goal for Ramona School students, especially for our English Language Learners (ELLs). To help build this strong academic base, we begin math instruction in English in Kindergarten with Spanish support. We continue to build upon this fundamental instruction through fifth grade. Students transition from the Spanish Maravillas reading series to instruction in English for language arts from first through third grade. The entire Ramona School Staff models English across the school setting to provide practical use and practice opportunities for ELLs. Ramona staff uses collaboration meetings and Professional Learning Communities (PLCs) to review and plan ELD lessons. ELD teams monitoring ensures proper student placement.

Ramona Staff consists of 26 qualified teachers. Teachers include one Teacher on Special Assignment (TOSA), an Educational Support Teacher (EST), and a Resource Specialist. Ramona School has focused on professional development. The Sheltered Instruction Observation Protocol (SIOP) model facilitates the implementation of the Common Core State Standards (CCSS). The staff participates in high quality, district-approved training in reading/language arts, mathematics, and ELD through staff development. The TOSA continues to support K-5 teachers and students in the core content areas.

Support in teaching and learning contribute to our growth in student achievement. Ramona School provides interventions for all students. The Multi-tiered System of Support (MTSS) meets academic student needs. Small intervention groups increase differentiation with support from teachers, Intervention Support Providers (ISP), and TOSA. Ramona School conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings to assess the needs of at-risk students. The Outreach Consultant (ORC) and Counselor work with our community to support basic, social and emotional needs of our students and their families. A teacher liaison works with the after-school program coordinator to create a more effective program. In addition, Ramona School is provided with a part-time Psychologist and a part-time Speech Language Pathologist.

Parent involvement is key for continued academic student success. Staff regularly communicate with parents in person, by phone, and in writing. Ramona School invites parents and families to gatherings, monthly principal meetings, coffee with the principal, parent nights, and individual parent meetings/programs. Teachers communicate student progress with standards-based progress reports and assessment data. Ramona staff also presents parent education nights to help parents support their students in an academic setting. Our ORC provides parenting classes, which are offered in both English and Spanish to further encourage participation and support positive interaction with their children. We will continue to offer the Latino Family Literacy Project designed to teach parents how to support their children in the area of reading,

especially as it pertains to learning to read. Parent Information Nights are held throughout the year to assist in the transition of incoming transitional kindergarten and Kindergarten students and fifth graders into their new schools.

Through constant reevaluation of the mission, vision and commitment statements and a critical analysis of our best practices, Ramona School is dedicated to providing the best start in a journey of lifelong learning for all of our students, families, and community.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Ramona Elementary has been able to teach beginning English Learners to progress to intermediate levels. The curriculum supported English language acquisition. Building targeted instruction to move Intermediate English Learners to Early Advanced and Advanced levels is the next step. Ramona is proud of helping students with English development while honoring primary home language to create multilingual global citizens.

Ramona kept consistent CASSP test results in language arts and math despite increasing numbers of students needing English skills. We will build competence by targeting Intermediate English Learners with reading and writing focused instruction (during and after school). Direct targeted instruction, quick-writes and high rigor and relevant hands-on activities expose students to creative problem-solving tasks.

Ramona celebrated success with 15 students meeting the one million word challenge. The MyOn app and student progress in Accelerated Reader (AR) has led to this success. By inspiring students to read in class and after school, Ramona ensures literacy for all students.

Ramona has carried out CHAMPS on the school site. Students, teachers, supervisors and office staff use CHAMPS terminology, materials, and procedures. This created behavior expectations for students and a clear path to success in the classroom, playground, bathrooms, cafeteria, and office.

For the upcoming year, Ramona school will be focusing on the developing of English Language Arts and Mathematics. An Intervention Service Provider Teacher will be providing additional support to the teacher by focusing on students with the greatest needs and at the same time lowering class sizes. In addition, after-school support will be offered to those students with the greatest needs.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

According to our CAASPP and STAR 360 Reading and Math, our area of greatest needs are in English/Language Arts and Math.

ELA:

Overall 15.75 percent of students Met or Exceeded standards on the ELA CAASPP

The 2016-17 baseline scores are:

20.72 percent of 4th graders Met or Exceeded on the ELA CAASPP

14.3 percent of 5th graders Met or Exceeded on the ELA CAASPP Claims of Reading and Research and Inquiry

Math:

Overall 11.4 Percent of students Met or Exceeded standards on the ELA CAASPP

The 2016-17 baseline scores are:

20.7 percent of 4th graders Met or Exceeded on the Math CAASPP

7.14 percent of 5th graders Met or Exceeded on the Math CAASPP

According to our DATA on CELDT our area of greatest need is:

55.8% of our English Language Learners met AMAO1

12.1% of our English Language Learners met AMAO2 that have been in the US less than 5 years.

37.2 % of our English Language Learners met AMAO2 that have been in the US more than 5 years.

English Learners' adequate yearly progress, specifically in writing.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Ramona Elementary plans on addressing the areas of greatest need through the following efforts:

- Offer additional professional development in order to build capacity in ELD, Math, and English Language Arts, with the use of Tech and Math Mentors.
- Teachers will use grade-level collaboration and Professional Learning Communities to:
- plan and examine student work samples to ensure students are mastering grade level standards
- evaluate and analyze formative assessment data on student achievement
- share best practices in instructional strategies
- Math Mentor will support and assist classroom teachers with planning and implementing math curriculum as well as actively integrating technological tools and mathematical software to support students and teachers.
- Grade levels will differentiate instruction according to student English proficiency levels during integrated and designated ELD. Classroom instruction will include SIOP strategies and written Language and Content Objectives.
- Site TOSA, EL TOSA, and Tech and Math Mentors will collaborate in order to address the needs of teachers and students.
- Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process, The school will hold Student Success Teams (SST) and Coordinated Services Team (COST) meetings to collaborate on supporting the needs of at-risk students.
- ISPs will facilitate the reduction of class size and provide interventions for at-risk students and special populations.
- Teachers will attend the ELD professional development provided by the district.
- District and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices.
- ELD unit tests will be given to students each trimester to inform our instruction and monitor student progress in reading, writing, and ELD.
- A celebration will be held with the community for students who reach reclassification criteria each year.
- STAR 360 tests will be given every six weeks and will be used to progress monitor students at risk.
- Promote literacy and the love of learning by engaging students in a reading competition through Accelerated Reading (AR) program

and MyOn with an individual, grade level, and school-wide recognition.

- Utilize and monitor the implementation of LEXIA Core5 Reading Foundational skills specifically written to support CCSS and targeting intervention and acceleration in an individualized learning program.
- Instructional support will be provided by Site TOSA, EL TOSA, grade level teams and school administration.
- Grade level teams will backward plan for instruction and focus on specific skills during instruction.
- Teachers will use engagement strategies and Depth of Knowledge during delivery of instruction.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to the CA School Dashboard, the student groups that are two or more performance levels below the “all student” performance are:

English Learners – Progress declined and remained at very low status, 54.1 percent
 ELA increased by nine points but remained at very low status
 Math maintained and remained at low status

Socio-Economically Disadvantaged:
 ELA increased by 10 points and remained at very low status
 Math maintained at low status

Special Education:
 ELA increased by 9 points, remained at very low status
 Math maintained at low status

Suspension Rate declined by 0.3 percent to very high status

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Our next steps will be:

- Provide professional development for teachers to understand the CAASPP, Claims, Targets, and CCSS.
- Professional Development tied to the new curricula in ELD, Math and Language Arts with the support of Technology and Math Mentors.
- Provide professional development and grade level time to plan instruction by using the STAR 360 for math and ELA along with LEXIA Core5 and IXL and other local assessment data.
- Continue to meet in PLC groups to analyze data, plan instruction, and identify best practices to address student's needs.
- The site TOSA and Principal will assist teachers with the process of collecting and analyzing data.
- ISPs will facilitate the reduction of class size and provide interventions for at-risk students and special populations.
- Ensure all teachers attend the ELD, ELA and Math professional development provided by the district.
- District and site administration will conduct regular classroom observations to ensure the implementation of the core curriculum and best instructional practices.
- ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, speaking, and listening.

- Assessment data will be reviewed and analyzed to determine which ELD standards are in need of remediation and which are being achieved.
- ELD performance standards and student achievement will be addressed during staff meetings, PLC meetings, and student monitoring conferences.
- Monitor all student reading and math progress throughout the year via STAR 360 assessments.
- With the support of school counselor, school psychologist, and district behavior specialist, we will continue to create behavior support plans for students who require social-emotional support.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Title I funds will be dedicated to supporting our English Learners, Foster Youth, Special Education and Social-Economically Disadvantaged students through our Multi-Tiered System of Supports (MTSS). This includes interventions provided by ISPs who provide targeted intervention within the school day with small groups of students to increase academic performance by targeting areas in which they need support.

ISPs work directly with the site TOSA and teachers to analyze data, focusing on skills the students need and provide the most effective and best instructional practices.

Title I funds will also be used for teacher professional development and parent workshops, such as CABE.

After-school tutoring is offered with an emphasis on English Language Arts and Math. Title 1 funds are used for materials, supplies and computer software. This allows the students to access programs such as LEXIA CORE5 and IXL for math. These programs encourage students to practice needed skills and teachers can track student progress.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

A big challenge at the school is the availability of substitutes. Budget restrictions also play a role in our ability to hire extra ISP support. Some corrective measures would be:

- Provide a grade level planning day before the start of the school year and at least two throughout the year.
- Secure ISPs earlier in the year.
- Work with the Dech department to deploy the majority of iPads and technology apps earlier in the year including apps such Lexia Core 5 and IXL.
- Provide during and after school support earlier in the school year, rather than later.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I and ELAC meetings. ELAC and parent groups submitted their recommendations to School Site Council for actions to be included in the SPSA. SPSA was presented to School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC, and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The School Leadership Team revised and recommended the school SPSA to School Site Council for approval. The School Site Council continuously monitors SPSA goals and actions. The SPSA is also reviewed at the end of each trimester to monitor progress on goals and actions as well as improve services that are listed in the SPSA by both School Leadership Team and School Site Council. If there are any changes made in the SPSA, these changes are presented to the ELAC committee and at Title I meetings. The SPSA was made available to parents in both Spanish and English in the school office. In addition, all staff received an electronic copy of SPSA.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are encouraged to participate and support Ramona Elementary students by becoming involved in parent training workshops in various areas including, but not limited to:

Parent Project, Loving Solutions, social skills, and discipline
 Family Literacy Nights
 IPad Training
 Math Nights
 STREAM nights where student will present their projects

Parents are encouraged to participate in other school, district and community events, including, but not limited to:

VCBH Logrando Bienestar
 MICOP, Viviendo con Amor
 Class and field trip volunteers
 PTA events
 School Site Council
 ELAC monthly meetings
 Parent Nutrition Classes
 Parenting classes
 Coffee with the Principal/Title 1 meetings
 Awards Assemblies

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Parents and students received a welcome letter from the school administrator at the beginning of the year.

TK-K transition:

Ready, Set, Go workshops were held for parents of children entering TK and K. Parents were invited to visit classrooms the afternoon before school started.

Fifth Grade Transition:

ORC communicates and arranges for the middle school to visit the campus, assisting the student and parent in making the best choice for their education.

Promote middle school's new student orientation nights.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	61994	0.00
Title III	40001	0.00
LCFF - Targeted	51000	0.00
LCFF - Intervention	11200	0.00
Discretionary	174294	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$415,345.00

Goal 2 \$266,208.00

Goal 3 \$30,169.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA Data	Overall 15.75 percent of students Met or Exceeded standards on the ELA CAASPP The 2016-17 baseline scores are: 20.72 percent of 4th graders Met or Exceeded on the ELA CAASPP 14.3 percent of 5th graders Met or Exceeded on the ELA CAASPP	Increase student ELA CAASPP scores by at least 2 percent in each grade level.
CAASPP Math Data	Overall 11.4 Percent of students Met or Exceeded standards on the ELA CAASPP The 2016-17 baseline scores are: 20.7 percent of 4th graders Met or Exceeded on the Math CAASPP 7.14 percent of 5th graders Met or Exceeded on the	Increase student Math CAASPP scores by at least 2 percent in each grade level.

	Math CAASPP	
STAR 360 Reading	<p>STAR 360 Reading scales by grade level are:</p> <p>TK--432 Early Literacy K-- 593 Early Literacy 1st--73 STAR 360 2nd--138 STAR 360 3rd--218 STAR 360 4th--303 STAR 360 5th--398 STAR 360</p>	<p>Increase STAR 360 Reading scales to or above Suggested Growth Percentile, SGP</p>
STAR 360 Math	<p>STAR 360 Reading scales by grade level are:</p> <p>1st--257 STAR 360 2nd--379 STAR 360 3rd--479 STAR 360 4th--563 STAR 360 5th--586 STAR 360</p>	<p>Increase STAR 360 Reading scales to or above Suggested growth Percentile, SGP</p>
English Language Learners	<p>Twenty-three percent of our English Learners in third through fifth grade were Reclassified</p>	<p>Increase reclassification rate by at least 10% in grades third through fifth.</p>
<p>English Language Learners</p> <p>AMAO1, Adequate Yearly Progress</p> <p>AMAO2, Attain Proficiency</p> <ul style="list-style-type: none"> • Less than 5 years • More than 5 years 	<p>AMO DATA</p> <p>55.8% of our English Language Learners met AMAO1</p> <p>12.1% of our English Language Learners met AMAO2 that have been in the US less than 5 years.</p> <p>37.2 % of our English Language Learners met AMAO2 that have been in the US more than 5 years.</p>	<p>Increase student scores by at least 10% in each grade level.</p>
IXL Math	17-18 Base Line Data	Base Line Data will be created based on 17-18 school year.
Lexia CORE 5 Language Arts	17-18 Base Line Data	Base Line Data will be created based on 17-18 school year.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>1. Implementation of District adopted curriculum reading program as aligned with CCSS. Ensure the appropriate time for English Language Arts, Mathematics, English Language Development and Physical Education instruction at each grade level.</p> <p>Instructional Coach will support teachers in implementing District adopted curriculum and teaching of CCSS by analyzing data, best instructional practices and by providing professional development opportunities.</p> <p>Professional Development opportunities will also be provided from district, county and outside agencies.</p>	ELA Math ELD	2017-2018 School Year	Principal, TOSA, Teachers	District adopted curriculum McGraw-Hill Wonders and Maravillas and My Math Programs. Certificated salary: Site TOSA	District Funded Centralized Services	100810
<p>2. The STAR 360 Reading, Math, and Early Literacy assessments will be administered at least three times per year. The STAR 360 Spanish Literacy will also be given to those students in the Kindergarten to second-grade Transitional Bilingual Education (TBE) Program.</p> <p>The CAASPP English Language Arts and Math test will be given to grades third through fifth.</p>	ELA Math ELD	2017-2018 School Year	Principal, TOSA, Teachers	Materials and Supplies (Headphones/iPad Stands/privacy dividers) Certificated extra pay (support during CAASPP testing)	Title I Title I	2500 1264
<p>3. Teachers will use grade-level collaboration and Professional Learning Communities (PLCs) to plan and examine student work samples to ensure students are mastering grade level standards.</p>	ELA Math ELD	2017-2018 School Year	Principal, TOSA, Teachers	Assessments	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Spanish Lang Arts					
4. Teacher collaboration and observation will occur in order to best address the needs of all students and share best practices to evaluate and analyze formative assessment data on student achievement through PLCs to inform instructional practices.	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Principal, TOSA, Teachers	Certificated Substitutes	LCFF - Targeted	3000
5. Math mentor will support and assist classroom teachers with planning and implementing math curriculum as well as to actively integrate technological tools and mathematical software to support students and teachers. IXL program- a personalized diagnostic program which provides individualized support and encourages growth and exploration to continue developing student abilities at their own pace.	Math	2017-2018 School Year	Principal, TOSA, Site Tech and Teachers	Classified salary: Site Tech IXL Program (added 1st grade class) Certificated salary: Math Mentor	Centralized Services Title I District Funded	61434 196
6. Implementation of Transitional Kindergarten through 3rd-grade TBE classes following the district's EL Master Plan.	Spanish Lang Arts	2017-2018 School Year	Principal, TOSA, EL TOSA, Teachers	No additional cost		
7. Implementation of District Master Plan for English Language Learners. Grade levels to differentiate instruction according to student English proficiency level during integrated and designated ELD. Classroom instruction to include SIOP strategies and written content and language objectives.	ELA ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Principal, TOSA, EST, EL TOSA, Teachers	EL TOSA Medals Refreshments	District Funded District Funded Title I	200

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>Teachers will work with the EL TOSA to support classroom instruction.</p> <p>Reclassification Assembly will be held to recognize individual student's language achievements</p>						
<p>8. In grade level and at staff development opportunities, teachers will focus on creating and implementing CCSS units to address grade level STREAM strands.</p> <p>Students will be able to showcase their projects to peers, parents and community members during STREAM nights.</p> <p>Provide opportunities for teachers to attend STREAM Professional Learning Development through the District, VCOE and others such the Stemposium through CSUCI University.</p>	<p>ELA</p> <p>Math</p> <p>Strand Focus</p>	<p>2017-2018 School Year</p>	<p>Principal, TOSA, Teachers</p>	<p>Professional development</p>	<p>Title I</p>	<p>3000</p>
<p>9. Students will have access to a "Makerspace," where students will have the opportunity to explore, make, learn, share and collaborate as it pertains to the school STREAM strands.</p>	<p>ELA</p> <p>Math</p> <p>Strand Focus</p>	<p>2017-2018 School Year</p>	<p>Principal, TOSA, Teachers, Site Tech, Tech Mentor</p>	<p>Materials and Supplies (Makerspace)</p>	<p>LCFF - Targeted</p>	<p>500</p>
<p>10. Site TOSA, EL TOSA, and Tech and Math Mentors will collaborate in order to address the needs of teachers and students.</p>	<p>ELA</p> <p>Math</p> <p>ELD</p> <p>Spanish Lang Arts</p> <p>Strand Focus</p>	<p>2017-2018 School Year</p>	<p>Principal, Site TOSA, EL TOSA, Tech and Math Mentors</p>	<p>Site TOSA (see goal 1, action 1)</p> <p>EL TOSA (see goal 1, action 7)</p> <p>Math Mentor (see goal 1, action5)</p> <p>Certificated salary: Tech Mentor</p>	<p>District Funded</p>	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
11. Students will take field trips related to the focus STREAM strands (i.e. Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities)	ELA Math Strand Focus	2017-2018 School Year	Principal, TOSA, Teachers	Admission fees Transportation	LCFF - Targeted	7000
12. Provide GATE enrichment for students in third through fifth grade. Provide opportunities for teachers to develop professional capacity by attending CAG conference and other Professional Learning Development on student engagement and integration of differentiated instruction.	ELA Math Strand Focus	2017-2018 School Year	Principal, TOSA, Teachers	Enrichment Materials and supplies Professional development	LCFF - Targeted Title I LCFF - Targeted	1500 200 530
13. Promote literacy and the love of learning by engaging students in a reading competition through Accelerated Reading (AR) and MyOn programs with individual, grade level, and school-wide recognition,	ELA Spanish Lang Arts	2017-2018 School Year	Principal, TOSA, ORC, Counselor, Teachers	Academic Incentives AR contract MyOn contract	LCFF - Targeted District Funded District Funded	1500
14. Library Media Technician to support students literacy by creating a supportive environment which supports learning.	ELA Spanish Lang Arts	2017-2018 School Year	Principal, TOSA, Library Media Technician, Teachers	Classified salary: Library Tech Books, materials and supplies Classified extra pay	Centralized Services Title I Discretionary	29429 1346.44 1350
15. Site Media Tech and District IT department will maintain equipment and software to support student learning through technology	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Teachers, Site Media Tech, District IT department	Site Tech (see goal 1, action 5) Equipment maintenance and replacement	Discretionary	10000
16. Tech Mentor will support and assist classroom teachers with the implementation of technology	ELA Math	2017-2018	Principal, TOSA, Site Tech, Tech Mentor, Teachers	Tech Mentor (see goal 1, action 10)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
as a learning tool. Tech Mentor will develop activities that support technology integration into various curriculum areas and provide training to teachers in the use of current technology to meet district curriculum goals.	ELD Strand Focus Spanish Lang Arts					
17. Site Tech Mentor along with Site Tech Technician will implement Mouse Squad or another technology club as an enrichment program.	ELA Math Strand Focus Student Behavior Support	2017-2018	Principal, Site Tech Mentor, Site Tech	Site Tech (see goal 1, action 5)		
18. Subscription to support the implementation of iPad supported programs and to assist students with mastery of CCSS. LEXIA Core5 Reading- Foundational reading skills specifically written to support CCSS which targets intervention and acceleration in an individualized learning program. Starfall-Teaches foundational Math and Reading skills to support early literacy in Transitional Kindergarten through 1st grade. TODO Math-Teaches early Math skills by keeping the student engaged and allowing progress at the student's own pace. RAZ-Kids- Personalized reading instruction and practice to support targeted ELL students	ELA ELD Spanish Lang Arts Math	2017-2018	Principal, TOSA, Site Tech, Tech Mentor, Teachers	Apps and Subscriptions (LEXIA Reading CORE5, Starfall, Keyboarding without Tears, TODO, RAZ-Kids)	LCFF - Targeted	13395

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Funding Source	Amount			
Keyboarding Without Tears- Provide access to students to practice keyboarding in preparation for the rigorous CCSS test.									
19. iPad deployment and collection will be conducted to support 1:1 device initiative.	Wrap-Around Services	2017-2018	Principal, TOSA, Teachers, Office Staff, Translators	Classified extra pay	Discretionary	2000			
20. Use of laminator, Duplo and copy machines to make necessary copies to support instruction, along with parent, teacher and school communication.	Wrap-Around Services	2017-2018	Principal, Office Staff	Site Copy Machines	Centralized Services	12701			
21. Intervention Service Provider (ISP) will provide necessary interventions for targeted services for students throughout the day in kindergarten to fifth grade.	ELA	2017-2018 School Year	Principal, TOSA ISPs, Teachers	Certificated Salary: ISP Teacher	Title I	28423.56			
	ELD			Certificated Salary: ISP Teacher	Title III	28423.56			
	Math								
	Strand Focus								
23. Students will have opportunities to access technology for intervention or enrichment through the WiFi30 Homework/Project Club which supports students who do not have access to WiFi outside the school.	ELA	2017-2018	Principal, TOSA, Teachers	Certificated extra pay	LCFF - Intervention	5000			
	ELD								
	Math								
	Spanish Lang Arts								
24. Provide site-based, district, county (VCOE) and other agency professional development in technology to promote student engagement and learning.	ELA	2017-2018	Principal, Tech Committee, Tech Mentor, Teachers	Tech Mentor (see goal 1, action 10)	LCFF - Targeted	4050			
	Math								
	ELA						Professional development (VCOE)	Title I	2000
	Strand Focus								
	Wrap-Around Services								

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
25. Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process, School will hold Student Success Teams (SST) and Coordinated Services Team (COST) meetings to collaborate on needs of at-risk students and support needed.	ELD	2017-2018	Principal, Teachers, ORC, Psychologist, RSP Teacher, Speech Pathologist, Counselor, ORC, Teachers	Teacher Substitutes	Title I	4000
	ELA			Teacher Substitutes	LCFF - Targeted	4000
	Math			Counselor (see goal 2, action 7)		
	Strand Focus			ORC (see goal 2, action 9)		
26. Use data to target specific educational needs of ELLs and foster youth students and provide appropriate support and interventions before and after school.	ELA	2017-2018	Principal, TOSA, Teachers	Certificated extra pay	LCFF - Intervention	5700
	Math			Materials and Supplies	LCFF - Intervention	500
	Spanish Lang					
	Arts					
28. Decrease the number of LTEL students by analyzing data and targeting students not meeting adequate progress and create a LAT ntervention.	ELD	2017-2018	Principal, TOSA, EL TOSA, Teachers	Certificated extra pay	Title III	622.44
29. Hold DataTeam Meetings with LAT for LTELs and provide services as needed. Provide opportunities for teachers to build capacity in the areas of instructing ELLs by attending professional development through the district, county and throughout the state.	ELD	2017-2018	Principal, TOSA, EL TOSA, Teachers	Professional development	Title I	1000
				Professional development (CABE Ventura)	LCFF - Targeted	225
30. The After School program will be offered to students in grades 1st through 5th and will provide enrichment for students through collaboration and hands-on academic activity opportunities.	Wrap-Around Services	2017-2018	Principal, Teachers, ASP Staff	After School Program	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
31. A Teacher Liaison will be designated for the ASP program to coordinate communication with ASP coordinator and support school needs by organizing curriculum, providing modeling, and professional development for after-school staff.	Strand Focus	2017-2018	Principal, Teacher ASP Liaison, Teachers	Teacher ASP Liaison	ASES	3251
32. Site admin will attend professional development to continue to build capacity.	ELA Math ELA Strand Focus	2017-2018	Principal	Administrative substitute (Teacher in Charge)	Discretionary	1650
33. Leadership Team will meet to discuss, plan and monitor school development and school improvement.	Wrap-Around Services	2017-2018	Principal, Leadership Team	Certificated extra pay	LCFF - Targeted	4000
34. Teacher Liaison will meet monthly with ASES administrator and other school staff as needed to coordinate regular school day with the after-school program to evaluate program needs, challenges, highlights, and upcoming events.	Wrap-Around Services	2017-2018	Principal, ASES Coordinator, Teacher Liaison, Support Staff	Certificated salary: ASP Teacher Liaison	ASES	
35. Equipment will be replaced, as necessary.	Wrap-Around Services	2017-2018	Principal, Office Manager	Non Capitalized equipment	Discretionary	8000
36. The Custodian and Clerical Staff will support school programs and events.	Wrap-Around Services	2017-2018	Principal, Office Manager	Classified extra pay	Discretionary	5000
37. Supplies will be purchased to support instruction.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018	Principal, Office Manager	Materials and Supplies	Discretionary	55644

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

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance Rates	Chronic absenteeism rate for the year 2016-2017 6.28 percent	Decrease chronic absenteeism rate below the 6.28 percent rate
Suspension rates	2016-2017-suspension rate 1.3 percent	Decrease or maintain suspension rates at the 2017-2018 Percent rate
California Healthy Kids Survey	Connectedness below the OSD for the year 2016-2017	Increase school Connectedness to or above OSD levels
California Healthy Kids Survey	High Expectations at or above OSD	Continue to increase High Expectations at or above OSD levels
California Healthy Kids Survey	Meaningful Participation at or above OSD	Continue to increase Meaningful Participation at or above OSD levels
Civil Schools Climate and Safety Survey.	Staff Interactions and Perceptions between students and staff Discrepancy 20.1 percent	Decrease by five percent the percent discrepancy between staff and students regarding "Staff interactions and Perceptions" as reported by the Civil Schools Climate and Safety Survey.

Civil Schools Climate and Safety Survey.

Student Safety discrepancy between students and staff 15.5 percent

Decrease by five percent the discrepancy between staff and students regarding "Student Safety" as reported by the Civil Schools Climate and Safety Survey.

Civil Schools Climate and Safety Survey.

Student-Student Interactions reported by Staff: 69.1 percent and students 71 percent

Increase the positive "student-Student Interactions to 80 percent as reported by the Civil Schools Climate and Safety Survey.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary.	Safety	2017-2018 School Year	School Comprehensive Safety Plan Committee/Leadership Team, Principal, Teachers, Staff	Materials and supplies (Walkies-Talkies/Batteries/Safety Supplies)	Discretionary	600
2. All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, or school evacuation.	Safety	2017-2018 School Year	Principal, Teachers, Staff	No additional cost		
3. Campus Supervisors will monitor students and support Positive Behavior Support before, during and after school.	Safety	2017-2018 School Year	Principal, Teachers, Campus Supervisors	Classified salaries: Campus Supervisors	Discretionary	88700
4. Student attendance will be monitored and incentives for good attendance will be provided to individual students and classes. Provide support for parents, staff, and students with the development of self-efficacy in order develop resiliency which will result in attendance.	Attendance Wrap-Around Services	2017-2018 School Year	Principal, Teachers, Attendance Tech, ORC	Attendance Incentives	LCFF - Targeted	1500
5. Staff will fully implement CHAMPS PBIS program at all grade levels.	Safety Student Behavior Support	2017-2018 School Year	All Staff	Professional development (Certificated and Classified staff)	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>Positive student behavior will be incentivized.</p> <p>Provide opportunities for staff to develop capacity in the area of Trauma-Informed Care and the development of self-efficacy, grit, mindfulness, and resiliency, which will benefit student's well-being.</p>				<p>Materials and Supplies (Posters, Books and Supplies)</p> <p>Student incentives</p>	<p>LCFF - Targeted</p> <p>LCFF - Targeted</p>	<p>500</p> <p>1500</p>
<p>6. Restorative Justice (RJ) will be implemented to teach students how to get their needs met using positive social-emotional skills. Ramona Elementary is part of Cohort C for professional development.</p>	<p>Safety</p> <p>Student Behavior Support</p>	<p>2017-2018 School Year</p>	<p>All Staff</p>	<p>Professional development</p>	<p>District Funded</p>	
<p>7. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.</p>	<p>Safety</p> <p>Student Behavior Support</p>	<p>2017-2018 School Year</p>	<p>Principal, Counselor</p>	<p>Certificated salary: Counselor</p>	<p>District Funded</p>	<p>116953</p>
<p>8. Positive Behavior Intervention Support to maintain a school climate and culture whereby students are supported toward engaged learning and meaningful participation within a safe and respectful environment.</p> <p>Create PBIS Site Committee, distribute site student, staff, and parent survey, review survey and create and review action plan with PBIS committee and staff.</p> <p>Student discipline data will be monitored through the PBIS committee at intervals throughout</p>	<p>Safety</p> <p>Student Behavior Support</p>	<p>2017-2018 School Year</p>	<p>Principal, PBIS Committee, Staff</p>	<p>Professional development (district and county)</p>	<p>District Funded</p>	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
the year to determine students/families who will receive a referral to outside agencies.						
9. Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional and academic needs.	Safety Student Behavior Support	2017-2018 School Year	Principal, PBIS Committee, ORC, Counselor, Staff	Classified salary: Outreach Consultant Counselor (see goal 2, action 7)	Centralized Services	48655
10. Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)	Safety Student Behavior Support	2017-2018 School Year	Principal, Counselor, ORC	Student incentives Assemblies	LCFF - Targeted LCFF - Targeted	300 1000
11. School wide classroom lessons on bullying and bullying prevention will be implemented.	Student Behavior Support	2017-2018 School Year	Principal, Counselor	Counselor (see goal 2, action 7)		
12. Regular social skills and discipline assemblies will be held throughout the year.	Student Behavior Support Safety	2017-2018 School Year	Principal, Counselor, ORC, Staff	Student incentives Material and supplies	LCFF - Targeted LCFF - Targeted	3000 1000
13. Counselor to organize and lead student support groups such as Student Leadership Team, and other groups which support social-emotional and academic needs. Students will participate in field trips.	Student Behavior Support	2017-2018 School Year	Principal, Counselor, Teachers	Admission fees Transportation Materials and supplies	LCFF - Targeted LCFF - Targeted	1000 500
14. Provide students access to outside services, such as dental care through Big Smiles Mobil Dental on campus.	Wrap-Around Services	2017-2018 School Year	Principal, ORC	MOU	Donation	
15. Provide opportunity to students to join extra curricular activities, such as basketball and track.	Wrap-Around Services	2017-2018 School Year	Principal, Staff, Counselor	League registrations and materials	LCFF - Targeted	1000
16. Student, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data	Wrap-Around Services	2017-2018 School Year	Principal, Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
collection related to social-emotional health.						

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Parent attendance for different events	No data available	Develop base line data from 17-18 school year
Parent attendance for Parent Conferences	No data available	Develop base line data from 17-18 school year
Parent attendance for ELAC	No data available	Develop base line data from 17-18 school year
Parent attendance for Coffee with the Principal	No data available	Develop base line data from 17-18 school year

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Title I meetings to inform parents of:	ELA Math	2017-2018 School Year	Principal	Refreshments	Title III	150

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<ul style="list-style-type: none"> Parent Involvement Policy Parent Compact Program improvement status to share school goals, programs, and activities. 	ELD Strand Focus Attendance Safety Student Behavior Support Wrap-Around Services					
2. Monthly parent meetings including, but not limited to Title I, (Coffee with the Principal), Back to School Night, English Learning Advisory Committee (ELAC), School Site Council (SSC) and (Parent Teacher Association (PTA).	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Principal, TOSA, ORC, Teachers	Classified extra pay Classified extra pay (babysitting) Translation Materials and Supplies	Title I Title I Title III Title III	700 714 2000 500
3. English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.	ELA Math ELD	2017-2018 School Year	Principal, ORC	Classified extra pay (ORC) Classified extra pay (babysitting) Mixteco Translation Refreshments	Title III Title III Title III Title III	580 300 300 150
4. Outreach to assess and connect student and family needs with school and community services to support student well-being and academic growth.	Wrap-Around Services	2017-2018 School Year	Principal, ORC	ORC (see goal 2, action 9)		
5. School Counselor will provide social-emotional support to students to encourage	Wrap-Around Services	2017-2018 School Year	Principal, Counselor	Counselor (see goal 2, action 7)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
engagement and enhance academic success.						
6. Conduct Multi System of Support (MTSS), CoST, Student Study Team(SST) and Individualized Education Plan (IEP) meetings to address student academic and social-emotional concerns		2017-2018 School Year	Principal, ORC, Counselor, Teachers	Substitutes Mixteco Translator Counselor (see goal 2, action 7) ORC (see goal 2, action 9)	Title III Title I	6475 800
7. Parents will meet with staff regarding reclassification for English Language Learners.	ELD	2017-2018 School Year	Principal, ORC, Teacher	Substitutes Mixteco Translator	Title III Title I	500 200
8. Provide Parent training workshops on various areas such as, but not limited to: <ul style="list-style-type: none"> Parent Project, Loving Solutions, social skills, and discipline Family Literature Nights Latino Family Literacy iPad Training Math Nights STREAM nights Other school, district and community events; i.e; VCBH Logrando Bienestar, MICOP Viviendo con Amor. 	ELA Math ELD Strand Focus Attendance Safety Student Behavior Support Wrap-Around Services	2017-2018 School Year	Principal, ORC, Counselor, Teachers, Community	Certificated extra pay Classified extra pay: babysitting Refreshments	Title I Title I Title I	5000 1200 700
9. Parent Communication: <ul style="list-style-type: none"> Fall and Spring Conferences will be held to share student opportunities for achievement and improvement. Ramona web-page, web-calendar through iPads, meal calendar, transportation and other services 	ELA Spanish Lang Arts Math ELD Student Behavior Support	2017-2018 School Year	Principal, ORC, Counselor, Teachers, Community	Materials and Supplies (agendas) Materials and supplies	Title I Discretionary	2500 1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<ul style="list-style-type: none"> • Flyers • Brochures • Parent ConnectEd: Phone, text, email, social media * Newsletter • Agendas for 3rd-5th grades to increase communication 	Safety Attendance Wrap-Around Services					
10. PTA will promote family engagement, facilitate communication and establish financial safeguards through various activities.	Wrap-Around Services	2017-2018 School Year	Principal, PTA, Teachers	Events and activities	PTA/PTO	
11. Ready Set Go! parent workshops to support the transition of incoming kindergarten students without Pre-K experience.	ELA Spanish Lang Arts	2017-2018 School Year	Principal, Teachers	Certificated extra pay	Title I	2200
12. Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students. Meet and greet parents of incoming Transitional Kindergarten/Kindergarten students.	ELA Math ELD Spanish Lang Arts Student Behavior Support	2017-2018 School Year	Principal, Teachers, Counselor, ORC, Mixteco Translator	Cerificated extra pay Translators	Title I Title I	700 100
13. Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.	ELA Spanish Lang Arts Math ELD Student Behavior Support	2017-2018 School Year	Principal, Teachers	Certificated Substitute Teachers	Title I	1350
14. Collaborate with middle schools to inform students of expectations of social-academic	ELA Math	2017-2018 School Year	Principals, ORCs, Counselors, 5th grade Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
opportunities and to assist transition of special needs students.	ELD Strand Focus Attendance Safety					
15. Promotion Ceremony will be held to celebrate the transition from fifth to sixth grade and academic achievements.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal, Teachers, ORC, Counselor	Classified extra pay (Custodian) Materials and Supplies (decorations) Refreshments	Discretionary Discretionary Discretionary	150 100 100
16. Provide a parent-teacher meet and greet during the first day of school and Back to School Night.	Wrap-Around Services	2017-2018 School Year	Principal, Teachers	No additional cost		
17. Parents will be invited to awards assemblies for each trimester to celebrate student achievements.	Spanish Lang Arts Math Spanish Lang Arts ELD	2017-2018 School Year	Principal, Staff	Materials and Supplies (medals, certificates and student incentives)	Title I	1700
18. After School program parent nights will be offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and school work.	Wrap-Around Services	2017-2018 School Year	Principal, Teacher ASP Liaison, Teachers	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	87	112	109	83	111	109	83	111	98.2	95.4	99.1
Grade 4	81	104	70	81	104	70	81	104	70	100.0	100	100
Grade 5	72	68	105	71	68	105	71	68	105	98.6	100	100
All Grades	264	259	287	261	255	286	261	255	286	98.9	98.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2331.1	2340.4	2356.1	1	5	1.80	7	7	18.92	22	18	18.02	70	70	61.26
Grade 4	2364.5	2385.8	2383.6	1	3	2.86	6	15	11.43	15	13	15.71	78	69	70.00
Grade 5	2419.2	2415.4	2394.5	6	1	0.95	10	18	10.48	20	16	21.90	65	65	66.67
All Grades	N/A	N/A	N/A	2	3	1.75	8	13	13.99	19	15	18.88	71	68	65.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	4.50	27	31	34.23	72	64	61.26
Grade 4	4	6	7.14	19	26	30.00	78	68	62.86
Grade 5	6	1	1.90	23	34	34.29	72	65	63.81
All Grades	3	4	4.20	23	30	33.22	74	66	62.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	1	3.60	28	31	43.24	72	67	53.15
Grade 4	2	4	4.29	25	38	38.57	73	59	57.14
Grade 5	11	12	4.76	35	35	33.33	54	53	61.90
All Grades	4	5	4.20	29	35	38.46	67	60	57.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	2	4.50	50	52	56.76	47	46	38.74
Grade 4	1	5	2.86	48	59	35.71	51	37	61.43
Grade 5	1	1	0.95	49	56	44.76	49	43	54.29
All Grades	2	3	2.80	49	56	47.20	49	41	50.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	5	6.31	38	35	45.05	60	60	48.65
Grade 4	0	8	4.29	48	48	48.57	52	44	47.14
Grade 5	3	7	4.76	55	44	27.62	42	49	67.62
All Grades	2	7	5.24	46	43	39.51	52	51	55.24

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	87	112	109	83	111	109	83	111	98.2	95.4	99.1
Grade 4	81	104	70	81	104	70	81	104	70	100.0	100	100
Grade 5	72	68	105	71	68	105	71	68	105	98.6	100	100
All Grades	264	259	287	261	255	286	261	255	286	98.9	98.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2367.0	2369.5	2374.6	1	7	2.70	14	7	18.02	22	27	28.83	63	59	50.45
Grade 4	2403.5	2416.1	2398.3	0	2	1.43	7	16	5.71	47	29	34.29	46	53	58.57
Grade 5	2399.3	2396.2	2394.9	0	0	1.90	4	0	1.90	17	22	20.00	79	78	76.19
All Grades	N/A	N/A	N/A	0	3	2.10	9	9	9.09	28	26	26.92	62	62	61.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	8	11.71	27	27	30.63	66	65	57.66
Grade 4	1	10	1.43	26	29	18.57	73	62	80.00
Grade 5	0	0	0.00	14	9	15.24	86	91	84.76
All Grades	3	7	4.90	23	23	22.03	74	71	73.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	7	7.21	27	29	39.64	71	64	53.15
Grade 4	2	4	4.29	27	38	35.71	70	58	60.00
Grade 5	0	0	3.81	18	10	14.29	82	90	81.90
All Grades	2	4	5.24	25	28	29.37	74	68	65.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	2	7	9.01	48	48	42.34	50	45	48.65
Grade 4	1	5	1.43	31	42	34.29	68	53	64.29
Grade 5	0	0	2.86	34	31	21.90	66	69	75.24
All Grades	1	4	4.90	39	41	32.87	60	55	62.24

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							20	5	14	30	16	43	50	79	43
1	1			4	8	7	18	25	23	30	32	34	47	36	37
2			1	15	11	14	45	42	43	24	25	29	16	23	13
3	4	1	6	13	4	25	46	41	29	30	30	22	6	23	19
4	2	7		24	23	35	37	49	42	25	12	10	12	8	13
5	2		5	21	15	34	60	52	41	12	18	14	5	15	7
Total	2	2	2	13	11	20	39	38	34	26	24	24	20	25	20

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							4	3		11	18		84	79	
1	1			4	7		17	23		30	30		48	40	
2				14	10		45	41		24	24		17	25	
3	4	1		13	4		46	41		30	30		6	23	
4	2	7		24	23		37	49		25	12		12	8	
5	2			21	15		60	52		12	18		5	15	
Total	1	1		10	8		31	29		22	22		35	39	

Appendix C - School Site Council Membership (Ramona Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Dr. Andres Duran, Principal	Principal
Edith Marin	Other School Staff
Maria Bassuk	Classroom/Teacher
Andrea Fagan-Ortiz	Classroom/Teacher
Christina Magallanes	Classroom/Teacher
Nickie Garcia	Parent or Community Member
Bernadette Rodriguez	Parent or Community Member
Paulina Garcia	Parent or Community Member
Rocio Ayala	Parent or Community Member
Maria Sandoval	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 11, 2017.

Attested:

Dr. Andres Duran
Typed Name of School Principal

Signature of School Principal

Date

Andrea Faga-Ortiz
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Juan Cabrera
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 11, 2017.

Attested:

Dr. Andres Duran
Typed Name of School Principal

Dr. Duran 10/11/17
Signature of School Principal Date

Andrea Faga-Ortiz
Typed Name of SSC Chairperson

Andrea Fagan-Ortiz 10-11-17
Signature of SSC Chairperson Date



Department of English Learner Services

ESCUELA- Ramona Elementary

Fecha: 10/4/17

ELAC sugerencia al Concilio Escolar:

Parents asked for more parent workshops, ipaid workshops and parent nights.

Juan Cabrera

Presidente ELAC

[Signature]

Administrador

Fecha: _____

Respuesta de Concilio Escolar a ELAC:

I confirm the above request has been included in the SPSA.

Andrea Jagan-Ortiz

Presidente Concilio Escolar

[Signature]

Administrador



Ramona Elementary
The *STREAM* School
804 Cooper Rd
Oxnard, CA 93030
(805) 385-1569
Fax: 805-486-7049



Normas de Política Acerca de la Participación de los Padres en la Escuela Ramona

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; los padres son bienvenidos como voluntarios y PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el **Paquete del primer día**, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan **el Paquete del primer día** y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el **Paquete del primer día** con sus estudiantes, firmar y devolver el acuse de recibo. Esta información también se encuentra en nuestra página web y el iPad del estudiante. (Se anexa un ejemplo en el folleto.)
- ✓ La escuela **Ramona** notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.

- ✓ La escuela **Ramona** verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local por medio del internet o en la oficina de la escuela.
- ✓ La escuela **Ramona** periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La escuela **Ramona** ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Ramona convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Ramona debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ La carpeta de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de política acerca de la participación escolar,
 - Calendario escolar y calendario de reuniones,
 - Manual para padres de familia y alumnos,
 - Solicitud para registrarse como voluntario e información,
 - Información sobre las evaluaciones académicas,
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela Ramona, provee información sobre el personal docente, las actividades del aula y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines del director proveerán información y sugerencias presentadas por parte de los padres. También estarán accesibles en la marquesina de la escuela, Ed. Conect

(mensajes vía teléfono), Ramona School página de web, icono en el iPad de los estudiantes, como también enviada con los estudiantes y publicado en las ventanas de la escuela, según sea necesario

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y puedan participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se le facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. El director tiene una póliza de puerta abierta donde puede discutir sus dudas, preguntas inquietudes, como también las cosas positivas que están pasando en el plantel de la Escuela Ramona. El director también mantiene dos juntas por mes donde los padres aprenden los recursos adicionales que son proveídos por la escuela, distrito.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de padres
- ✓ Evaluación de Necesidades Anuales



Ramona Elementary
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* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the following:

- ✓ That parents play an integral role in assisting their child's learning; parent conferences, back to school night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school; parents are welcome as parent volunteers and PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, parent information meetings, informal coffee with the principal meetings as well as an open door policy.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School/Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form. Information can also be found in the Ramona web page and as an icon in the student's iPad.
- ✓ Ramona School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Ramona School makes the School Parental Involvement Policy available to the local community in the front lobby, Ramona School web site, and upon request.
- ✓ Ramona School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

- ✓ Ramona School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Ramona School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, and flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Ramona School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities, and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Essential and relevant upcoming information is distributed using different avenues such as the school marquee, Ed. Connect, Ramona School home website, student's iPad icon, sent with students and posted on the school windows as needed.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal holds an open door policy to discuss any questions, concerns or highlights parents want to talk over. The principal also holds "Coffee with Principal" in which parents can bring any suggestions, concerns or come to learn the different resources available this are held twice a month in Spanish and English.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parents meetings
- ✓ Annual Needs Assessments

SPSA Year 2017-18



Single Plan for Student Achievement (SPSA) Template

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

School Name	Emilie Ritchen Elementary School		
CDS Code	56725386110738		
Revision Date	October 17, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Dr. Andres Santamaria Principal	Email and Phone	asantamaria@oxnardsd.org 805-385-1572
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Vision Statement: Emilie Ritchen is a community of successful life long learners.

Mission Statement: We work together to foster responsibility, respect and appreciation for one another, while maintaining high academic and behavioral expectations for all students and staff.

SCHOOL PROFILE

As described within our Vision and Mission Statements, Emilie Ritche Elementary School is committed to providing the best educational program possible for our students. With a Strand Focus on Science and Technology, we provide all students with hands-on opportunities to conduct science labs and experiments with 21st century technology to equip them with college and career readiness. The excellent quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritche School is a welcoming, stimulating environment where students are actively involved in learning academics and positive character traits. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential.

Our over-arching academic goal is to raise achievement scores for all significant student subgroups. Working together as a Professional Learning Community, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data so as to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills;
4. Integrate technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for targeted students.

Utilizing the Response to Instruction and Intervention (RTI2) or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CoST) and Student Success Team (SST) to receive Tier I and II-Level Intervention services for English Language Arts and Mathematics provided by Intervention Support Providers (ISPs) in small group settings. Our fully functional Science Lab, operated by our Extra Support Teacher (EST), provides science lessons and labs utilizing Foss Curricular materials to students in grades 2-5 to support general education teachers in teaching Next Generation Science Standards (NGSS). In addition, identified Gifted and Talented Education (GATE) students are provided academic enrichment focused on the school's Strand Focus to meet their academic needs and extend their instructional programs. Students are also given the opportunity, based on need, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support. Our Preschool and Transitional Kindergarten programs prepare students to enter Kindergarten with the academic and social/emotional skills necessary to ensure school success. Furthermore, our Transitional Bilingual program offers Spanish Language students the opportunity to gain bilingual and biliteracy skills prior to being fully included in a Structured English Immersion setting.

Here at Ritche, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CoST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) model guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our Positive Behavior Intervention and Support (PBIS)/ School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle Assemblies and monthly Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Specialist, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Nights focusing on Literacy, Math, and the Strand Focus, along with Trimester "Coffee with the Principal" meetings, further support and foster parental involvement. Moreover, by offering a rigorous academic curriculum, data driven instructional practices, by maintaining high expectations, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parental involvement, Emilie Ritche Elementary School will meet the goals identified within this Single Plan for Student Achievement.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. CAASPP Progress in English Language Arts has improved over the past 3 years with 23% of all students meeting or exceeding standard in the 2016-17 school year. Similarly, students' scores throughout all four ELA Claims improved in 2016-17 with the greatest growth demonstrated in Claim 1 Reading. The school plans to build upon these areas of success by utilizing district-wide, curriculum-based trimester benchmark assessments to monitor student achievement at critical points throughout the 2017-18 school year. In Professional Learning Communities (PLCs), grade-level teams will collaborate to identify key learning targets focusing on the Common Core State Standards (CCSS) assessed each trimester. Then, through backward mapping, teachers will utilize these targets to guide daily curriculum instruction. Ongoing monitoring of trimester benchmark assessment data will also enable grade-level PLCs to identify, through the Coordination of Services Team (CoST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by Intervention Support Providers (ISPs) during the school day, or by teachers during before or after school tutoring. Kindergarten and 1st grade classrooms will continue to be supported through the use of paraeducators to support daily small group instruction during standards-based activity centers. Ritchen staff will also continue to recognize and reward student progress towards meeting school-wide Accelerated Reader goals through academic incentives.

2. During the 2016-17 school year, Ritchen Elementary staff focused on providing intervention support to students identified as at-risk in meeting grade-level standards. Small group intervention was provided to targeted students by ISPs during Universal Access time, as well as during before and after school tutoring. With the newly Board-adopted and state-approved McGraw-Hill Wonders ELA and ELD curriculum, teachers were equipped with a comprehensive curriculum aligned to the CCSS, enabling teachers to draw direct connections between ELA and ELD standards of instruction. Staff also implemented a variety of academic incentives to reward student achievement across the core curriculum.

3. According to the 2016-17 CAASPP data, students in grades 3 through 5 made a 4% gain in ELA based on the percentage of students meeting or exceeding standard. This gain was attributed to Title I funds which were used to: 1) provide intervention and enrichment in reading and math by three ISPs for first through fifth grade students, including Foster and Homeless Youth and English Learners (\$31,274); 2) hire an additional paraeducator to provide additional intervention and support in reading and math to 1st grade classrooms (\$7643); provide classroom release time for teachers to engage in grade-level PLCs in order to collaborate and discuss data and student needs (\$4559); and conduct student monitoring conferences and SST meetings to determine student progress and identify students who may be at risk and plan interventions (\$3446).

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall

performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Although there has been a 4% gain in students meeting or exceeding standard in ELA on the CAASPP, still 77% of students in grades 3 through 5 nearly met or did not meet standard during the 2016-17 school year. Even more significantly, 89% of students in grades 3 through 5 Nearly Met or Did Not Meet the CAASPP standard in Math during the same year. In addition, based on 2016-17 CELDT data and according to AMAO 1, only 50% of students made adequate progress towards English proficiency from the previous year. According to AMAO 2 (Less than 5 years in Language Instruction Education Programs), 17% of students attained English proficiency; and, for AMAO 2 (5 or more years in Language Instruction Education Programs), only 33.3% of students attained English proficiency. These statistics indicate that ELA, Math, and ELD are still the areas of greatest need at Ritchen Elementary School.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

By utilizing district-wide, curriculum-based trimester benchmark assessments to progress monitor student achievement at critical points throughout the 2017-18 school year, teachers will collaborate within grade-level PLCs to identify key learning targets focusing on the Common Core State Standards (CCSS) assessed each trimester. Then, through backward mapping, teachers will utilize these targets to guide daily curriculum instruction. The Principal and Instructional TOSA (Teacher on Special Assignment) will assist PLCs with organizing and disseminating assessment data. The principal will also conduct classroom walk throughs to provide teachers with ongoing feedback based on weekly focus areas (e.g., student engagement, learning targets, instructional strategies) to improve instruction. Ongoing monitoring of trimester benchmark assessment data will also enable grade-level PLCs to identify, through the Coordination of Services Team (CoST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention. Kindergarten and 1st grade classrooms will continue to be supported through the use of paraeducators to support daily small group instruction during standards-based activity centers. Ritchen staff will also continue to recognize and reward student progress towards meeting school-wide Accelerated Reader goals through academic incentives. While maintaining a focus on student achievement, teachers and staff, including the School Counselor and Outreach Coordinator, will continue to promote a positive, safe learning environment and effective school-home partnerships in order to enable students to reach their academic potential.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to 2016-17 CAASPP Data, 77% of all students Did Not or Nearly Met grade-level standards in ELA. Similarly, 89% of all students Did Not or Nearly Met grade-level standards in Math. As a result, there was no specific student group whose scores were two or more performance levels below “all student” performance. However, given that 44% of the student population are English Learners (does not include Redesignated-Fluent English Proficient students), an attention to English Learners’ achievement in ELA, Math, and ELD is critical for improving student success outcomes across all programs.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

In order to address English Learners' academic and linguistic needs, during the 2017-18 school year Ritchen Elementary plans to concentrate on providing Designated ELD instruction in groups leveled by students' language proficiency as determined by 2016-17 CELDT data, as well as integrating ELD language standards into core instruction to provide English Learners increased opportunities to access and engage in core curriculum. Using the Trimester Benchmark ELD Assessments from the state-approved, district-adopted, and Common Core State Standards-based Wonders curriculum, grade-level PLCs will continue to monitor English Learner progress to measure strengths and weaknesses, inform instructional practice, and identify students for Tier I and II-Level Intervention through targeted small group instruction. Teachers will continue to receive professional development in the areas of Designated and Integrated ELD in order to identify and implement best practices for teaching English Learners.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Increased or improved services previously addressed for All Students in Section - Plan Summary: Greatest Needs and for English Learners in Section: Performance Gaps. Title I actions and services used to support these strategies were previously addressed in Section - Plan Summary: Greatest Progress.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. The following barriers or challenges minimized the effectiveness of actions and services intended to increase or improve English Learner student success:
 - A. Lack of consistent and/or effective use of Trimester Benchmark Assessments to monitor student achievement in ELA, Math, and ELD to measure ongoing student achievement district-wide.
 - B. Without the Trimester Benchmark Assessments in place, Tier I and II-level interventions were not aligned to critical learning targets/objectives linked to standards being assessed.
 - C. The 2016-17 school year was the first year for implementing the newly State-approved, Board-adopted, CCSS-based Wonders ELA/ELD curriculum.
 - D. Focus on ELD instruction has been mainly during daily designated ELD.
2. The following corrective measures will be made to address these challenges for English Learners:
 - A. The school will utilize the district-wide Trimester Benchmark Assessments to: monitor English Learner student progress in ELA, Math, and ELD; identify, through backwards mapping, critical learning targets to guide daily instruction; and, identify, through the CoST and SST process, students in need of targeted Tier I and II-level interventions.
 - B. Align Tier I and II-level interventions provided in evidence-based, targeted small group instruction by ISPs during Universal Access and by classroom teachers during before and after school tutoring.
 - C. With an increased understanding and experience working directly with the Wonders curriculum and collaborating with colleagues in grade-level PLCs, classroom teachers will be better equipped in utilizing Wonders to improve student achievement outcomes.
 - D. Provide targeted professional development to improve teachers' ability to integrate ELD during daily core instruction.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

Emilie Ritche Elementary School governance stakeholder groups were involved in the development of the Single Plan for Student Achievement. School Site Council met on September 20th and October 9th to analyze 2016-17 student achievement data and align categorical funding to students' academic and social/emotional needs. In addition, School Site Council confirmed the actions developed by school staff to support the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, fostering a positive and safe learning environment, and increasing parent involvement. Similarly, the English Language Advisory Committee met on September 6th and October 18th and provided recommendations to the School Site Council, particularly in the areas of school safety and parent involvement. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

Throughout the 2017-18 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. School staff will meet on a weekly basis during PLC meetings and staff meetings to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

With the strong support of PTA, Ritche Elementary will provide several activities to increase parent involvement and reward students for meeting their academic achievement goals during the 2017-18 school year. Family nights focusing on Literacy, Math, and Science will engage parents and families in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Additionally, events such as the Accelerated Reader Carnival, as well as the monthly Eagle Dollar Store and Awards Assemblies, have been calendared to provide students with academic incentives to meet their learning goals. Throughout the year, parents will also be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be asked to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Finally, the school will continue to engage parents during School Site Council, English Language Advisory Committee, and Parent Teacher Association meetings to promote and sustain parent involvement and home-school partnerships.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Ritchen Elementary hosts both Preschool and Transitional Kindergarten programs to support effective transitions for preschool children and parents to be better academically and socially prepared for Kindergarten enrollment. Similarly, 5th grade students and families are provided activities to better understand the middle school program. Fremont Middle School staff provides an annual assembly to raise student awareness of 6th grade expectations, as well as host a 5th grade field trip to provide students the opportunity to experience middle school student life.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	49,616.00	0.00
Title III	20,803.00	0.00
LCFF - Targeted	6,156.00	0.00
LCFF - Intervention	60,244.00	0.00
Discretionary	183,323.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$411,900.00

Goal 2 \$240,358.00

Goal 3 \$53,223.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:
All students will reach high academic standards in reading and mathematics.

SITE GOAL:
All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA	All Students: 22% Met/Exceeded 3rd Grade: 25% Met/Exceeded 4th Grade: 24% Met/Exceeded 5th Grade: 19% Met/Exceeded	Increase Met/Exceeded percentage by 3% for All Students.
CAASPP Math	All Students: 12% Met/Exceeded 3rd Grade: 20% Met/Exceeded 4th Grade: 10% Met/Exceeded 5th Grade: 7% Met/Exceeded	Increase Met/Exceeded percentage by 3% for All Students.
CELDT/AMAO	AMAO 1: 50% of students are making adequate progress towards English proficiency from one year to the next. AMAO 2 (Less than 5 years in Language Instruction Education Programs): 17% of students attained English proficiency. AMAO 2 (5 or more years in Language Instruction Education Programs): 33.3% of students attained English proficiency.	Increase AMAO 1 and 2 percentages by 5%.

STAR 360 Early Literacy 2017-18 Baseline Data	3.9% of all students in Grades K-1 are Probable Readers	Increase percentage of students identified as Probable Readers by 10%.
STAR 360 Reading 2017-18 Baseline Data	50.9% of all students in Grades 2-5 are below 25th percentile	Decrease percentage of students below 25th percentile by 10%.
STAR 360 Math 2017-18 Baseline Data	34.2% of all students in Grades 1-5 are below 25th percentile	Decrease percentage of students below 25th percentile by 10%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Teachers will meet in grade level teams (PLCs) to collaborate and discuss ongoing assessment data and student needs in order to identify and implement instructional best practices in all core subjects, while designing evidence-based support services to address students' academic needs.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers Principal Instructional Coach Tech Mentor Math Mentor	Teacher Substitutes for PLC meetings Writing Professional Development Certificated Extra Hours: Tech and Math Mentors	Title I District Funded District Funded	6473
2. School will provide staff with materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, and reward students with academic incentives.	ELA Math Strand Focus ELD	2017-2018 School Year	Principal Instructional Coach Office Staff	Warehouse charges, Publication Charges, and Materials and Supplies, Computer Supplies and Software, and Equipment Professional Development Materials and Supplies, and Publication Charges Materials and Supplies Professional Development Materials and Supplies	Discretionary Discretionary LCFF - Targeted Title III LCFF - Targeted Title I	47178 1600 1433 2979 873 12
3. The Instructional Coach (TOSA) and Math and Tech Mentors will support teachers in effectively implementing district adopted curriculum and assessments, improving	ELA Math ELD	2017-2018 School Year	Instructional Coach	TOSA Certificated Salary Professional Development Expenses (including Teacher Extra Hours)	District Funded Discretionary	118181 3400

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
instructional practice, and identifying appropriate student support programs.						
4. Teachers will provide English Learners daily designated and integrated ELD instruction using effective instructional strategies (e.g., SIOP) and district adopted curriculum.	ELD	2017-2018 School Year	Teachers Intervention Specialist Providers (ISPs) Principal Instructional Coach	Professional Development ISP Certificated Salaries Designated and Integrated ELD Professional Development	Title III Title III District Funded	1500 13956
5. The After School Program will be offered to students in grades K-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math	2017-2018 School Year	Instructional Coach Program Coordinator Teacher Liaison ASP Staff	Certificated and Classified Salaries Professional development and training materials	District Funded ASES	
6. Provide targeted assistance to Kindergarten and 1st grade teachers to support small group classroom instruction.	ELA Math	2017-2018 School Year	Instructional Assistants Teachers Principal Instructional Coach	Classified Salaries: Instructional Assistants Instructional Assistants Substitutes	Title I Discretionary	7543 1257
7. Support transportation and entrance fee expenses related to grade-level field trips that are aligned to CCSS and/or Strand Focus.	ELA Math Strand Focus	2017-2018 School Year	Principal Teachers Instructional Coach	Transportation and Expense Fees for field trips. Transportation and Expense Fees for field trips.	LCFF - Targeted Discretionary	3600 3500
8. Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum.	ELA Math ELD	2017-2018 School Year	Principal Office Manager	Rizzo machine Copy machines expenses	Discretionary District Funded	2000 10433
9. Provide a Transitional Bilingual Education (TBE) Program in grades Kinder-1st to support students' biliteracy skills in Spanish and English.	Spanish Lang Arts ELA Math ELD	2017-2018 School Year	Teachers Instructional Coach Principal	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
10. District-wide Trimester Benchmark Assessments and curriculum-based Performance Tasks and assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Math, and ELD three times a year, in addition to the annual CAASPP and CELDT/ELPAC assessments.	ELA Math ELD	2017-2018 School Year	Teachers Instructional Coach Principal	Assessments	District Funded	
11. Continue implementing Accelerated Reader Program and MyON school-wide to support students' literacy skills.	ELA	2017-2018 School Year	Principal Instructional Coach Teachers Librarian	District contracts Library Tech Salary	District Funded District Funded	24210
12. Monitor students with special needs' progress on annual goals and objectives, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.	ELA Math ELD Student Behavior Support Wrap-Around Services	2017-2018 School Year	Principal General Education Teachers Special Education Teachers Psychologist Speech and Language Specialist Itinerant Special Education Staff Counselor	Substitute teachers to release General Education and Special Education classroom teachers to hold annual and triennial IEP meetings	Discretionary	2368
15. Implement the District Master Plan for English Learners.	ELD	2017-2018 School Year	Principal Instructional Coach Teachers	No additional cost		
17. Incorporate the two site created integrated units focused on Science and Technology.	Strand Focus	2017-2018 School Year	Principal Instructional Coach Teachers	No additional cost		
18. Extra Support teacher will provide science lessons and labs utilizing Foss Curricular materials to students in grades 2-5 to support general education	Strand Focus	2017-2018 School Year	Extra Support Teacher Instructional Coach Principal	EST salary	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
teachers in teaching Next Generation Science Standards (NGSS).						
19. Subscriptions and Apps for iPads will be purchased using the school's existing Apple VPP credit funds to support implementation of ELA, Math, and ELD curriculum in addition to Science and Technology Strand Focus.	Strand Focus	2017-2018 School Year	Site Tech Teachers Principal Instructional Coach	Site Computer Tech Salary	District Funded	64532
	ELA			Computer/iPad Software/App Purchases	Discretionary	2000
	Math					
ELD						
22. Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.	Strand Focus	2017-2018 School Year	ISP Teacher Instructional Coach Principal	ISP Certificated Salary	LCFF - Intervention	12084
23. Continue implementing the RTI/MTSS model through the CoST and SST process in order to provide Tier I, II, and III-level interventions to students below grade level in ELA and Math during Universal Access, before/after school tutoring, and within the Special Education classrooms.	ELA	2017-2018 School Year	ISP Teachers Teachers Instructional Coach Principal Outreach Coordinator School Psychologist	ISP Certificated Salaries	LCFF - Intervention	43740
	Math			ISP Certificated Salaries	Title I	13956
				Certificated Extra Hours for Tutoring	Title I	20132
				Certificated Extra Hours for Tutoring	LCFF - Intervention	2960
26. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	ELA Math	2017-2018 School Year	Academic Coach Program Coordinator Teacher Liaison	Teacher Salary	ASES	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance Data	Ritchen Elementary's 2016-17 Average Daily Attendance Rate was 95.45%.	Increase Ritchen Elementary's Average Daily Attendance Rate to 95.75% in 2017-18.
Student Suspension Data	A total of 18 students were suspended during the 2016-17 school year (suspension rate = 2.81%).	Decrease total number of students suspended during the 2017-18 school year to 10 (suspension rate = 1.6%)
2016-17 California Healthy Kids Survey	Spring 2017 results from our Healthy Kids Survey taken by 5th grade students indicated that we made no growth and were below the Oxnard School District average in the areas of School Connectedness and High Expectations. We did have growth, but were still below the OSD average, in the areas of Meaningful Participation.	Make growth and be at or above the OSD average in the areas of School Connectedness, High Expectations, and Meaningful Participation.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.	Attendance	2017-2018 School Year	Principal Outreach Coordinator Office Staff	Extra Hours: Outreach Specialist	LCFF - Intervention	630
3. Continue implementation of CHAMPS, a Positive Student Behavior Support Program, to promote a safe and nurturing school learning environment.	Safety	2017-2018 School Year	All Staff	CHAMPS program	District Funded	
4. Continue Campus Supervision to ensure safety of all students.	Safety	2017-2018 School Year	Principal Instructional Coach Counselor	Salaries to hire 6 campus assistants for playground, cafeteria, and safety supervision.	Discretionary	97431
5. Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	Safety	2017-2018 School Year	Office Staff Custodians Principal	Clerical Substitutes, Extra Help, and Overtime	Discretionary	11943
	Attendance Wrap-Around Services			Custodial Extra Help	Discretionary	126
6. Recognize positive behavior and positive student attendance during weekly Eagle Assemblies and/or monthly Awards Assemblies focusing on monthly character trait with use of incentives.	Student Behavior Support Safety	2017-2018 School Year	Counselor Principal Instructional Coach Office Staff Teachers Outreach Coordinator	Incentives and Rewards for Positive Behavior and Attendance	LCFF - Targeted	250
7. Continue implementing the RTI/MTSS model using the CoST and SST process in order to monitor student discipline data and identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.	Student Behavior Support	2017-2018 School Year	Counselor Principal Outreach Coordinator School Psychologist Instructional Coach Office Staff Teachers Campus Assistants	Floating Certificated Subs for Teacher Release to attend SST meetings.	Title I	1500
	Safety			Floating Certificated Subs for Teacher Release to attend SST meetings.	LCFF - Intervention	830
8. All staff and students will participate in monthly emergency preparedness drills: fire,	Safety	2017-2018 School Year	All staff	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
earthquake, and lock down drills, including one annual evacuation drill.						
9. Ensure administrative site coverage when Principal is absent.	Safety	2017-2018 School Year	Principal Instructional Coach Itinerant Assistant Principal Office Manager	Administrative Support / Extra Help Itinerant Assistant Principal support	Discretionary District Funded	2368
10. The Safety Committee will monitor the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	Safety	2017-2018 School Year	Safety Committee Counselor Principal Instructional Coach Office Staff Teachers	No additional cost		
11. Ensure confidentiality of documents and information.	Safety	2017-2018 School Year	Office Staff Principal	Contract for shredding services- Shred-It (Cintas).	Discretionary	300
12. Purchase and monitor use of recess and PE equipment.	Safety	2017-2018 School Year	Campus Assistants Office Staff Principal	Playground/PE equipment and storage expenses.	Discretionary	250
13. Monitor procedures and make changes as necessary during drop off/pick up of students to ensure student safety and alleviate traffic congestion.	Safety	2017-2018 School Year	Principal Campus Assistants School Resource Officer	Purchase equipment necessary such as cones, bull horns, safety vests, etc.	Discretionary	250
14. Provide research-based individual and small group counselling services to students in need of social/emotional support.	Student Behavior Support Safety	2017-2018 School Year	Counselor	Counselor Salary	Centralized Services	124480

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

[SITE EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

2016-17 Baseline

2017-18

Parent attendance at meetings/events

No data available

This will be the baseline year.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.	Wrap-Around Services	2017-2018 School Year	Outreach Coordinator Principal Office Staff	Outreach Coordinator Salary	Centralized Services	43503
2. Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school	Wrap-Around Services	2017-2018 School Year	Office Staff Principal Outreach Coordinator	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
partnerships.						
3. Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.	Student Behavior Support	2017-2018 School Year	Teachers Principal Instructional Coach Outreach Coordinator Translators	No additional cost		
4. Schedule trimester "Coffee with the Principal" meetings with parents to improve home-school partnerships.	Safety	2017-2018 School Year	Principal Outreach Coordinator Office Staff	No additional cost		
5. Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.	Wrap-Around Services ELD	2017-2018 School Year	Principal Outreach Coordinator Office Staff	Parent Education Services	Title III	2368
				Babysitting	Discretionary	251
7. Host Back to School Night, as well as Parent Nights focusing on Literacy, Math, and/or Science, to increase parent involvement in students' educational programs.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Instructional Coach Outreach Coordinator	Certificated Extra Hours	Discretionary	1466
8. Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Office Staff	No additional cost		
9. Offer extra clerical support to support the school in making positive and sustainable connections with students, parents, and families.	Wrap-Around Services	2017-2018 School Year	Principal Office Staff	Classified Personnel Salary	Discretionary	5635
10. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Academic Coach Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
				Extra Hourly Time for Teachers, Supplies, Refreshments	District Funded	

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

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	118	119	89	118	116	88	118	116	88	100.0	97.5	98.9
Grade 4	83	103	119	82	101	118	82	100	118	98.8	99	99.2
Grade 5	103	89	105	95	89	104	95	88	104	92.2	98.9	99
All Grades	304	311	313	295	306	310	295	304	310	97.0	98.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2345.4	2355.6	2372.3	4	6	10.23	8	14	14.77	25	19	25.00	62	61	50.00
Grade 4	2400.6	2390.5	2395.8	5	7	7.63	18	10	16.10	16	15	12.71	61	68	63.56
Grade 5	2433.3	2422.5	2424.3	2	3	4.81	20	17	14.42	21	23	21.15	57	57	59.62
All Grades	N/A	N/A	N/A	4	6	7.42	15	13	15.16	21	19	19.03	60	62	58.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	8	13.64	31	32	29.55	63	60	56.82
Grade 4	12	7	10.17	30	26	38.14	57	67	51.69
Grade 5	4	7	7.69	36	30	34.62	60	64	57.69
All Grades	7	7	10.32	33	29	34.52	60	63	55.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	7	10.23	31	34	40.91	65	59	48.86
Grade 4	2	7	7.63	43	33	38.14	55	60	54.24
Grade 5	7	6	8.65	42	44	40.38	51	50	50.96
All Grades	4	7	8.71	38	37	39.68	58	57	51.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	7	11.36	53	58	57.95	42	35	30.68
Grade 4	9	5	5.08	55	67	49.15	37	28	45.76
Grade 5	6	6	8.65	49	45	51.92	44	49	39.42
All Grades	6	6	8.06	52	57	52.58	41	37	39.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	6	12.50	39	38	48.86	57	56	38.64
Grade 4	5	6	7.63	35	42	41.53	39	52	50.85
Grade 5	14	11	7.69	57	47	32.69	29	42	59.62
All Grades	7	8	9.03	44	42	40.65	43	51	50.32

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	118	119	89	118	117	88	118	117	88	100.0	98.3	98.9
Grade 4	83	103	119	82	101	118	82	101	118	98.8	99	99.2
Grade 5	103	89	105	95	89	104	95	89	104	92.2	100	99
All Grades	304	311	313	295	307	310	295	307	310	97.0	99	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2355.5	2379.0	2376.7	1	4	3.41	4	14	17.05	28	32	30.68	67	50	48.86
Grade 4	2417.6	2401.7	2399.4	1	2	3.39	17	10	6.78	35	26	27.97	46	62	61.86
Grade 5	2424.0	2426.2	2401.7	2	0	0.96	4	8	5.77	24	27	15.38	69	65	77.88
All Grades	N/A	N/A	N/A	1	2	2.58	8	11	9.35	29	29	24.52	62	58	63.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	10	9.09	25	30	27.27	74	60	63.64
Grade 4	12	8	4.24	27	18	16.10	61	74	79.66
Grade 5	4	2	0.96	15	21	13.46	81	76	85.58
All Grades	5	7	4.52	22	23	18.39	73	69	77.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	9	10.23	33	34	42.05	65	57	47.73
Grade 4	5	4	5.08	33	32	26.27	62	64	68.64
Grade 5	4	2	2.88	24	18	22.12	72	80	75.00
All Grades	3	5	5.81	30	29	29.35	66	66	64.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	3	8	7.95	41	56	50.00	57	36	42.05
Grade 4	4	6	5.93	38	29	27.97	59	65	66.10
Grade 5	1	2	0.96	38	37	24.04	61	61	75.00
All Grades	2	6	4.84	39	42	32.90	59	53	62.26

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					6	25	33	44	17		31	33	67	19	25
1			5	2	17	22	37	44	41	24	29	19	37	10	14
2	2		3	17	7	21	40	40	38	33	33	26	9	21	13
3	4	3	5	12	19	15	46	45	37	25	26	29	13	7	15
4			6	9	15	20	57	53	49	23	28	12	11	5	12
5			11	39	32	31	45	48	39	5	16	17	11	3	3
Total	1	1	6	15	17	21	44	45	40	23	27	21	17	10	12

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					3		12	19		30	26		58	53	
1				4	17		38	43		23	29		35	12	
2	2			17	7		40	40		33	33		9	21	
3	4	3		11	19		46	44		24	25		15	8	
4				9	17		57	51		23	27		11	5	
5				38	32		46	48		5	16		10	3	
Total	1	1		11	14		36	38		25	26		27	21	

Appendix C - School Site Council Membership (Emilie Ritche Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Dr. Andres Santamaria	Principal
Marina Wyatt	Parent or Community Member
Rosalia Kott	Parent or Community Member
James Rydberg	Parent or Community Member
Marcia Aguilera	Parent or Community Member
Sarah Rydberg	Parent or Community Member
Jeff Lawhead	Classroom/Teacher
Tammy Smith	Other School Staff
Denise Evans	Classroom/Teacher
Carolyn Mullan	Classroom/Teacher

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 17, 2017.

Attested:

Dr. Andres Santamaria
Typed Name of School Principal

Signature of School Principal

Date

Marina Wyatt
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

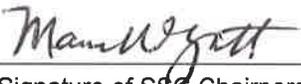
X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2017.

Attested:

Dr. Andres Santamaria		10/18/18
Typed Name of School Principal	Signature of School Principal	Date
Marina Wyatt		10/18/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Emilie Ritchen Elementary School

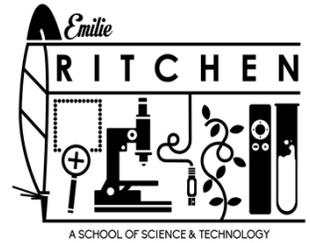
A school of Science and Technology

2200 Cabrillo Way

Oxnard, California 93030

Phone: (805) 385-1572

Fax: (805) 981-4685



SCHOOL Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents play an integral role in assisting their child's learning;
- Parents receive information about how they can assist their child instructionally at Parent/Teacher conferences and during monthly Coffee with Principal meetings.
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are invited to volunteer in their child's classroom according to district procedures.
- Parents are invited to assist the PTA with organizing special educational opportunities.
- Parents are invited to attend Family Nights for Reading and Math which are sponsored by grade level teachers.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- Parents are part of the School Site Council, site English Learner Advisory Committee and District English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the informational packet which is distributed annually at the beginning of the school year. Teachers review the Emilie Ritchen School Compact and policies with the students at the beginning of the year. Parents are asked to read and discuss the Emilie Ritchen School Compact with their students and sign and return an acknowledgment form.

Emilie Ritchen School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.

Emilie Ritchen School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school

office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.

Emilie Ritche School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

Emilie Ritche School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Emilie Ritche School convenes an annual and regular meeting to inform parents of the following:

- That their child's school participates in Title I;
- About the requirements of Title I;
- Of their rights to be involved, (a copy of the district's district-wide parental involvement policy);
- About the school's participation in Title I (status of targeted assistance program).

Additionally, Emilie Ritche School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

Parent and Community Resource Binder will include:

School Parent Involvement Policy

School/Meeting Calendar

Parent/Student Handbook

Volunteer Applications/Information

Assessment Information

Curriculum Descriptions for English Language Arts and Math and other content areas.

The School's Web Site provides information about the staff, classroom activities and parent resources.

Monthly Principal Newsletters and calendars provide information on school activities and events.

If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents, and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- School Site Council

- English Learner Advisory Committee

- Coffee With the Principal

- Requests for PTA Volunteers at parent meetings and through the monthly newsletter.

- Appointments of PTA Board Members at PTA meetings.

- Participation of a parent on the Superintendent's Parent Advisory Council.

- Notifications of all parent meetings, special events and activities via the monthly school calendar and newsletter and through Connect Ed phone messages.

- Holding Family Math, Literacy, and/or Science Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.

- Providing appropriate opportunities for parent education through various agencies and programs such as the Parent Project and Triple P. All classes are available in English and Spanish.

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name	Rose Avenue Elementary-The School of Science and Wellness		
CDS Code	56725386055370		
Revision Date	10/13/2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Pablo Ordaz Principal	Email and Phone	pordaz@oxnardsd.org 805.385.1575
The District Governing Board approved this revision of the SPSA on	11/1/2017		

The School’s Mission & Vision Statements

Vision: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to engaging students through science while promoting a partnership between family and school. Our goal is to further develop a positive school climate in order for students to achieve academic success.

Mission: Rose Avenue Elementary-The School of Science and Wellness, strives to promote child health and safety through school, family and community collaboration, which aim to meet and support students social/emotional and academic achievement.

SCHOOL PROFILE

Rose Avenue School was established in 1965 and is one of twenty schools in the Oxnard Elementary School District. Rose Avenue School serves 743 Preschool, Transitional Kindergarten and Kindergarten through 5th grade students on a traditional schedule. The school also contains two district preschools on the campus that serves, on the average, 42 students, four special education classes, a science lab, and a library media center. In addition, Rose Avenue receives support from a school counselor, a speech pathologist, a resource teacher, an outreach specialist, an academic coach, 2 full-time Educational Support Teachers, as well as support from a school psychologist and district school nurse, on site. With the school Mission, Vision, and commitments in mind, Rose Avenue Elementary-The School of Science and Wellness, consistently and diligently works to improve student achievement. Hard work and dedication to goals has resulted in Rose Avenue consistently raising our test scores every school year

The focus behind the success at Rose Avenue School is in the area of teaching and learning. We have transitioned to the new Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades K-5. We have adopted a new reading/language arts curriculum and continue to use My Math McGraw Hill. In addition, we implement several intervention programs to support students. These include PALS-Teacher Directed Instruction K-3, PASAPORTES K-1 TBE, and SIPPs. The teaching staff at Rose is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in the core areas to meet the individual needs of our student population based on their individual needs. Teachers focus on data driven instruction, assess students formally to monitor student growth in the core areas and meet to analyze student data results monthly to plan instruction and student interventions.

Parents and community members are encouraged to get involved and play an active role in the daily school activities. Understanding the school's educational program, student achievement, and curriculum development assists both school and community in on-going program improvement. We make a commitment to provide the best educational program possible for students. The quality of our program is a reflection of our highly committed and dedicated staff. Rose Avenue School is a welcoming, stimulating and safe environment where students are actively involved in learning academics as well as positive values. Through constant evaluation of the Mission and Vision statement and our commitment, as well as a critical analysis of best practices and changing needs, the staff at Rose Avenue School is dedicated to providing the best start in a journey of life-long learning for all students, families and the community. Rose Avenue communicates this information to all stakeholders on a regular basis including SSC, ELAC, Title One, Coffee with the Principal and PTA meetings and through ConnectED, Facebook, and Twitter .

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

The progress highlighted in this review pertains to support for low income students and English Learners, the largest subgroups at Rose Avenue School-The School of Science and Wellness. A new English Language Arts/English Language Development program is being faithfully implemented in English and Spanish, to support the instructional needs of students in grades K-5. This program is grounded in the Common Core State Standards and will provide students ready access to the grade level standards in English Language Arts. English Learners will have both designated and integrated English Language Development (ELD) instruction, also grounded in the state's ELD standards. Teachers in these grade levels have had multiple opportunities for training in how best to use these materials and on foundational reading skills to support students reading below grade level and to prevent students from falling behind in reading. The school Principal and Teacher on Special Assignment (TOSA), Extra Support Teachers and Instructional Support Providers attended the training as well in order to support classroom instruction.

The school saw significant progress among English Learners in English Language Arts (ELA). There was an increase in the percentage of students who met or exceeded standards on the CAASPP ELA for low income and English Learners of 4 % for both groups and 6.47 for MATH.

The Annual Measurable Achievement Objective (AMAO) 1, which expects one level of growth annually on the CELDT (a proficiency measure for ELs), increased to 59.6% (AMAO 2 (which monitors students who reach early advanced or advanced on the CELDT) for students with more than 5 years in the U.S. increased to(46.7%).

This school year all teachers in first grade through 5th grade are teaming for English Language Arts, Mathematics and English Language Development. TK-Kindergarten teachers are teaming for designated ELD and Mathematics.

The school's focus on literacy resulted in a increase of student participation in the One Million Word Reading Challenge since the introduction of myON and Accelerated Reader district wide. Students from our school who achieved this recognition were honored at a meeting of the Governing Board. All grade levels, TK-5th, participate in the challenge. Additionally, students at Rose Avenue who meet or exceed the challenge receive school incentives such as the I Love Reading t-shirt to motivate students to read.

The challenge is measured monthly in minutes for TK-Kindergarten, number of books read in first grade, and in second through fifth by measuring percent correct on the comprehension test. The highest achieving class within each grade is recognized and receives a monthly classroom trophy to display in the classroom.

Chronic absenteeism has decreased by 14% due to perfect attendance incentives and parent mini-SARB meetings.

All teachers at Rose Avenue have participated in CHAMPS training, a Positive Behavior Support program. At Rose Avenue we are on our third year of CHAMPS implementation. We have embedded CHAMPS to clarify appropriate behavior throughout the school, in the classrooms and the common areas including playground, cafeteria, restrooms, and hallways. Rose Avenue Elementary School was

recognized for successful PBIS implementation at the Bronze level for the 2016-2017 school year. Rose Avenue was a recipient within the California PBIS Coalition's System of Recognition, reflecting excellence in the measurement of fidelity as well as our efforts of implementing the core features of Positive Behavioral Interventions and Supports.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Overall student achievement in English Language Arts and Mathematics has been identified as an area of need based on 2016-2017 CAASPP assessment data and 2016-2017 STAR 360 Reading and Star 360 Math assessment data. ,Based on our local and school wide assessments English Language Learners and Long Term English Language Learners need further support in the following areas: reading comprehension, reading fluency, vocabulary development and writing skills.

Our areas in math are the following: number sense, math facts, and problem-solving strategies.

Our areas of need in ELD are academic vocabulary development, speaking in complete sentences, writing skills,and student to student verbal engagement.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Rose Avenue staff has and will continue to attend professional development in writing, ELA (Maravillas/Wonders), math and ELD as provided by the District and School Site Math Mentor and TOSA.

Our staff is committed in participating in daily grade level teaming for ELD, math, and language arts based on monthly data assessment, results and students' needs. In addition, two ESTs support second through fifth grades with interventions and science. Two Intervention Service Providers have been hired and trained to provide intensive targeted interventions for designated periods of time to address the areas of need based on data and teacher recommendation as part of the MTSS and RtI model.

The Elementary Support Teachers provide Tier II and III interventions in language arts and math for designated periods of times to students to address the areas of need based on data and teacher recommendation, as part of the MTSS and RtI model. Interventions are monitored with a pre and post assessment in the targeted areas.

Students in the SST process receive 6-8 week intensive intervention at Tier III, which is specific intensive intervention with the RSP teacher.

The TOSA, Technology and Math Mentors support the teachers with ongoing professional development designed to assist in the planning of lessons to address the needs of the students. The Technology Mentor will implement the use of the Substitution Augmentation Modification Redefinition (SAMR) model for teachers to implement in their classrooms.

Upon evaluating data results, teachers will provide before or after school tutoring to meet the needs of targeted students. Teachers will be monitoring their progress with a pre and post assessment based on the targeted intervention in the specific area of need.

The Academic Coach supports teachers in all data analysis, academic curriculum areas, coaching cycle, management of assessments and facilitating grade level data collaboration meetings.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

There were no significant sub-groups of students who scored two or more performance levels below "all student" performance in any of the state performance indicators. During the 2016-2017 school year, significant sub-groups at Rose Avenue included: English Learners (EL) and socio-economically disadvantaged students (SED).

However, student groups with performance levels below the “all student” performance were: English Learner – Suspensions, English Learner Progress, ELA (3-5) Indicator and Math (3-5) Indicator. Socioeconomically Disadvantaged - ELA (3-5) Indicator and Math (3-5) Indicator. Special Education - ELA (3-5) Indicator and Math (3-5) Indicator.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

The school has included actions and services to address the performance gap for English Learners, particularly in the area of English Learner Progress. ELA (3-5) Indicator and Math (3-5) Indicator for three subgroups noted are addressed in the following actions/service. This includes teachers and administration participating in monthly progress data meetings to review progress toward meeting grade level standards in both ELA, math and ELD. Through grade level collaboration and grade level common assessments, data will be utilized throughout the school year to address learning gaps and effectively target instruction. Actions identified in Goal 1 support student achievement with the goals of making significant gains in the number of students meeting or exceeding standards based on the 2017-2018 CAASPP assessment.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Grade level collaboration meetings will be held after school and once a month, during the school day, after local assessments are completed to analyze the results and plan future instruction. In the library, a bank of 18 laptops will be used for AR testing and project based learning. A one week spring intervention camp will be offered in the areas of ELA, math, and ELD. Intervention camp will be held in Spring 2018. All grade levels will participate in at least two enrichment field trips that focus on science and wellness. Priority will be given to students identified as EL, SED, foster youth or homeless. Academic support and intervention includes teacher-provided support before or after school, targeted math tutoring, homework club, After School Program homework support, math and ELA intervention.

Staff will participate in professional development in the areas of ELD, language arts and math and PBIS/CHAMPS, including district and outside conferences. Materials and supplies will be available for all student interventions and/or before and after school tutoring. All Transitional Kindergarten through 1st grade classes will use Waterford for intervention in phonemic awareness, syllabication, letter recognition, phonics, math skills and science.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. Some barriers and challenges that can minimize the effectiveness of actions are lack of substitute teachers for grade level collaboration, tutoring with teacher accountability, teacher availability, student-parent availability, transportation, and staff buy-in and commitment.

2. Scheduling grade level collaboration meetings will be done one year in advance to secure substitute teachers. Tutoring is provided before and after school to increase student and teacher availability. Teachers will administer pre and post tests to monitor student growth. We will research the possibility of providing transportation to and from school for after school tutoring. The PBIS committee will continue to use CHAMPS incentives to increase teacher buy-in and commitment.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was reviewed with parents during the monthly Title I and ELAC meetings. Parent groups submitted recommendations for actions to be included in the SPSA for School Site Council. The SPSA was presented to School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

The School Leadership Team revised and recommended actions in the school SPSA to School Site Council for collaboration and final approval. The School Site Council continuously monitors SPSA goals and actions. The SPSA is also reviewed at the end of each trimester to monitor progress on goals and actions as well as improve services that are listed on SPSA by both School Leadership Team and School Site Council. If there are any changes adopted on the SPSA, these changes are presented to the ELAC committee and at a Title I meeting.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

The following parent opportunities will be offered during the 2017-2018 school year.

- Parent Project Junior-Loving Solutions
- MICOP-Viviendo con Amor, 8 Week training
- Grade Level Parent Family Nights/Workshop
- Parent Child Nutrition Classes-Ventura County Healthy Start, 6 week training
- Parent Project (Spring), repeat of Fall Training
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal
- Health and Wellness Family Carnival, April 2018
- ELAC Monthly meetings starting September 20th
- Outreach and Counselor led parent training on Navigating the School System, 3 times a year (once every Trimester)
- Grade Level Field trips-, parent opportunities to volunteer
- Trimester Awards Assemblies
- PTA
- Mental Health/First Aid workshop- Offered on site by Ventura County Behavioral Health (November-December)

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

In order to assist preschool to Kinder transition the school provides orientation for parents to learn the expectations and standards of Kindergarten. Collaboration meetings will be held with Transitional Kindergarten teachers and the school's preschool teachers to discuss and plan kindergarten readiness.

Middle School Staff provides information to 5th grade students regarding programs and expectations in middle school.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	203,801.00	0.00
Title I	73,533.00	0.00
Title III	44,284.00	0.00
LCFF - Targeted	4,303.00	0.00
LCFF - Intervention	70,497.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$505,452.00

Goal 2 \$299,239.00

Goal 3 \$2,900.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:
All students will reach high academic standards in reading and mathematics.

SITE GOAL:
All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
STAR 360 Early Literacy	STAR 360 <ul style="list-style-type: none"> Kindergarten - Of the students tested for the 2016-2017 school year, 48% met the end of the year benchmark in English. 1st grade - Of the students tested for the 2016-2017 school year, 41% met the end of the year benchmark in English. 	Students will increase to the 50th percentile in the middle and end of the year testing periods.
CAASPP ELA	The percentage of students who Met or Exceeded the standard in the CAASPP ELA at the end of the 16-17 year: <ul style="list-style-type: none"> 3rd grade - 16.7% met or exceeded the standards. 	Students in the Met and Exceeded categories of the CAASPP will increase at 2% in ELA .

	<ul style="list-style-type: none"> • 4th grade - 18.0% met or exceeded the standards. • 5th grade - 13.1% met or exceeded the standards. 	
<p>CAASPP Math</p>	<p>The percentage of students who Met or Exceeded the standard in the CAASPP Math at the end of the 16-17 year:</p> <ul style="list-style-type: none"> • 3rd grade - 22.6% met or exceeded the standards. • 4th grade - 16.0% met or exceeded the standards. • 5th grade - 9.4% met or exceeded the standards. 	<p>Students in the Met and Exceeded categories of the CAASPP will increase at 2% in Math.</p>
<p>CELDT/ELPAC/Reclassification. Due to a change in assessments from CELDT to ELPAC, this metric will be measured through Reclassification data.</p>	<p>AMAO1: 59.6% of all English Learners advanced one level on the CELDT.</p> <p>AMAO2: 13.9% students that have been in U.S. schools less than 5 years reached proficiency on the CELDT. and 46.7% of students who have been in 5 the U.S. 5 years or more advanced one level on the CELDT</p> <p>23.65% of English Learners in grades 3rd-5th were reclassified in 2016-2017.</p>	<p>All students will advanced one levels year in their English proficiency.</p> <p>In the 2017-2018 school year, of English learners meeting ELPAC criteria will be Reclassified.</p> <p>In the 2017-2018 school year, 30.% of English learners meeting ELPAC criteria will be Reclassified.</p>
<p>Accelerated Reader Quizzes</p>	<ul style="list-style-type: none"> • 1st grade - 54.5% met benchmark • 2nd grade - 63% students met the benchmark • 3rd grade - 69.8% met the benchmark • 4th grade - 69.6% met benchmark • 5th grade - 62.3% met benchmark 	<p>The percentage of students attaining benchmark level on the Accelerated Reader quizzes by the end of the 2017-2018 school year will increase by 3%.</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Schedule and hold monthly grade-level collaboration meetings, with the use of floating substitute teachers, as well as grade level meetings after school to analyze common assessment results, identify and plan strategic instructional strategies, and identify needed resources and supports.	ELA	2017-2018 School Year	Principal Asst. Principal Teachers Office Manager TOSA	Substitute cost	Title I	10000.20
	Math			Certificated Benefits	Title I	1845.00
	ELD					
	Spanish Lang Arts					
2. All 1st-5th teachers will team in Language Arts, Math, and ELD daily. Kindergarten will team for math and ELD daily.	ELA	2017-2018 School Year	Principal Asst. Principal Teachers Elementary Support Teachers	No additional cost		
Math	ELD					
	Spanish Lang Arts					
3. Provide incentives as recognition to students for goals met and tests taken in Accelerated Reader and myON. Three times a year students will receive certificates and incentives for meeting their trimester math and reading goals. At the end of the year, all students meeting the goals will participate in a field day celebration and recognition will be provided for these students.	ELA	2017-2018 School Year	Principal Asst Principal ORC Coach Teachers Librarian	Academic Incentives	Title I	500.00
	Spanish Lang Arts				Discretionary	500.00
					AR contract	District Funded
				myON contract	District Funded	
4. Provide materials and supplies TK-5 to support the instructional program and Interventions.	ELA	2017-2018 School Year	Principal Asst Principal Office Staff	Materials and Supplies	Discretionary	44995.00
	Math			Material and Supplies	Title I	7248.00
	ELD			Warehouse Charges	Discretionary	20000.00
	Spanish Lang Arts			Publication Charges	Discretionary	3000.00
	Strand Focus					
5. An ISP will be hired to provide intervention in reading, math and ELD to TK, K and 1 grade students, including, SED, Foster	ELA	2017-2018 School Year	Principal Assistant Principal ISP	Certificated Salary	Title III	14212.00
	Math			Certificated Salary	LCFF - Intervention	14212.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and Homeless Youth and English Learners.	ELD			Certificated Benefits (%)	Title III	2622.00
				Certificated Salaries	LCFF - Intervention	2622.12
6. An ISP will be hired to provide intervention and enrichment in reading and math to second and third grade students including, SED, Foster and Homeless Youth and English Learners.	ELA Math	2017-2018 School Year	Principal Assistant Principal ISP	Certificated Salary	Title III	14212.00
					LCFF - Intervention	14212.00
				Certificated Benefits (%)	Title III	2622.00
					LCFF - Intervention	2622.12
7. The Instructional Coach (TOSA) will support teachers in implementing the adopted curricula and provide support and professional development including SIOP strategies.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Principal TOSA	Certificated Salary	Centralized Services	134074.00
8. STAR 360 Reading and Math and AR Reading Monitoring program will be used monthly to assess students and monitor progress.	ELA Math	2017-2018 School Year	All Teachers	Renaissance contract	District Funded	
9. Additional clerical support will assist with SST, IEP, SSC, ELAC, interventions during testing periods, parent meetings and documents translations for (SST, 504 Plans). Additional custodial support will be provided, as needed. Additional Library Tech support will be provided so students can take AR tests in the library.	ELA Math ELD	2017-2018 School Year	Principal Classified Personnel	Classified Personnel Salary	Discretionary	5350.00
				Classified Salary	Title I	2400.00
				Librarian Extra Support	Title I	1900.00
				Classified Salary/Verbal Translation	Title I	1000.00
				Classified Benefits	Title I	1364.80
				Custodial Extra Help	Discretionary	1000.00
10. Provide a 4 hour Kindergarten Para professional to support the TK and Kindergarten classrooms.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Para professional	Classified Personnel	LCFF - Intervention	7186.00
				Classified Benefits	LCFF - Intervention	2597.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
11. Provide Summer School Program targeted Intervention for students in ELA and Math, ELD.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Teachers Classified Personnel School Counselor	Certicated Salaries Summer School, OSSA Salary Summer School, Admin Support Summer School, Clerical Summer School Playground Supervisor Certificated Benefits (%)	Title I	13000.00
12. Maintenance Agreement to maintain copiers in good working condition to support the instructional program for all students.		2017-2018 School Year	Principal Office Manager	Maintenance Agreement for school copiers	Discretionary	2900.00
13. Subscription and Apps for devices to support student academic achievement and enrichment activities.	ELD ELA Math	2017-2018 School Year	Principal Site Technology Technician Teachers	Subscriptions and Apps Classified salary	LCFF - Targeted Centralized Services	3603.00 75231.00
14. District Migrant Education Summer School to provide support for Migrant students.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Outreach Consultant	Migrant program	District Funded	
15. Strategic Focus Groups Interventions (K-5) provided by ESTs and ISPs.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Academic Coach EST ISP	Certificated salary Certificated salary (ISPs)(see actions 5,6)	District Funded	
16. Provide Before and After school intensive intervention tutoring in ELA, Math, ELD for grades K-5.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Teachers	Certificated Salaries Certificated Salaries Certificated Benefits Certificated Benefits	Title I LCFF - Intervention Title I LCFF - Intervention	10000.00 10000.00 1845.00 2845.76
17. Provide Tutoring Intervention for Long Term English Learners and ELs.	ELA ELD	2017-2018 School Year	Principal Assistant Principal Teachers	Certificated Salaries (see action 16)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math		ISP			
18. Two ISPs provide intervention in reading and math to first through third grade students, including Foster and Homeless Youth and English Learners. ISPs work with small focus Kindergarten focus group 3-4 times per week. Groups are monitored for 6-8 weeks.	ELA Math	2017-2018 School Year	Principal Assistant Principal ISPs	Certificated Salaries (see actions 5, 6)		
19. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction in ELA and Math.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Teachers K-5, Academic Coach, Teachers, ESTs	No additional cost		
20. Intervention and enrichment materials will be utilized during Universal Access for ELA and Math.	ELA Math	2017-2018 School Year	Teachers K-5 TOSA ESTs ISPs Teachers	Certificated Salaries (see actions 5, 6)		
21. Implementation of before and after school tutoring in language arts for targeted students, including Foster Youth and Homeless and ELs.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal K-5 teachers	Certificated Salaries (see action 16)		
22. Staff will monitor at-risk students through the MTSS process, COST and grade level meetings and analysis of data. Substitute teachers will be used for regular teachers to attend the meetings.	ELA Math ELD Student Behavior Support Strand Focus	2017-2018 School Year	Principal Teachers School Counselor Outreach Academic Coach	Certificated Salaries (see action 7)		
23. Students will have opportunities to access	ELA	2017-2018 School Year	Principal Assistant Principal	1:1 Device Initiative	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
technology for intervention or enrichment (i.e. iPods, iPads, applications, software AR, MyON).	Math ELD		Teachers Technology Technician			
24. Students will participate in at least two field trips and enrichment activities related to the strand focus and other curricular areas.	Strand Focus	2017-2018 School Year	Principal Teachers TK-5	Transportation costs	Title I	5000.00
				Admission Fees and Professional Presentations	Title I	7430.00
				Service, Entrance Fees, Operations	Discretionary	1200.00
25. Extra Support Teachers will provide support to all teachers in 2nd-5th grades in the implementation of science, language arts and math. The Extra Support teachers will provide daily Intervention in language arts and math and science instruction at the Science Lab for grades 2-5.	ELA Math Strand Focus	2017-2018 School Year	Extra Support Teachers, Academic Coach, Teachers, Principal Assistant Principal	Certificated Salaries	District Funded	
27. SST meetings will be held at least one day a month to address the needs of at risk students.	ELA Math ELD Student Behavior Support	2017-2018 School Year	Principal, Outreach COST/SST Team PBIS Committee	No additional cost		
28. IEP Meetings will be held as needed for annual and tri-annual reviews of special education student progress throughout the year for compliance and to meet student needs.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Special Ed. Teachers General Ed. Teachers Psychologist Speech Pathologist	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
29. Special Ed Team members will meet every third Monday of the month to determine the dates for IEPs, concerns about students and specific needs of Gen Ed teachers in supporting students in reading, math, and ELD.	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Special Ed. Teachers, General Ed. Teachers, Psychologist Speech Pathologist	No additional cost		
30. All students will use myOn/AR software in order to access books on their iPads at their appropriate reading level and will have access to the library during the school day.	ELA Spanish Lang Arts	2017-2018 School Year	Principal Assistant Principal Academic Coach Teachers	District contracts	District Funded	
31. Provide professional development to support the full implementation of: CCSS, state approved ELA/ ELD and math curriculum, intervention and safety procedures (Common Core Standards, Technology for Promethean Board, EADMS, iPads and SIPP's Academic, PALS, Pasaportes, Accelerated Reader, SIOP, CHAMPS, Disaster preparedness training).	ELA Math ELD	2017-2018 School Year	Principal Assistant Principal Academic Coach District EL TOSA Math Mentor Technology Mentor	Curriculum Certificated Salaries (Mentors)	District Funded District Funded	
32. Provide training and support for Subscriptions and Apps to support student instruction in MyOn, Waterford, AR, My Math, Wonders/Maravillas Online Libraries.	ELA Math	2017-2018 School Year	Principal Assistant Principal Academic Coach District Tech TOSA Math Mentor Technology Mentor	Certificated Support (see action 31)		
33. Teachers and support staff to attend professional development and conferences for professional growth and learn new strategies to support all students: PEAK, CAG, PBIS, Every Child Counts Symposium, CABE, Indigenous Conference, Science, CUE, PBIS/CHAMPS.	ELA Math ELD Strand Focus	2017-2018 School Year	Principal Assistant Principal Teachers Support Staff	Travel and Conference Cost Travel and Conference Cost	Discretionary Title I Title III LCFF - Targeted LCFF - Intervention	2000.00 10000.00 10616.00 700.00 2000.00
34. Provide students in grades 2-5 with academic agendas for the 2017-2018 school year to support	ELA	2017-2018 School Year	Principal Teachers (gr 2-5)	Materials and Supplies (see action 4)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Home-School communication.	ELD Math					
35. My Math and Excel Math Homework Enrichment Program will be used for students in grades 2-5.	Math	2017-2018 School	Teachers (gr 2-5)	Material and Supplies (see action 4)		
36. After School Program provides support to students and enrichment opportunities to all students.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	After School Program Director ASP Liaison	After School Program	ASES	
37. The TOSA will train and support all teachers in monitoring students' reading progress through the Accelerated Reader program in ELA classes.	ELA Spanish Lang Arts	2017-2018 School Year	Teachers TOSA	Certificated Salaries (see action 7)		
38. Site Technology Technician will provide school wide technology support.		2017-20118 School Year	Site Computer Tech	Classified Salary (see action13)		
39. Library Technician will maintain and manage school site library and provide support to teachers and students.		2017-2018 School Year	Library Technician	Classified Salary	Centralized Services	26685.00
40. Maintain copy machines for teachers and staff to use for support with the instructional program.		2017-20118 School Year		Maintenance Agreements	Centralized Services	8100.00

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
California Healthy Kids Survey (CHKS)	23% of 3rd-5th grade students reported that they have been hit or pushed on the California Healthy Kids Survey.	Decrease the percentage of 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey by 3% in 2017-2018.
Suspension Rate	Suspension rates: All Students 1.7%	Reduce suspension rates by .5% .
Expulsion rate	Expulsion rate: 0%.	Maintain a 0% expulsion rate for all years.
Chronic absence rate	Chronic absence rates 7.7%	Decrease the 2017-2018 chronic absence rates by 1% and by .5% each year after.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Continue with year 3 implementation of the CHAMPS/PBIS model both in the classroom and throughout the campus, with the CHAMPS/PBIS Committee identifying next steps for school-wide CHAMPS implementation.	Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Assistant Principal School Counselor PBIS Committee Outreach	Materials and Supplies (trainings, posters and CHAMPS Incentives)	LCFF - Intervention	500.00
2. School-wide Music program to support enrichment activities and engage students	Student Behavior Support	2017-2018 School Year	Principal Music Teacher TK-5 Teachers	Certificated Salary	LCFF - Intervention	7300.00
3. Provide CHAMPs incentives to support positive student behavior.	Student Behavior Support Attendance	2017-2018 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers	Intervention Incentives	LCFF - Intervention	1000.00
4. Support positive attendance: <ul style="list-style-type: none"> School wide attendance program with incentives. Parent mediation meetings. Perfect Attendance Club. A2A program information meetings 	Student Behavior Support Attendance	2017-2018 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers	A2A Attendance Program Incentives	District Funded LCFF - Intervention	500.00
5. Implementation of the CHAMPS/Olweus anti-bullying program (bully prevention/ positive student behavior)	Attendance Student Behavior Support Strand Focus	2017-2018 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers	CHAMPS program	District Funded	
6. Hold Positive behavior assemblies tied into academic reading programs, math and CHAMPS.	Student Behavior Support Strand Focus Safety	2017-2018 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	Student Behavior Support Strand Focus Safety	2017-2018 School Year	School Counselor Outreach Principal Assistant Principal	No additional cost		
8. Campus Supervisors will provide school safety supervision before school, during recesses and lunch and during school dismissal.	Student Behavior Support Safety	2017-2018 School Year	Campus Supervisor	Classified Salaries	Discretionary	96000.00
				Classified Benefits (%)	Discretionary	26356.00
9. Ensure Confidentiality of documents and sensitive student information.	Student Behavior Support Safety	2017-2018 School Year	Principal Assistant Principal Teachers School Counselor Office Personnel	Contract for Shredding Services (United Document Storage)	Discretionary	500.00
10. The Outreach Consultant will work with students, families and school staff who need additional supports and provide student services and resources.	Student Behavior Support Safety	2017-2018 School Year	Principal School Counselor Outreach	Classified Salary (ORC)	Centralized Services	50130.00
11. Establish and implement Comprehensive Safe School Plan <ul style="list-style-type: none"> Monthly fire drill Monthly Priority 1/2 drills Quarterly earthquake drills Annual evacuation drill Professional development for first aid and safety 	Safety Strand Focus	2017-2018 School Year	Principal Assistant Principal Safety Committee Student Council Health Technician District Nurse	No additional cost		
12. Hold regular Student Study Team (SST) and Coordination of Service Team (CoST) meetings to support at-risk students.	Student Behavior Support Attendance ELA Math	2017-2018 School Year	Principal assistant Principal Outreach School Counselor Academic Coach Teachers	Classified Salary (see goal 1, action 22)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
13. School Counselor and outside agencies will provide social-emotional support for students and parents through individual and group support and meetings.	Student Behavior Support	2017-2018 School Year	Principal School Counselor Assistant Principal	Certificated Salary (Counselor)	Centralized Services	116953.00
14. Provide assemblies for student enrichment.	Strand Focus Student Behavior Support	2017-2018 School Year	Principal School Counselor Outreach Professional Consulting Services	No additional cost		
15. Implement Cultural Proficiency goals via Generation Ready which will provide professional development training and support for school staff and students via classroom lessons.	Strand Focus Student Behavior Support Safety	2017-2018 School Year	Principal Generation Ready Consultant	Generation Ready contract	District Funded	
16. All staff, certificated and classified, to receive ongoing training on CHAMPS, Restorative Justice practices and NCPI. Further review, discussion and implementation of CHAMPS will be conducted by PBIS/CHAMPS Committee.	Student Behavior Support Safety	2017-2018 School Year	Principal Assistant Principal PBIS Committee	No additional cost		
17. Campus supervisors will be trained in the On the Playground Safety Program and NCPI.	Student Behavior Support Safety	2017-2018 School Year	Principal Assistant Principal Outreach School Counselor	Classified Salaries (see action 8) Professional development	District Funded	
18. Designate a Teacher Liaison to coordinate the After School Program support and communicate with principal and staff.	Safety Student Behavior Support Strand Focus	2016-2017 School Year	Principal Assistant Principal District ASES Administrator Teacher Liaison ASP Site Director	Certificated Salary	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<ul style="list-style-type: none"> Attend monthly coordination meetings at District and onsite. 						
19. Support and implement CHAMPS in the After school Program.	Student Behavior Support Safety	2017-2018 School Year	Principal Assistant Principal Teacher Liaison ASP Site Director	No additional cost		
20. Hold monthly anti-bullying marches on the playground, make a School Anti-bullying Video and implement the Bully Stopper Program as part of the CHAMPS Anti-Bullying Program.	Strand Focus Student Behavior Support Safety	2017-2018 School Year	Principal ORC TOSA Teachers and Staff School Counselor	No additional cost		
21. Utilize MTSS/Rtl model for behavior plan and district discipline matrix to support positive student behavior.	Student Behavior Support Strand Focus	2017-2018 School Year	Principal Assistant Principal Academic Coach Outreach School Counselor	No additional cost		
22. Survey students and staff regarding school climate and utilize feedback to guide the CHAMPS and PBIS committees in developing plans for ensuring an environment conducive to teaching and learning.	Strand Focus Safety	2017-2018 School Year	PBIS Committee	CHKS Survey	District Funded	
23. Ensure a successful transition from elementary school to middle school by coordinating with district Middle Schools sites to conduct elementary school visits to promote and encourage student interest in site programs.	Safety	2017-2018 School Year	Principal Assistant Principal Counselor Outreach	No additional cost		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Parent Attendance Participation at ELAC Meetings,
 Title I Meetings
 EL Needs Assessment Survey

Increased parent participation from based average attendance at meetings

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Conduct Title I quarterly meetings to discuss and implement Parent Compact and Parent Involvement Policy.	Attendance	2017-2018 School Year	Principal Assistant Principal Outreach	No additional cost		
2. Provide Triple P, Parent Project and Loving Solutions classes for parents of at-risk students a	Student Behavior Support	2017-2018 School Year	Outreach Consultant Campus	Classified Salaries	LCFF - Intervention	2900.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
series of workshops.	Attendance		Supervisors			
3. Parents are welcomed at monthly parent meetings: ELAC, SSC, PTA and Coffee with the Principal.	ELA Math ELD Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Assistant Principal	No additional cost		
4. Families will receive communication regarding educational topics, safety, school news, procedures, events and activities through ConnectEd, school website, school marquee, Facebook and Twitter.	Wrap-Around Services	2017-2018 School Year	Principal Assistant Principal	No additional cost		
5. Parent Compact will be developed and revised at parent meetings.	Student Behavior Support	2017-2018 School Year	Principal Leadership Team SSC ELAC Parents ORC	No additional cost		
6. Parent/Teacher conferences will be held to inform families of student progress, as necessary, throughout the school year and at report card periods.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Teachers Classified staff Principal Assistant Principal	No additional cost		
8. Invite parents to Celebration of Learning Awards Assemblies at the end of each trimester.	ELA Spanish Lang Arts Math	2017-2018 School Year	Principal Assistant Principal Academic Coach PTA Parents	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus					
9. Invite and encourage parents to attend SST/IEP Meetings.	Wrap-Around Services	2017-2018 School Year	Principal Psychologist, Assistant Principal Speech Pathologist Special Education Teachers Outreach	No additional cost		
10. Conduct an Annual Survey to help identify parent needs to support their children.	Wrap-Around Services	2017-2018 School Year	Principal Assistant Principal Office Staff	No additional cost		
11. Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, EL Master Plan, Reclassification and EL related information.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Assistant Principal	No additional cost		
12. Staff to provide support at meetings and events (translation, babysitting, custodial needs).	Attendance Safety	2017-2018 School Year	Principal Assistant Principal Teachers Classified Staff	No additional cost		
13. Provide support for parents in areas of attendance, social skills, and resiliency through meetings and professional development.	Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal Assistant Principal School Counselor Outreach	No additional cost		
16. Provide workshops for parents of Incoming TK-Kindergarten students to familiarize them with school and classroom student expectations.	ELA Math ELD Strand Focus Attendance	2017-2018 School Year	Principal Assistant Principal Kindergarten/TK Teachers Outreach School Counselor	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
17. MICOP will provide Viviendo con Amor parent training (8 weeks).	Wrap-Around Services	2017-2018 School Year	Principal MICOP	No additional cost		
18. Parent Child Nutrition Classes will be offered through Ventura County Healthy Start (6 week training).	Wrap-Around Services	2017-2018 School Year	Principal Ventura County Healthy Start	No additional cost		
19. "Navigating the School System" workshops will be provided to parents each trimester .	Wrap-Around Services	2017-2018 School Year	School Counselor Outreach	No additional cost		
20. A First Aid workshop for parents and staff will be presented by Ventura County Mental Health (3 days, 3 hour).	Wrap-Around Services	November-December 2017	Ventura County Mental Health	No additional cost		
21. Invite parents of English learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.	ELD	2017-2018 School Year	Principal Teachers ELAC Board	No additional cost		
22. Hold the annual Family Health and Wellness Carnival to provide community resources to school families and encourage family engagement.	Wrap-Around Services	2017-2018 School Year	Principal Assistant Principal PTA	No additional cost		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	117	122	133	113	121	132	113	121	132	96.6	99.2	99.2
Grade 4	93	110	100	93	109	100	93	109	100	100.0	100	100
Grade 5	108	98	107	107	97	107	106	97	107	99.1	99	100
All Grades	318	330	340	313	327	339	312	327	339	98.4	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2334.5	2351.8	2357.4	1	2	6.06	6	12	10.61	20	25	26.52	73	60	56.82
Grade 4	2365.9	2394.7	2392.7	0	3	8.00	8	9	10.00	18	26	19.00	74	62	63.00
Grade 5	2419.9	2414.7	2431.1	2	2	0.93	12	9	12.15	23	24	28.97	62	65	57.94
All Grades	N/A	N/A	N/A	1	2	5.01	9	10	10.91	21	25	25.07	69	62	59.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	2	6.82	28	36	34.09	72	63	59.09
Grade 4	1	4	6.00	34	37	39.00	65	60	55.00
Grade 5	5	5	2.80	31	26	40.19	64	69	57.01
All Grades	2	3	5.31	31	33	37.46	67	64	57.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	4	8.33	26	32	35.61	72	64	56.06
Grade 4	1	5	2.00	27	48	42.00	72	48	56.00
Grade 5	5	3	5.61	33	32	42.99	62	65	51.40
All Grades	3	4	5.60	29	37	39.82	69	59	54.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	5.30	50	57	52.27	48	38	42.42
Grade 4	2	2	8.00	47	60	47.00	51	39	45.00
Grade 5	5	7	1.87	49	46	60.75	46	46	37.38
All Grades	3	5	5.01	49	55	53.39	48	41	41.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	5	6.82	41	37	42.42	58	58	50.76
Grade 4	0	4	5.00	40	39	40.00	60	57	55.00
Grade 5	7	6	4.67	51	45	48.60	42	48	46.73
All Grades	3	5	5.60	44	40	43.66	54	55	50.74

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	117	122	133	114	121	133	114	120	133	97.4	99.2	100
Grade 4	93	110	100	93	109	100	93	109	100	100.0	100	100
Grade 5	108	98	107	107	97	107	107	97	107	99.1	99	100
All Grades	318	330	340	314	327	340	314	326	340	98.7	99.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2365.5	2372.5	2377.9	0	3	4.51	12	17	18.05	33	30	24.06	54	50	53.38
Grade 4	2415.1	2400.3	2411.1	1	1	6.00	12	4	10.00	39	42	35.00	48	53	49.00
Grade 5	2427.9	2419.6	2432.4	1	1	3.74	7	3	5.61	27	25	28.04	65	71	62.62
All Grades	N/A	N/A	N/A	1	2	4.71	10	8	11.76	33	33	28.53	56	57	55.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	12	13.53	31	31	25.56	64	58	60.90
Grade 4	5	2	9.00	30	24	28.00	65	74	63.00
Grade 5	1	1	5.61	24	21	22.43	75	78	71.96
All Grades	4	5	9.71	28	25	25.29	68	69	65.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	8	8.27	40	34	38.35	60	58	53.38
Grade 4	3	2	10.00	40	31	31.00	57	67	59.00
Grade 5	3	0	2.80	27	20	30.84	70	80	66.36
All Grades	2	3	7.06	36	29	33.82	62	68	59.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	3	7	4.51	40	51	48.87	57	43	46.62
Grade 4	3	4	10.00	39	38	34.00	58	59	56.00
Grade 5	2	2	1.87	26	36	34.58	72	62	63.55
All Grades	3	4	5.29	35	42	40.00	62	54	54.71

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				9		7	27	35	29	45	43	29	18	22	36
1	1	2		5	13	17	40	35	32	28	26	29	27	24	23
2	2	1	3	15	7	16	32	30	37	34	54	33	17	8	11
3	1	1	5	15	16	19	45	40	37	26	25	27	12	19	12
4	2	1	7	27	24	20	49	50	49	12	16	16	10	9	9
5	6	4	3	31	36	52	51	44	33	9	11	10	3	5	2
6														0	
Total	2	1	3	16	16	22	42	38	37	24	30	25	16	14	13

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			1			11	14		23	26		66	60	
1	1	2		5	13		39	34		27	25		28	26	
2	2	1		15	8		32	31		34	53		17	8	
3	1	1		15	15		44	40		25	25		14	19	
4	2	1		27	23		49	51		12	16		10	9	
5	6	4		31	36		51	45		9	11		3	5	
Total	2	1		13	13		35	33		23	28		27	25	

Appendix C - School Site Council Membership (Rose Avenue Elementary-The School of Science and Wellness)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Pablo Ordaz	Principal
Amanda Lewis	Classroom/Teacher
Raquel Rodriguez	Other School Staff
Mary Mendel-Garcia	Classroom/Teacher
Elizabeth Favila	Classroom/Teacher
Susana Estrada	Parent or Community Member
Ignacio Zaragoza	Parent or Community Member
Benllocef Torres	Parent or Community Member
Mayra Rivera	Parent or Community Member
JoAnn Olivares	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/13/2017.

Attested:

Pablo Ordaz
Typed Name of School Principal

Signature of School Principal

Date

Susana Estrada
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Luis Pamas
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10/13/2017.

Attested:

Pablo Ordaz

Typed Name of School Principal

Pablo Ordaz
Signature of School Principal

10-13-17

Date

Susana Estrada

Typed Name of SSC Chairperson

Susana Estrada
Signature of SSC Chairperson

10/13/17

Date



Oxnard school district

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

www.oxnardsd.org

Rose Avenue Elementary School

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061



Rose Avenue School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

The School of Science and Wellness



Oxnard school district

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

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Rose Avenue Elementary School

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(805) 385-1575 Fax: (805) 485-8061



Provide a quiet time and place for homework and monitor TV viewing.

Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).

Communicate with the teacher or the school when I have a concern.

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.

Regularly monitor my child's progress in school.

Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.

Communicate the importance of education and learning to my child.

Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardián

Principal



Oxnard school district

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Rose Avenue Elementary School

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061



Acuerdo de la Escuela Rose Avenue

Es importante que las familias y las escuelas trabajen juntos para ayudar a que los estudiantes logren las altas normas académicas. A través de un proceso que incluyen a maestros/as familias, estudiantes y representantes de la comunidad, lo siguiente se acordó sobre el desempeño y responsabilidades que nosotros como parte de este acuerdo llevaremos a cabo para apoyar al éxito de los estudiantes en la escuela y en la vida.

Promesa del Maestro/a:

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que mi habilidad lo permita:

Proporcionar un plan de estudios de alta calidad e instrucción.

Esforzarme en motivar a mis estudiantes a aprender.

Tener altas expectativas y ayudar a cada niño/a desarrollar amor al aprendizaje.

Comunicarme regularmente con las familias acerca del progreso del estudiante.

Proporcionar un ambiente de aprendizaje calido, seguro y de cuidado.

Proporcionar tarea diaria para reforzar y extender el aprendizaje (30 minutos de primero a tercer grados y 60 minutos de cuarto a quinto grados).

Participar en oportunidades de desarrollo profesional que mejore la enseñanza y el aprendizaje y que apoye la formación de compañerismo con las familias y la comunidad.

Participar activamente en decisiones colaborativas y trabajando consistentemente con familias y mis colegas de escuela para hacer escuelas accesibles y lugares acogedores para familias que ayuden a que cada estudiante logre alcanzar altas normas académicas.

Respetar la escuela, los estudiantes el personal y las familias.

Promesa del Estudiante:

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que mi habilidad lo permita:

Venir a la escuela preparado/a para aprender y trabajar con mucho esfuerzo.

Traer los materiales necesarios, terminar los trabajos y tareas.

Conocer y seguir las reglas de la escuela y de la clase.

Pedir ayuda cuando la necesite.

Comunicarme regularmente con mis padres y maestros/as acerca de experiencias escolares para que así ellos me puedan ayudar a tener éxito en la escuela.

Limitar el tiempo que dedico a ver televisión en lugar de estudiar o leer todos los días después de la escuela.

Respetar la escuela, mis compañeros de clase, al personal y a las familias.

Promesa de los Padres de Familia:

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que mi habilidad lo permita:

Proporcionar un lugar tranquilo para hacer la tarea y vigilar el tiempo que ve la televisión.

The School of Science and Wellness



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Leer a mi niño/a o animarlo/a a leer todos los días (20 minutos de K-3, y 30 minutos de 4-5 grados:

Comunicarme con el maestro/a o la escuela cuando tenga preguntas.

Asegurarme que mi niño/a asista a la escuela todos los días, duerma adecuadamente, tenga atención medica cuando lo requiera y una nutrición apropiada.

Regularmente vigilar el progreso de mi niño/a en la escuela.

Participar en las actividades escolares tales como decisiones escolares, ser voluntario y/o asistir a las conferencias de padre-maestro/a.

Comunicar la importancia de la educación y el aprendizaje a mi niño/a.

Respetar a la escuela, al personal, a los estudiantes y a las familias.

Estudiante

Maestro/a

Padre/Madre/Guardián

Directora



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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–

- ✓ that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.
- ✓ that parent are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The school Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Rose Avenue School notifies parents about the School Parental Involvement Policy in and understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Rose Avenue School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Rose Avenue School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Rose Avenue School has adopted the school's school-parent compact as a component of its School Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Rose Avenue School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meetings times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Rose Avenue School conducts an open forum for parents and community members for further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

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Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes newsletters along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPOSITO DE LA DECLARACION:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realiza todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyendo la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntarios, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos; según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre está disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a estos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Rose Avenue notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Rose Avenue verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique como).
- ✓ La Escuela Rose Avenue periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Rose Avenue ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLITICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La Escuela Rose Avenue convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,

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- ✓ Informarles a los padres de familia los derechos que estos tienen para participar en la educación formal de sus hijos (se proporciona copia de la participación general de los padres de familia en el distrito)
- ✓ Informarles a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Rose Avenue debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aun más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario e información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que estos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitaran respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informarles los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Junta de Padres
- ✓ Accesorio Académicos

Single Plan for Student Achievement (SPSA) Template

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

School Name Sierra Linda Elementary School

CDS Code 56725386055388

Revision Date October 11, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Carmen Serrano Principal

Email and Phone cserrano@oxnardsd.org
(805) 385-1581

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

Sierra Linda Elementary's mission, vision, values and goals include:

Vision:
Empowering All Children to Achieve Excellence

Mission:
"We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected."

VALUES:
We can achieve our vision by on-going reflection and collaboration regarding best instructional practices, using data, prioritizing time and money, engaging in professional development that is relevant to student achievement, implementing interventions for both academic and social/behavioral needs (Response to Intervention/Instruction) and engaging students by using technology as an integral part of instruction.

GOALS- How will we make our progress?

All instructional staff will:

- *provide daily instruction and/or intervention in reading and mathematics that is aligned to the state framework and district adoptions.
- *review formative assessment data, monitor student progress, and adjust instruction in all curricular areas based on data.
- *receive classroom support for ELA, ELD, Science and Mathematics.
- *evaluate student interventions based on data and develop an intervention pyramid for the school and each grade level for the upcoming trimester based on proven results.

All students will:

- *receive instruction daily in reading, English Language Development, physical education and mathematics for 180 days.
- *receive intervention, if needed, to access curriculum
- *all English learners will meet or exceed annual targets on the state test for English Learners.

All Parents will:

- *support school and district behavior, homework and dress-code policies.
- *ensure that their child completes homework and daily assignments.
- *attend Back to School Night, parent conferences and other school related activities to support their child's academic and social-emotional growth.
- *be available for communication regarding their child's academic and social progress.

SCHOOL PROFILE

At Sierra Linda, we are constantly striving to improve our instructional program and our service and support to children and families. We are currently implementing the Common Core State Standards (CCSS), preparing our students for the Smarter Balanced Assessments (SBAC), integrating technology into instruction, meeting the needs of English Language Learners and GATE students, providing students with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Sierra Linda is constantly working to ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams regularly in order to plan together. They analyze data, plan rigorous standards-based lessons that support students' academic progress. The staff participates in district and site professional development to perfect instructional practices. The Instructional Coach, Math Mentor and Technology Mentors are critical in supporting teachers with new information, best instructional strategies, assessments and data analysis.

We have instituted an Academic Strand Focus of Health and Art. We've developed and revised instructional units based on these themes in order to expand opportunities for students' learning and engagement. For example, students are learning about healthy food choices and how it affects their bodies. In addition, art instruction introduces students to various visual or performing arts experiences. Students have felt success by developing their skills in communication, collaboration, critical thinking and creativity.

Sierra Linda offers Transitional Bilingual Programs in Kindergarten, First, Second and Third grades in order to support English Language Learners. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English Language Learners, ELD instruction is embedded throughout all subjects and explicitly taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (MTSS) process. Teachers have received specific professional development in strategies (SIOP) which are designed to assist students in their acquisition of English.

We use additional programs and tools in order to provide our students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourage a love of reading. The Accelerated Math and Math Facts in a Flash programs provide additional opportunities for students to constantly revisit critical math skills. Teachers use various applications that support development of foundational reading and math skills. Every student has received an iPad for use at school and at home. Teachers continue to receive training on the use of iPads and share ideas with each other. Our site Tech Mentor supports staff with on-going professional development. Students receive digital citizenship instruction. Parents are informed of the benefits of technology as it relates to the education of their students.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are readers. All students receive differentiated instruction in reading in all grade levels four days a week. We have hired Intervention Service Provider teachers (ISP) in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on STAR Reading results. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Classroom teachers also use STAR 360 to focus on reading skills during regular classroom instruction.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. We have regular CoST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the Instructional Coach, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents. In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Sierra Linda. Our positive behavior program is CHAMPS. All staff has been trained in and implements this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order for them to be able to make safe and rational decisions concerning their conduct. It has been extremely successful as evidenced by our ever diminishing discipline referrals and suspension rates. A full time counselor has been added to our staff. The counselor works with individual students and small groups in order to provide additional social-emotional support they may need in order to be successful.

We have regularly scheduled drills for fire, earthquake and lock downs in order for students and staff to be adequately prepared in case of emergency situations.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings and "Coffee with the Principal", during which parents receive information and have input into critical decisions. Parents receive a weekly phone-blast informing them of all school events and activities. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, and behavior charts (if necessary). Our Outreach Specialist and Counselor offer support by connecting families with necessary community services to address social-emotional needs. Parents participate in positive parenting programs like "Triple P". We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

We are celebrating three areas of progress at Sierra Linda.

First, we are proud of a school-wide commitment to deliver rigorous and engaging instruction to all our students. Kindergarten students receive 30 minutes, while first through fifth graders receive 45 minutes of focused English Language Development on a daily basis. Instruction revolves around the California ELA/ELD Framework and the ELD Common Core Standards. We use the district's adopted ELD materials to strengthen student skills in the area of English literacy including reading, writing, speaking and listening. Along with our district's EL TOSA, we conducted DATA chats with parents and students in fourth and fifth grade. During these DATA chats we expect to discuss reclassification criteria and set goals with students and parents. Special attention was given to those students that have been at our school site since kindergarten. Through this process, we reclassified 48 students, an increase of 16 students over the previous year. We plan on expanding DATA chats with all parents of second through fifth graders.

Secondly, we are proud of our school wide system focused on attendance. There are students who are monitored and rewarded for attendance. In 2016-2017, 72 students were monitored by the Attendance Clerk, ORC, School Counselor and Principal. We believe that by offering breakfast and incentives to students, students who are low income, English learners and/or foster youth will be more likely to attend school, thus, improving their school performance. When students attend school on a regular basis they have access to services such as our ISP. This is a significant Title 1 expenditure. Students who are low income, English learners, and foster youth are often in need of extra intervention to improve their academic performance. This is still an area of focus for us in 2017-2018. Our end of 2016-2017 school year attendance rate average was 95.58%, but we are diligently working to attain an average of 97%. Our kinder through second grade classes had the lowest averages. We will be working closely with all classes to provide incentives and recognize Perfect Attendance.

Lastly, we are proud of our Multi-tiered System for Student Support in the area of behavior. We created a CHAMPS leadership team made up of grade level representatives, school counselor, a classified representative and the site administrator. These individuals received training through county and district personnel. The team created CHAMPS expectations for all common areas such as the cafeteria, school office, bathrooms, playground and bus areas. As the year progressed and we began to faithfully implement CHAMPS expectations office referrals went from a daily average of 8 referrals a day to 3 referrals a day. The school counselor trained the campus supervisors and para-educators. In addition, campus supervisors met with school administration at least once a month to review CHAMPS practice. During this past summer, a teacher, the school counselor and the site administrator attended the CHAMPS training in Portland, Oregon. We are entering our second year of full CHAMPS implementation with structures and procedures in place to support the diverse social-emotional needs of students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

According to our data on CAASPP and STAR 360, our areas of greatest need are:

- *students' reading/literacy skills
- *students' math skills

According to our data on CELDT our area of greatest need is:

- *EL students' adequate yearly progress, specifically on writing

2. What steps is the school planning to take to address these areas of greatest need for improvement?

At Sierra Linda, we plan on addressing the areas of greatest need through the following efforts:

- *Math and Technology Mentors will offer additional professional development tied to the new curricula, in ELD, math and language arts.
- *Professional Learning Communities (PLC) will meet to analyze data, plan instruction and identify students in need of intervention.
- *The principal will hold student monitoring conferences with individual teachers at least two times a year to identify students needing additional interventions.
- *ISPs will facilitate targeted small group instruction by providing interventions for at risk students and special populations.
- *All teachers will attend ELD professional development provided by the district.
- *District and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices.
- *ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, and English Language Development.
- *STAR 360 tests will be given every six weeks and will be used to inform progress monitoring.
- *Students will be recognized for their overall academic achievements and AR Goals each trimester.
- *A celebration with the community for students who reach reclassification criteria will occur each year.
- *Students will use Core 5/Lexia to strengthen reading skills.
- *Students will use the MyOn Reading program to access books at their reading levels.
- *Students will use Math Facts in a Flash to develop basic math skills.
- *Instructional support will be provided by the TOSA, EL TOSA, Math Mentor, Tech Mentor, grade level team and school administration.
- *Students will practice answering rigorous questions by taking the SBAC interim test and district unit assessments.
- *Grade level teams will backwards plan instruction and focus on specific skills during instruction.
- *Teachers will use engagement strategies and formulate questions using Depth of Knowledge.

All efforts will be supported by the school administration, the site TOSA, EL TOSA, Math Mentor, Tech Mentor, the outreach coordinator, the counselor, the speech therapist, the RSP teacher and other staff as needed.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to the CA School Dashboard the student groups that are two or more performance levels below the “all student” performance are:

English Learners – Progress (declined and remains at low), ELA (slight increase but still very low) and math (declined significantly remains low).

Socio--Economically Disadvantaged - ELA (increased by 10 points but still very low status) and math (declined and remained at low status).

Special Education - Suspension Rate (increased by 1.6% to very high status), ELA (declined by 9 points remained at very low status) and Math (maintained at very low status).

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Our next steps will be:

*Provide grade level planning time to inform instruction by using the STAR 360 assessment and data.

*Provide professional development tied to the new curricula in ELD, math and language arts with the use of Technology and Math Mentors.

*Continue to meet in PLC groups to analyze data, plan instruction, and identify students in need of intervention. The site TOSA and Principal will assist teachers with the process of collecting and analyzing data.

*Use ISPs to facilitate targeted instruction in small groups and provide interventions for at risk students and special populations.

*All teachers will attend the ELD professional development provided by the district.

*OSD and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices.

*ELD unit tests will be given to students each trimester to inform our instruction and ensure student progress in reading, writing, speaking, and listening.

*Use assessment data to determine which ELD standards are in need of remediation and which are being achieved.

*ELD performance standards and student achievement will be addressed during staff meetings, PLC meetings and student monitoring conferences.

*Monitor all student reading and math progress throughout the year via STAR 360 assessments.

*Principal led student monitoring conferences with individual teachers will be held at least two times per year. Together they will identify key standards/skills and interventions for whole group and small group instruction.

*With the support of the school counselor, school psychologist and district behavior specialist we will create behavior support plans for students in Special Education and other students as needed.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Our Title I funds will be dedicated towards supporting our English Learners, Foster Youth, Special Education and Social-Economically Disadvantaged students through our Multi-Tiered System of Supports (MTSS). Interventions are provided by ISPs who work with small groups of students to increase their academic performance by targeting specific skills. ISPs collaborate with the site TOSA and classroom teachers to analyze data and determine the most effective instructional practices for lesson delivery. Title I funds will also be used for teacher professional development and parent workshops. After-school tutoring will be offered with an emphasis on English Language Arts and Math. We have also used Title 1 funds for materials, supplies and computer software. This allows the students to access programs such as Core 5 and Math Facts in a Flash. These programs encourage students to practice needed skills and allows teachers to monitor student progress.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

One barrier is the inconsistency of the availability of our ISP. Often the ISP is pulled for subbing in a classroom because no substitute was available. Also fourth and fifth grade only get ISP time for 30 minutes a day for each grade level. There is a need for increased ISP time in the fourth and fifth grade levels. Due to a substitute shortage district wide, this a difficult barrier to overcome. We try to restrict pulling our ISP to only when absolutely necessary. Budget restrictions also play a role in our ability to hire extra ISP help.

Some corrective measures would be:

- *secure substitutes by scheduling all grade level collaborations by the end of the year for the following year.
- *secure substitutes by scheduling data chat meetings between admin and staff one year in advance
- *provide a grade level planning day before the start of the school year
- *move ISP start time to earlier in the school year
- *ensure all iPads and technology are in students' hands by the second week of school
- *ensure computer software(i.e. Math Facts in a Flash) are accessible by the second week of school
- *begin after school tutoring by the end of the first month of school

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was reviewed with parents during our Title I and ELAC meetings. Each group is given the opportunity to review the SPSA and to make suggestions for improvement of student outcomes. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The SPSA was presented to School Site Council and reviewed during the October meeting. All parent committees PTA, ELAC and Title I participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The School Leadership Team revised and recommended the SPSA to School Site Council for approval. The School Site Council (SSC) continuously monitors the SPSA's goals and actions. The SPSA is also reviewed at the end of each trimester to monitor progress on goals and actions as well as to improve services that are listed on the SPSA by both School Leadership Team and School Site Council. Changes to the adopted SPSA are presented to all stakeholders. The SPSA was made available to parents in both Spanish and English in the school office. In addition, all staff received an electronic copy of the SPSA. Suggestions are made by each group on how to improve test scores and to meet our SPSA goals.

III. **PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

Parents are encouraged to participate and support Sierra Linda students by becoming involved with:

- *Class and field trip volunteers
- *PTA events, such as Jog-A-Thon
- *School Site Council
- *ELAC monthly meetings
- *Special Education Committee (new for 2017-2018)
- *Parent Nutrition Classes
- *Triple P parenting classes
- *Coffee with the Principal/Title 1 meetings
- *Awards Assemblies
- *Read-a-Across America (as readers)

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also

allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our Outreach Specialist and Counselor offer support by connecting families with necessary services to address social-emotional needs.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Parents and students received a welcome letter from the school administrator at the beginning of the year.

TK-K transition:

Ready, Set, Go workshops were held for parents of children entering TK and K. Parents were invited to visit classrooms the afternoon before school started. Staff attends all Special Education transition meetings to ensure students and parents feel comfortable and are connected to Sierra Linda Elementary School.

Fifth Grade Transition:

Middle Schools provide a presentation on what their schools offer, thus assisting the student and parent in making the best choice for their education. Sierra Linda promotes the middle school's new student orientation nights.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	65665	0.00
Title III	34035	0.00
Discretionary	198051	0.00
LCFF - Targeted	37100	0.00
LCFF - Intervention	36000	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$433,643.00

Goal 2 \$166,155.00

Goal 3 \$15,000.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:
All students will reach high academic standards in reading and mathematics.

SITE GOAL:
All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA Data	<p>Overall, 15% of students Met or Exceeded standards on the ELA CAASPP.</p> <p>The 2016-17 baseline scores are: 13.68% of 4th graders Met or Exceeded on the ELA CAASPP 16.33% of 5th graders Met or Exceeded on the ELA CAASPP</p>	<p>Increase student ELA CAASPP scores by at least 2% in each grade level.</p>
CAASPP Math Data	<p>Overall, 12% of students Met or Exceeded standards on the ELA CAASPP.</p> <p>The 2016-17 baseline scores are: 19.65% of 4th graders Met or Exceeded on the Math CAASPP 4.08% of 5th graders Met or Exceeded on the Math CAASPP</p>	<p>Increase student Math CAASPP scores by at least 2% in each grade level.</p>

<p>STAR 360 Reading</p>	<p>End of year STAR 360 Reading percentage of students that were at or above grade level are: 1st--56.7% 2nd--15.6% 3rd--30.3% 4th-- 35.1% 5th--18.8%</p>	<p>Increase student scores by at least 10% in each grade level.</p>
<p>STAR 360 Early Literacy</p>	<p>End of year STAR 360 Early Literacy percentage by grade level are: TK & K--20.9%</p>	<p>Increase student scores by at least 10% in each grade level.</p>
<p>STAR 360 Math</p>	<p>End of year STAR 360 Math percentage of students by grade level that were at or above grade level: 1st--59.8% 2nd--29% 3rd--43.8% 4th-- 23.1% 5th--32.2%</p>	<p>Increase student scores by at least 10% in each grade level.</p>
<p>English Learners Reclassification Rate (3rd-5th grade)</p>	<p>29% of our English Learners in 3rd thru 5th grade were reclassified</p>	<p>Increase reclassification rate by at least 10% in grades 3rd-5th.</p>
<p>English Learners AMAO #1 (adequate yearly progress) AMAO #2 (attain proficiency) *less than 5 years *more than 5 years</p>	<p>49.7% of our English Learners that met AMAO #1 11.1% of our English Learners that met AMAO #2 have been in the US less than 5 years. 42.1% of our English Learners that met AMAO #2 have been in the US more than 5 years.</p>	<p>Increase student scores by at least 10% in each grade level.</p>

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The TOSA will support teachers to increase student achievement in literacy, ELD and math by providing professional development and co-teaching.	ELA ELD Spanish Lang Arts Math	2017-2018 School Year	TOSA Teachers Asst. Principal Principal	Certificated Salaries: TOSA salary	Centralized Services	88196.00
2. Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials.	ELA Math ELD	2017-2018 School Year	Teachers TOSA Principal Para-Professionals	Curriculum	District Funded	
3. ELA, math and ELD curriculum will be used to guide instruction and assessment.	ELA Math ELD	2017-2018 School Year	Teachers TOSA Asst. Principal Para-Professionals Principal	No additional cost		
4. Implementation of Kindergarten through 3rd grade Transitional Bilingual Education (TBE) classes following the district's EL Master Plan.	Spanish Lang Arts ELA	2017-2018 School Year	TOSA Teaching Staff Asst. Principal Principal	No additional cost		
5. The STAR 360 Reading, STAR Math and Early Literacy assessment will be administered six times a year.	ELA Spanish Lang Arts Math	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	Renaissance contract	District Funded	
6. Student data will be regularly monitored through conferences, data chats and grade level meetings between teachers, TOSA and administration.	ELA Math ELD	2017-2018 School Year	TOSA Principal Teachers Asst. Principal	Substitute Teachers	Discretionary	10000.00
7. Implementation of systematic instruction on writing process (K-5th grade) based on writing standards.	ELA ELD	2017-2018 School Year	TOSA Extra Support Teachers Principal Teachers	No additional cost		
8. Site Technology Technician will maintain equipment and software	ELA	2017-2018 School Year	Site Tech District Tech TOSA	Classified Salaries: Technology Technician	District Funded	69949.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
to support student learning through technology.	Math ELD		TOSA Principal			
9. Student data will be monitored through parent/teacher conferences between teachers, parents, admin and TOSA .	ELA Math Math Student Behavior Support Attendance	2017-2018 School Year	Teachers TOSA EL TOSA EST Asst. Principal Principal	No additional cost		
10. Teachers will use engagement strategies and Depth of Knowledge to enrich daily instruction.	ELA Spanish Lang Arts ELD Math Strand Focus Student Behavior Support	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	No additional cost		
11. All students will access reading materials at their level through Accelerated Reader and MyOn programs.	ELA ELD Student Behavior Support Attendance	2017-2018 School Year	Site Tech Teaching Staff TOSA After School Staff Asst. Principal Principal	Classified Salaries: Library Technician AR contract MyOn contract	Centralized Services District Funded District Funded	26,714.00
12. Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to, books, furniture, computer/iPad supplies and copies).	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Site Tech TOSA Principal	Materials and Supplies	Discretionary Title I Title III LCFF - Intervention	48551 22467.56 24439.46 1445.87

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Student Behavior Support					
13. Staff will have use of the laminator, Duplo copy machines and Xerox copy machines in order to enrich instruction and provide students access to CCSS in all subjects	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Office Staff Instructional Assts. Teaching Staff TOSA Asst. Principal Principal	Maintenance Agreements	Centralized Services	10,433.00
15. Daily implementation of ELA, math and ELD that is targeted to all groups to reinforce language arts and math standards-based instruction.	ELA ELD Math	2017-2018 School Year	Teaching Staff Tech Mentor Math Mentor TOSA Asst Principal Principal	No additional cost		
16. Order subscriptions and applications for use with technology in all curricular programs (VPP for App purchases);	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teaching Staff Tech Mentor Math Mentor TOSA Asst Principal Principal	Subscriptions and Apps	LCFF - Intervention	2500.00
17. Teachers will have at least three 1/2 day grade level collaboration days to review ELA, ELD, and math data and plan for the following trimester.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	Substitutes	Discretionary	5000.00
18. Provide field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Health and Arts).	Strand Focus ELA Math	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	Admissions and Transportation	LCFF - Targeted	8000.00
19. Integrate the Wonders/Maravillas adopted ELA program into the Strand Focus of	ELA	2017-2018 School Year	Teaching Staff TOSA Asst. Principal	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Health and Art.	ELD		Principal			
20. Reinforce mathematical and literacy skills through Health and Art projects developed and designed in grade level groups.	Math Strand Focus	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	No additional cost		
21. Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on both Health and Art.	ELD Strand Focus	2017-2018 School Year	Teaching Staff TOSA Asst. Principal Principal	No additional cost		
22. Purchase materials to support Strand Focus of Health and Art.	Strand Focus	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	Materials and Supplies (SPARKS PE)	LCFF - Targeted	4600.00
	ELD			Materials and Supplies (art)	Title I	2500.00
23. Provide art enrichment opportunities for students through contract providers to supplement instruction (Artist in the Classroom, Art Trek, and Focus on the Masters).	Strand Focus	2017-2018 School Year	Teachng Staff TOSA After-School Staff Asst. Principal Principal	Program contracts	LCFF - Targeted	10,000.00
	ELA				Title I	5,000.00
	ELD					
	Math					
24. Teachers will be provided professional development for full implementation of the District EL Master Plan.	ELD	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	No additional cost		
25. Teachers will implement district adopted ELD curriculum.	ELD	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	No additional cost		
26. CELDT/ELPAC data will be used to group students for Designated ELD time.	ELD	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	No additional cost		
27. Lexia/Core5 will be used on a daily basis to facilitate the	ELD	2017-2018 School Year	Teachng Staff TOSA	Software	LCFF - Intervention	13000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
acquisition of English for EL students, especially those that have been at our school since kindergarten.			Asst. Principal Principal			
28. Math Facts in a Flash will be used on a daily basis to facilitate the acquisition of basic math skills for all students.	Math	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	Software	Title I	3000.00
29. The TOSA will train all teachers to monitor students' reading progress through the Accelerated Reader and MyOn programs.	ELA Spanish Lang Arts	2017-2018 School Year	Teachng Staff TOSA Asst. Principal Principal	TOSA (see goal 1, action 1) AR and MyOn programs (see goal 1, action 11)		
30. After School Program will provide support and Enrichment opportunities to all students that participate in ASP.	ELA Math ELD Strand Focus Student Behavior Support	2017-2018 School Year	After School Staff ASES Liaison Teaching Staff TOSA Asst. Principal Principal	After School Program	ASES	
31. After-School Liaison will collaborate with After-School Director and staff to monitor students' academic growth	ELA Math ELD	2017-2018 School Year	After School Staff ASES Liaison Teaching Staff TOSA Asst. Principal Principal	Certificated Salary: Teacher Liaison	ASES	
32. Participate in district sponsored art enrichment programs i.e. Shakespeare and Drumming Bus	Strand Focus ELA ELD Math	2017-2018 School Year	Teachers TOSA Admin	Programs	District Funded	
33. SST meetings will be held at least one day a month to address	ELA	2017-2018 School Year	School Counselor Outreach Specialist	Substitutes	LCFF - Targeted	5,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
the needs of at risk-students. Teachers will be released to attend meetings.	Math ELD Student Behavior Support Attendance		Parent Teaching Staff TOSA Asst. Principal Principal			
34. IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year.	ELA Math ELD Student Behavior Support	2017-2018 School Year	School Counselor Outreach Specialist Parent Teaching Staff (Gen & Sp.Ed) RSP Psychologist Speech and Language TOSA Asst. Principal Principal	Substitutes	LCFF - Targeted	5,000.00
35. Provide class size reduction for grades 2-5 via an Extra Support Teacher (EST) who is focused on literacy skills and English Language Development.	ELA ELD	2017-2018 School Year	EST TOSA Classroom Teachers Asst. Principal Principal	Extra Support Teacher	District Funded	
36. Trimester incentives for reaching AR goals and achieving at/above grade level in ELA and Math.	ELA Math	2017-2018 School Year	TOSA Classroom Teachers Asst. Principal Principal	Incentives	LCFF - Intervention	2000.00
37. Incentives for students for improving one proficiency level in CELDT/ELPAC and reclassifying.	ELD	2017-2018 School Year	TOSA EL TOSA Classroom Teachers Asst. Principal Principal	Incentives	LCFF - Targeted	1500.00
38. Math and Tech Mentors will	ELA	2017-2018 School Year	Math Mentor Tech Mentor	Math Mentor	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
provide teachers with professional development regarding components to increase student engagement and to increase student performance on assessments.	Math ELD		TOSA Classroom Teachers Asst. Principal Principal	Tech Mentor Teacher extra hours	District Funded Discretionary	5000
39. Continue implementing the RTI/MTSS model through the CoST and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math with use ISPs.	ELA Math	2017-2018 School Year	ISP Teachers Classroom Teachers TOSA Asst Principal Principal	Certificated Salary: ISP #1 Certificated Salary: ISP #2	LCFF - Intervention Title I Title III Title I	17054.13 11369.42 9095.54 19328.02
40. On-line practice of SBAC sample questions.	ELA Math	2017-2018 School Year	Classroom Teachers TOSA Asst Principal Principal	No additional cost		
41. Usage of Measure Up SBAC practice materials in grades 3-5.	ELA Math	2017-2018 School Year	Classroom Teachers TOSA Asst Principal Principal	Materials and Supplies	Discretionary	2000.00
43. Develop an "I'm going to college" school culture by sending 5th grade students to universities/college tours and implementing "College/University Gear Mondays."	ELA Student Behavior Support Math ELD Strand Focus Attendance Safety	2017-2018 School Year	Classroom Teachers TOSA Asst Principal Principal	Admissions and Transportation	Discretionary	500

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance Rate	<p>Attendance rate is an area of growth. End of year average monthly attendance per grade level:</p> <ul style="list-style-type: none"> TK--95.58% K--93.83% 1st--95.42% 2nd--95.12% 3rd--96.81% 4th--95.28% 5th--96.69% <p>Average school-wide yearly attendance was 95.58%</p> <p>72 students' attendance was monitored by Attendance Clerk, ORC, Teachers, School Counselor and Principal</p> <p>1 student was referred to School Attendance Review Board (SARB) in 16-17</p>	<p>Maintain a monthly average attendance rate of 97% or higher in each grade level, an increase of 1.5% overall.</p>

<p>Suspension/Expulsion Data</p>	<p>11 students were suspended in 2016-2017 that is 1.5% of our student population.</p> <p>No students were expelled</p>	<p>Reduce suspension rate by 50% thus providing students appropriate support to be successful at school.</p> <p>Maintain a 0% expulsion rate</p>
<p>California Healthy Kids Survey</p>	<p>69% of 5th grade students that took the CA Healthy Kids Survey felt connected to school/staff</p> <p>70 % of 5th grade students that took the CA Healthy Kids Survey felt that school/staff had high expectations for them.</p> <p>91% of 5th grade students that took the CA Healthy Kids Survey felt safe at school</p> <p>45% of 5th grade students that took the CA Healthy Kids Survey reported having been hit or pushed</p> <p>85% of 5th grade students that took the CA Healthy Kids Survey felt respected by adults and peers at school</p>	<p>Increase the number of students that felt connected and had high expectations by 10%</p> <p>Decrease the number of students that have been hit or pushed by 10%.</p>
<p>Office Referral</p>	<p>During the 2016-2017, Six students demonstrated disruptive behavior and were responsible for over 75% of the student referrals.</p> <p>There were over 400 office referrals for the following reasons:</p> <p>25% of those referrals were in regards to students being physically aggressive towards others students and staff</p> <p>30% of the referrals were in regards to student not complying with directions or being defiant.</p>	<p>Reduce office referrals by 50% by implementation of CHAMPS and Peer Mediation</p> <p>Support to students, staff and families provided by: School Counselor Outreach Specialist School Psychologist Community Partnership Asst. Principal Principal</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Staff will be fully trained in	Student Behavior	2017-2018 School Year	School Counselor Outreach Specialist	Professional development	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
CHAMPS and implement the program for Positive Behavior Interventions and Support (PBIS).	Support Attendance Safety		Teachers Campus Supervisors Instructional Asst. After School Staff School Admin			
2. Teachers and School Counselor will work together to deliver positive behavior lessons as part of our PBIS program.	Student Behavior Support Attendance Safety	2017-2018 School Year	School Counselor Outreach Specialist Teachers Campus Supervisors Para-Professionals After School Staff School Admin	No additional cost		
3. Counselor will provide after school staff training on CHAMPS and behavior modification methods.	Student Behavior Support Attendance Safety	2017-2018 School Year	School Counselor Outreach Specialist After School Liaison After School Staff School Admin	No additional cost		
4. Students will earn incentives for perfect attendance.	Attendance	2017-2018 School Year	School Counselor Outreach Specialist Teachers Campus Supervisors Para-Professionals After School Staff School Admin	Incentives	Discretionary	1000.00
5. Students will earn incentives for Character Traits, trimesterly.	Student Behavior Support Safety	2017-2018 School Year	School Counselor Outreach Specialist Teachers Campus Supervisors Para-Professionals After School Staff School Admin	Incentives	Discretionary	1000.00
6. Conduct monthly Mini-Sarbs (parent meetings) based on attendance data on A2A program.	Attendance	2017-2018 School Year	School Counselor Outreach Specialist Teachers	A2A program	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Safety Student Behavior Support		Attendance Clerk School Admin			
7. Make attendance a topic at ELAC, Coffee with the Principal, Student Assemblies, IEPS and SSTs.	Attendance Student Behavior Support Safety	2017-2018 School Year	School Counselor Outreach Specialist Teachers Attendance Clerk School Admin	No additional cost		
8. Bi-Monthly Professional Development for Campus Supervisors on CHAMPS and positive behavior supports.	Student Behavior Support Safety Attendance	2017-2018 School Year	School Counselor Outreach Specialist School Admin	Classified extra pay	LCFF - Targeted	2000.00
9. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	Student Behavior Support Safety Attendance	2017-2018 School Year	School Counselor Teachers Campus Supervisors Para-Professionals After-School Program Outreach Specialist School Admin	Materials and Supplies	Title I	1000.00
10. Revise and fully implement Comprehensive Safe School Plan <ul style="list-style-type: none"> Monthly fire drill Lockdown drills 1 & 2 Quarterly earthquake drills Annual evacuation drill Professional development for first aid and safety 	Safety Attendance Student Behavior Support	2017-2018 School Year	Safety Committee School Admin District Nurse	No additional cost		
11. Provide on-site counseling and support services for students through school counselor and/or	Safety Student Behavior	2017-2018 School Year	School Counselor School Psychologist Teachers School Admin	Counselor (see goal 1, action 1)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
outside agencies.	Support Attendance					
13. Provide structured activities and equipment during recess and lunch to support students in making positive and healthy choices.	Student Behavior Support Safety	2017-2018 School Year	Campus Supervisors Counselor CHAMPS Team Asst. Principal Principal	Materials and Supplies	Title I	1000.00
14. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.		2017-2018 School Year	School Counselor School Psychologist Staff Principal	Counselor (see goal 1, action 1)		
15. Staff will use procedure and protocol for CoST and SSTs following the MTSS pyramid for behavior and social-emotional issues.	Student Behavior Support Attendance Safety	2017-2018 School Year	Outreach Specialist School Counselor Teachers School Psychologist District Behavior Specialist TOSA School Admin	Classified Salary: Outreach Consultant	Centralized Services	48655
16. In collaboration with the Generation Ready Consultant, the school will create a service plan addressing the school's culture and climate needs.	Student Behavior Support Attendance Safety	2017-2018 School Year	Outreach Specialist School Counselor Teachers School Psychologist District Behavior Specialist TOSA School Admin	Generation Ready contract	District Funded	
17. Collaboration between After School Program staff, principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.	Student Behavior Support Safety Attendance	2017-2018 School Year	Outreach Specialist School Counselor Teachers School Psychologist District Behavior Specialist TOSA School Admin	After School Program	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
18. The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Safety Student Behavior Support Attendance	2017-2018 School Year	Safety Committee School Counselor Custodian Office Manager	Substitutes	Discretionary	1000.00
19. Counselor and ORC will organize and lead a Student Leadership Team to ensure student participation in building a positive school culture and community.	Student Behavior Support Attendance Safety	2017-2018 School Year	Counselor Outreach Specialist School Admin	Materials and Supplies (t-shirts)	LCFF - Targeted	500.00
20. Campus Supervisors will ensure student safety before school, at lunch and all recesses.	Student Behavior Support Safety	2017-2018 School Year	Campus Supervisors Counselor TOSA Teachers Principal	Classified Salaries Classified Benefits	Discretionary Discretionary	86,000.00 3000.00
21. Purchase materials to support Physical Education program.	Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Campus Supervisors Counselor TOSA Teachers Principal	Materials and Supplies	Discretionary	2000
22. Student discipline data will be monitored at intervals throughout the year. Frequent student referrals may warrant counselor intervention and parent and/or teacher support.	Student Behavior Support Safety Student Behavior Support	2017-2018 School Year	Teachers TOSA Counselor Asst. Principal Principal	No additional cost		
23. A Health Clerk/Assistant will provide first aid to students throughout the day.	Safety Attendance Student	2017-2018 School Year	Teachers TOSA Asst. Principal Principal	Classified Salary: Health Clerk	Discretionary	19000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Behavior Support					

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
ELAC attendance	An average of 10 parents attend monthly ELAC meetings.	Increase attendance by 10 parents (double attendance).
PTA membership	25 staff and parents were official members of PTA.	Increase membership to 50 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attend monthly Coffee with the Principal meetings.	Increase attendance by 10 parents.
Parent Teacher Conference attendance	50% of parents attended parent teacher conferences	Increase attendance to over 75% per class.
Parent Participation in CA Healthy Kids Survey	50% of parents participated in CaHKS	Increase attendance to over 75% per class.
Special Education Parent Committee attendance	2017-2018 will be baseline for this new parent group	Have an attendance rate of at least 10 parents per meeting. Provide workshops based on parent interest

such as, but not limited to Autism, Speech and Language, ELD.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Student data will be monitored through conferences and data chats between teachers, parents and students at least four times a year.	ELA Math ELD Student Behavior Support Attendance	2017-2018 School Year	TOSA Principal Teachers Asst. Principal	No additional cost		
2. Attendance topic during at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 meetings and Special Education committee.	Attendance Student Behavior Support Safety	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk TOSA School Admin	No additional cost		
3. Academic Programs will be a topic in least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.	ELA Math ELD Strand Focus	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk TOSA School Admin	No additional cost		
4. Provide Triple P training for parents of at risk students.	Student Behavior Support	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk TOSA School Admin	No additional cost	District Funded	
5. School Safety Plan will be a topic in least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.	Safety Student Behavior Support Attendance	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk TOSA School Admin	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Black Board Connect in both Spanish and English to all parents.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Principal Outreach Specialist School Counselor Teachers TOSA	No additional cost		
7. Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.	Student Behavior Support Attendance Safety ELA Math ELD	2017-2018 School Year	Outreach Specialist School Counselor Teachers TOSA School Admin	No additional cost		
8. Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.	ELA ELD Safety Attendance Math Student Behavior Support	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk TOSA School Admin	No additional cost		
9. Provide translation at all parent meetings.	ELD ELA Math Student	2017-2018 School Year	Outreach Specialist School Counselor Attendance Clerk Office Manager Instructional Assts TOSA School Admin	Classified extra pay	Discretionary	5000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Behavior Support Strand Focus Safety Attendance					
10. Provide babysitting in order to allow parents to participate in committee meetings and trainings.	ELD ELA Math Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Outreach Specialist School Counselor TOSA School Admin	Classified extra pay	Discretionary	2000.00
11. ORC and Counselor will provide parent training on Navigating the School System.	Wrap-Around Services Safety Student Behavior Support Attendance	2017-2018 School Year	Outreach Specialist School Counselor TOSA School Admin	No additional cost	LCFF - Targeted	500.00
12. Collaborate with outside agencies in order to provide wrap around services to students and families.	Safety Wrap-Around Services Student Behavior Support Safety	2017-2018 School Year	Outreach Specialist School Counselor TOSA School Admin	No additional cost		
13. Ensure effective communication between school staff and parents via Class Dojo, email, home visits or telephone.	Student Behavior Support	2017-2018 School Year	Teachers Outreach Specialist School Counselor TOSA	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Attendance Safety		School Admin			
14. Monthly ELAC, SSC, Coffee with the Principal/Title 1 and PTA meetings will occur. Special Education committee will meet at least 3 times this first year.	Attendance Safety Student Behavior Support	2017-2018 School Year	Principal OCR Counselor TOSA	Refreshments	Discretionary	1000.00
15. Increase communication via website, Facebook and Instagram.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Site Tech Principal Asst. Principal Office Manager	No additional cost		
16. Provide Ready, Set, Go! A three-week kindergarten readiness session. This half-day program introduces students to vocabulary, language arts, math concepts, socialization and kindergarten routines.	Student Behavior Support Attendance ELA	2017-2018 School Year	Teachers TOSA School & District Admin	Ready, Set, Go! program	District Funded	
17. Collaborate with community partners in order to provide parent education classes on Special Education, healthy food choices, academic and safety resources.	Safety Attendance Student Behavior Support Strand Focus	2017-2018 School Year	Outreach Specialist School Counselor School and District Admin	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
18. Organize parents to attend district workshops/events (i.e. "Strengthening Our Families").	Safety Strand Focus Student Behavior Support Attendance	2017-2018 School Year	Outreach Specialist School Counselor School and District Admin	No additional cost		
19. Provide EL parents the opportunity to attend local and state CAFE workshops/trainings.	Safety Strand Focus Strand Focus Student Behavior Support	2017-2018 School Year	Outreach Specialist School Counselor School and District Admin	Workshop fees	Title III	500.00
20. Collaborate with community partners to provide "Big Smiles Dental" to all students in need of dental care.	Strand Focus Safety Attendance Student Behavior Support	2017-2018 School Year	Outreach Specialist School Counselor School and District Admin	No additional cost		
21. IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year.	ELA Math ELD Student Behavior Support Attendance	2017-2018 School Year	School Counselor Outreach Specialist Parent Teaching Staff (Gen & Sp.Ed) RSP Psychologist Speech and Language TOSA Asst. Principal Principal	Substitutes (see goal 1, action 34)		
22. Provide parent education classes on the following topics: Padres Promotores & Mother/Daughter	Strand Focus Student Behavior	2017-2018 School Year	Outreach Specialist School Counselor Site and District Admin	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Project.	Support Attendance Safety					
23. Extra clerical time to support parents' communication with staff and navigate school system.	Attendance Student Behavior Support Strand Focus ELD ELA Math	2017-2018 School Year	School Counselor Outreach Specialist Parent Teaching Staff (Gen & Sp.Ed) RSP Psychologist Speech and Language TOSA Asst. Principal Principal	Classified extra pay	Discretionary	6000.00

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	123	109	117	122	107	117	122	107	117	99.2	98.2	100
Grade 4	104	131	98	103	130	98	103	128	98	99.0	98.5	100
Grade 5	98	109	119	95	108	119	95	108	119	96.9	99.1	100
All Grades	325	349	334	320	345	334	320	343	334	98.5	98.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2352.0	2358.4	2356.1	3	1	6.84	12	17	6.84	21	34	29.06	63	49	57.26
Grade 4	2389.2	2401.5	2398.0	5	5	2.04	11	18	14.29	21	16	22.45	63	61	61.22
Grade 5	2421.6	2439.1	2435.2	2	5	5.88	14	19	23.53	23	24	17.65	61	53	52.94
All Grades	N/A	N/A	N/A	3	4	5.09	12	18	14.97	22	24	23.05	63	55	56.89

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	1	10.26	31	49	31.62	63	50	58.12
Grade 4	5	7	2.04	38	38	48.98	57	55	48.98
Grade 5	5	7	10.08	33	38	36.13	62	55	53.78
All Grades	5	5	7.78	34	41	38.32	61	53	53.89

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	4	5.98	39	39	31.62	57	57	62.39
Grade 4	5	4	7.14	41	46	41.84	54	50	51.02
Grade 5	4	6	10.92	33	44	37.82	63	51	51.26
All Grades	4	4	8.08	38	43	36.83	58	53	55.09

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	6	5.13	53	61	60.68	43	34	34.19
Grade 4	3	4	3.06	54	71	46.94	43	25	50.00
Grade 5	0	7	7.56	53	53	58.82	47	40	33.61
All Grades	2	6	5.39	53	62	55.99	44	32	38.62

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	8	6.84	43	48	39.32	51	44	53.85
Grade 4	7	5	6.12	41	48	53.06	52	47	40.82
Grade 5	6	13	13.45	51	52	34.45	43	35	52.10
All Grades	6	8	8.98	45	49	41.62	49	43	49.40

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	123	109	117	123	108	117	123	106	117	100.0	99.1	100
Grade 4	104	131	98	103	129	98	103	127	98	99.0	97.7	100
Grade 5	98	109	119	95	108	119	95	108	119	96.9	99.1	100
All Grades	325	349	334	321	345	334	321	341	334	98.8	98.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2362.8	2356.8	2368.0	2	0	4.27	14	10	15.38	24	33	23.93	60	57	56.41
Grade 4	2411.1	2400.8	2384.5	1	1	0.00	11	13	4.08	42	24	29.59	47	62	66.33
Grade 5	2420.5	2413.8	2415.2	2	1	1.68	4	2	6.72	21	25	22.69	73	72	68.91
All Grades	N/A	N/A	N/A	2	1	2.10	10	9	8.98	29	27	25.15	60	64	63.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	5	11.97	27	30	23.93	68	65	64.10
Grade 4	3	2	2.04	31	17	12.24	66	80	85.71
Grade 5	2	0	3.36	16	17	14.29	82	83	82.35
All Grades	3	2	5.99	25	21	17.07	72	77	76.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	3	7.69	42	37	42.74	52	60	49.57
Grade 4	2	3	1.02	34	36	31.63	64	61	67.35
Grade 5	5	2	2.52	18	22	34.45	77	76	63.03
All Grades	4	3	3.89	32	32	36.53	63	65	59.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	7	1	6.84	39	49	44.44	54	50	48.72
Grade 4	2	6	1.02	39	34	29.59	59	61	69.39
Grade 5	1	2	3.36	32	33	30.25	67	65	66.39
All Grades	4	3	3.89	37	38	35.03	60	59	61.08

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							50	12	47	33	59	12	17	29	41
1	3	3		11	9	15	40	41	33	26	24	29	20	23	23
2				8	15	11	38	30	36	35	37	29	18	18	24
3	4		5	18	14	17	42	47	48	21	19	21	15	20	9
4		4	6	32	23	26	42	49	34	14	14	21	12	10	13
5	5	2	2	49	21	43	30	62	38	11	12	9	5	2	8
Total	2	2	2	20	15	19	40	43	39	23	24	23	15	16	17

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1			13	9		27	28		59	64	
1	4	3		11	9		38	39		24	24		24	26	
2				8	15		37	30		35	36		21	19	
3	4			18	13		42	47		22	18		15	22	
4		4		32	23		42	49		14	14		12	10	
5	8	2		47	21		29	62		11	12		5	2	
Total	2	2		16	12		33	34		23	23		25	29	

Appendix C - School Site Council Membership (Sierra Linda Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Natalie Aguirre--Vice Chair (2nd year)	Classroom/Teacher
Georganna "Lynn" Pauley--Chair (2nd year)	Classroom/Teacher
Julianne Newman--Secretary (2nd year)	Classroom/Teacher
John Lindhorst--Second Year	Parent or Community Member
Lourdes Mauricio--First Year	Parent or Community Member
Sonia Morales--First Year	Parent or Community Member
Lisa Postas--Second Year	Parent or Community Member
Lisa Varela--First year	Parent or Community Member
Rupert Oropeza--First year	Other School Staff
Carmen Serrano	Principal

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/11/17.

Attested:

<u>Carmen Serrano--see attachment</u>	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
 <u>Lynn Pauley</u>	 _____	 _____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix D - Recommendations and Assurances

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

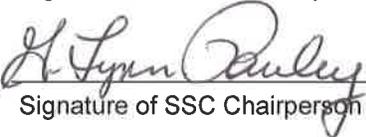
- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee


 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Carmen Serrano		10.11.17
Typed Name of School Principal	Signature of School Principal	Date
Lynn Pauley		10/11/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SIERRA LINDA SCHOOL
2201 Jasmine Avenue
Oxnard, CA 93036
805-385-1581
Fax: 805-485-5796

SCHOOL COMPACT

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.

Parent Signature _____

Date _____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature _____

Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature _____

Date _____

SIERRA LINDA SCHOOL
2201 Jasmine Avenue
Oxnard, CA 93036
805-385-1581
Fax: 805-485-5796

CONVENIO ESCOLAR

Sección de los Padres (o Guardianes)

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mi niño(a) y con sus maestros acerca de la educación de mi niño(a).
- Estaré al tanto de las tareas de mi niño(a).
- Proveeré los materiales necesarios y un lugar callado para que mi niño(a) haga su tarea.
- Enviare a mi niño(a) a la escuela a tiempo y preparado(a) para aprender.
- Prestare mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Asegurar que mi niño(a) obedece la póliza del código de vestir escolar.

Firma de los Padres (Guardianes) _____

Fecha _____

Sección de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con mis maestros y con mis padres acerca de mi educación.
- Completare y devolveré a tiempo todas mis tareas del hogar y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegare a la escuela a tiempo listo(a) y preparado(a) para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable por vestir de acuerdo con la póliza del código de vestir escolar.

Firma de el/la Estudiante _____

Fecha _____

Sección de el/la Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con los estudiantes y los padres (y guardianes) acerca de las expectativas de la escuela, acerca del programa y acerca de los adelantos de cada estudiante.
- Proveeré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignare las tareas regulares solamente después que se hayas enseñado los conceptos necesarios.
- Promoveré y asistiré a los programas y las funciones escolares.
- Comunicarle a los estudiantes, a los padres, y a la administración cuando la póliza del código de vestir no se esta obedeciendo.

Firma de el/la Maestro(a) _____

Fecha _____



OXNARD SCHOOL DISTRICT

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

www.oxnardsd.org

Sierra Linda School

2201 Jasmine Street, Oxnard CA 93036

(805) 385-1581 Fax: (805) 485-5796



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ Parents/guardians play an integral role in assisting their child's learning. Thus, classroom agendas, parent conferences, back to school night, parent meetings, and weekly phone blast are used to communicate.
- ✓ Parents/guardians are encouraged to be actively involved in their child's education at school; parents are welcomed as volunteers in classrooms and through PTA.
- ✓ Parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Special Education Parent Advisory Committee, Parent Information Meetings.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The school Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Sierra Linda Elementary notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Sierra Linda Elementary will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Sierra Linda Elementary periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Sierra Linda Elementary has adopted the school's school-parent compact as a component of its School Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Sierra Linda Elementary convenes annual and regular meetings to inform parents of the following (babysitting will be offered along with flexible meetings times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Sierra Linda Elementary conducts an open forum for parents and community members for further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes newsletters along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy.

Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPOSITO DE LA DECLARACION:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrollo el siguiente criterio de participación entre la escuela, los padres y la comunidad. La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntarios, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos; según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre está disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a estos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Sierra Linda notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Sierra Linda verificara que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Sierra Linda periódicamente actualizara las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Sierra Linda ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLITICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La Escuela Sierra Linda convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que estos tienen para participar en la educación formal de sus hijos (se proporciona copia de la participación general de los padres de familia en el distrito)
- ✓ Informarles a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Sierra Linda debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario e información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que estos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se le facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informarles los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Junta de Padres
- ✓ Accesorio Académicos



Single Plan for Student Achievement (SPSA) Template

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

School Name	Cesar E. Chavez K-8 School		
CDS Code	56725386055321		
Revision Date	October 4, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Brasilia Perez Principal	Email and Phone	bperez@oxnardsd.org (805) 385-1524
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Vision:
Where students soar to their full potential.

Mission:
Support Resilient and Independent Learners through Rigorous and Engaging Experiences utilizing Technology through Literacy and Communication Arts (CALCAT) to prepare them for an ever changing world.

SCHOOL PROFILE

With our Mission, Vision, and Commitments in mind, we at Cesar E. Chavez K-8 School consistently and diligently work to improve upon our successful gains in student achievement. A focus on strong first instruction drives the entire staff as we are all an integral part of the team supporting students in their learning. Hard work and dedication to goals resulted in the development of our Academic Strand – Chavez Academy of Literacy, Communications Arts, and Technology with a commitment to grow the program each year.

Chavez School was established in 1951 and is one of twenty schools in the Oxnard Elementary School District. For the 2016-2017 school years, Chavez School served 965 kindergarten through eighth grade students on a traditional schedule. The school also contains a full time computer technician, two science labs, and a library with a full time library technician. In addition, Chavez receives support from a speech pathologist, two resource teachers, an outreach specialist, intervention support providers, two extra support teachers, an academic instructional coach as well as support from a school counselor and a school psychologist.

We continue to examine the areas of teaching and learning, interventions, in-coming Kindergarten transitions, 5th to 6th, 6th to 7th, and 8th to 9th grade transitions, professional development, parent involvement, and after school program. We currently have the Dual Language Program - DLI in Kindergarten through third grade. We critically examine and determine what actions empower our students to achieve and which areas need further development in order to enable more students to achieve greater success.

The majority of focus behind our success at Chavez K-8 School has been in the area of teaching and learning. Our teachers collaborate to explore the Common Core State Standards (CCSS) and emphasize on technology through the 1:1 iPad implementation. We continue to use reading/language arts curriculum and My Math from McGraw Hill K-5, CMP3 in 6th-8th grade, Study Sync in 6th-8th grade; in addition to implementing alternative reading intervention program English 3D as supplemental English Learner Development program for English Learners. Additional support in the area of teaching and learning contribute to our growth in student achievement. School wide use of the Accelerated Reader program assists in expanding student vocabulary and comprehension skills in reading/language arts. Implementation of the MyON program in Kindergarten supports early reading skills that will enable students to enter 1st grade on or above grade level. MyOn is also used in all grade levels to provide reading practice, particularly with non-fiction text. Intervention Support Providers (ISP), servicing all grades K-5, allow teachers to further target specific students and provide intervention at LEAD time during school day as a follow-up to classroom instruction. Chavez is committed to providing appropriate interventions for all students. The Response to Intervention (RTI) model process at Chavez involves grade level teaming where all students from one grade level are directed to intervention groups based on their areas of need for support and advancement. Intervention group size is reduced and the levels of differentiation is increased by adding support from ISP teachers. Chavez conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students.

The teaching staff at Chavez is committed to the process of implementing CCSS and is focused on implementing higher level thinking and learning for all students. The principal monitors quality content area instruction through classroom visitations, grade-level meetings with teachers, and student monitoring conferences with individual teachers once each trimester. CAASPP scores were analyzed in order to set academic growth goals moving forward this school year. In 3rd grade 21% Met/Exceeded ELA CAASPP and 19% Met/Exceeded Math CAASPP. In 4th grade:20% Met/Exceeded ELA CAASPP and 18% Met/Exceeded Math CAASPP. In 5th grade:16% Met/Exceeded ELA CAASPP and 15% Met/Exceeded Math CAASPP. In 6th grade:20% Met/Exceeded ELA CAASPP and 6% Met/Exceeded Math CAASPP. In 7th grade:23% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP. In 8th grade:17% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP

Parent involvement is a key element for the continued academic success at Chavez School. Student Academic success is measured by report cards, assessment results, and Reading Levels. Teachers regularly communicate with parents by phone, written notes, and with involvement at the school site. Student academic progress is monitored through teacher collaborations, data analysis meetings, and ongoing communication with parents. Parents are welcomed to join Chavez School activities through a variety of general parent meetings, monthly principal morning chats, parent nights, and individual classroom parent meetings/programs. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Chavez staff also presents parent education nights in the content areas of reading, language arts, and mathematics to help parents support their students' success in these key academic areas. Our new school counselor and Outreach Specialist Consultant (ORC) will provide parenting

classes using the Triple P and Parent Project curriculum and El Concilio classes this year. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Chavez School communicates this information to all stakeholders on a regular basis including SSC, ELAC, Title 1, PTA, and Coffee with the Principal meetings.

Chavez School has become proficient at using data on many levels to help guide our teaching and learning. Teachers are given the opportunity to participate in regularly scheduled facilitated grade level meetings to collaborate on analysis of Houghton Mifflin language arts, mathematics curriculum, and English Language Development (ELD) as well as data from Early Literacy Skills Benchmark for grades K-1, and STAR 360 data K-8 in both ELA and Mathematics. Teachers share grade level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need before or after school tutoring, and target specific needs of individual students to maximize their potential achievement. Planning for intervention is driven by data analysis which targets individual students who need to have focused instruction in targeted areas in the Standards to increase student academic achievement.

The acquisition of academic English language skills continues to be an important goal for Chavez School students, especially for our English Language Learners (ELL). To help build this strong academic base, we continue to build upon this fundamental instruction through building essential vocabulary. Students coming from the English Language Development (ELD) instruction is a top priority in all grade levels. The entire Chavez School staff models English across the school setting to provide practical use and practice opportunities for ELL students. This year we will continue to provide focused ELD and plan to provide after school tutoring for English Learner students based on their CELDT subtest scores. We also continue to incorporate SIOP strategies into our lesson planning and delivery. Furthermore, Chavez School continues to have an on-site Instructional Coach to support K-8 teachers and students in those core content areas. Chavez will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Chavez School staff dedicate ourselves to providing a strong foundation in a journey of lifelong learning for all of our students, families, and communities.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

At Chavez School 3rd grade and 7th grade classes made some gains in Reading and Mathematics on CAASPP. On the Star 360 District Benchmark assessments, the DLI program students made more gains in their language of instruction over the students in the SEI program in 1st and 2nd grade. In taking a look at the data and plans set last school year we know that these are the grade levels and programs that met routinely to discuss instructional needs and strategies in collaboration meetings.

Chavez School staff have demonstrated that they truly care about all our students, show respect to students and families at all times, and are dedicated to improving student academic success by being lifelong learners. Chavez teachers plan to maintain and build upon these successes by continuing to discuss cultural proficiency and how to engage students living with poverty and trauma. Teachers are committed to analyze student data, collaborate with colleagues, adjust instruction as needed and monitor student progress on an individual basis in order to have students progress academically. Additionally, all Chavez staff will continue communicating with the school counselor, ORC, school psychologist, MICOP, NFL, and social worker to bring in all resources in order to provide wrap around services needed.

The actions and services we have provided to low income, English Learners, foster youth and McKinney Vento student groups have been adjusted to show greater improvement in student performance. We were able to Reclassify 28% of our EL students in 3rd through 8th grade by focusing on Speaking and Writing skills in their designated English Language Development. We plan to continue this focus and add Reading and Listening to our Integrated Language Development in all content areas and all grade levels. This was evident in the gains accomplished in 7th grade students, where teachers collaborated and incorporated ELA and ELD teaching strategies into all content areas. This was also demonstrated in the Listening Claim on the CAASPP where students scored higher. We will continue to hire ISP's for Reading and Writing Targeted Interventions during the school day.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

The greatest area of need demonstrated through local assessments are students who are not moving one level of growth in the claim of Reading and the claim of Problem Solving and Data Analysis in Mathematics. The grade level in greatest need, with scores that decreased by 1% in ELA and 3% in Mathematics was 5th grade.

The other area of greatest need is in Reclassification of our English Learner students in 3rd through 8th grade with 28% of English Learners Reclassified last year. The weakest areas are in Listening with only 3% of students meeting or exceeding and Reading with 5% of students meeting or exceeding as demonstrated in multiple assessment measures.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

We are taking necessary steps to improve in these areas of greatest needs. Our Extra Support Teachers and Intervention Support Teachers will be concentrated to serve 5th grade students in most need. The support team is meeting with specific English Learner students in 5th grade to monitor assessment and progress in the areas of Reading, ELD and Mathematics. In 5th grade 48% of the EL students are LTEL's. The LTEL Team is also monitoring these students' progress in English Language Development.

Teachers are meeting in grade levels to analyze data and align it to their instruction. In the data meetings teachers are creating action plans focused on changing their teaching strategies to target on Speaking and Reading in their Designated and Integrated English Language Development.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

Our English Learner population is currently two or more performance levels below the "all student" performance in English Language Arts and Mathematics. In 3rd grade:21% Met/Exceeded ELA CAASPP and 19% Met/Exceeded Math CAASPP, however only 22% of English Learners Reclassified. In 4th grade:20% Met/Exceeded ELA CAASPP and 18% Met/Exceeded Math CAASPP, however only 19% of English Learners Reclassified. In 5th grade:16% Met/Exceeded ELA CAASPP and 15% Met/Exceeded Math CAASPP, only 41% of English Learners Reclassified. In 6th grade 20% Met/Exceeded ELA CAASPP and 6% Met/Exceeded Math CAASPP, only 14% of English Learners Reclassified. In 7th grade:23% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP, only 23% of English Learners Reclassified. In 8th grade:17% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP, however, only 51% of English Learners Reclassified. Our goal is to have an increase in the Reclassification goal of 2% per grade level.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Teachers, Administrators, and Academic Instructional Coach are meeting in grade levels to analyze data and align it to their instruction. In the data driven meetings teachers are creating action plans focused on changing their teaching strategies to target on Speaking and Reading in their Designated and Integrated English Language Development. ELA and Math curriculum A multi-tiered system of supports will include targeted interventions within the school day and extended day opportunities will focus on student growth and academic achievement.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Title 1 School funds will provide MTSS intervention to our low-income students by having ISP's work with these targeted students on areas of academic need. The Academic Instructional Coach and Administrators will work directly with ISP's analysing student Data and using reading and writing strategies to get student academic growth. After school tutoring will also be provided to foster youth and McKinney Vento population of students.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Teachers shared that one of the biggest challenges students are facing at our school is the high numbers of social-emotional needs. One of the corrective measures that our staff is taking to address this challenge is to have a PBIS team trained in both CHAMPS and Restorative Justice.

Another challenge minimizing the effectiveness of actions and services intended to improve student success is parenting education related to helping students learn at home. Parent education and activities will increase attendance by 10%. Increase in Parent Education and Activities that focus on helping parents connect to school and how to help students succeed in school measured by the parent sign in sheets at the different education events. this school year in order to help academic success.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

In all our school parent meetings we included an opportunity for parents and the school community to voice their thoughts and suggestions for the overall plan for the goals and objectives by discussion and putting them in writing. At the ELAC and PTA meetings the information was written up and presented to SSC for discussion. The items of most interest to parents were to give students academic interventions for students most in need both during school and after school hours. The other items requested by parents were to give more parent education and for students to have opportunities to experience career and college ready focused field trips.

- II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA is monitored in the SSC meetings during the year by bringing in data for analysis and review of goals. SSC members review the ELAC input to SSC form on a monthly basis. The teacher leadership team also is involved in analysing data and goal progress of the SPSA and giving input to the SSC.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

At Chavez we are planning to increase our parent grade level activities by involving our teachers. They will continue to have their grade level Academic Strand Focus Unit nights and will also have Reading and Math nights for families at their different grade levels. We also plan on increasing our Parent Education trainings, which will include El Centrito parenting classes, Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH. We will also have other activities for parents to be involved at our school, such as Spring Carnival, Music Presentations, Grade Level Field Trips, and Reading Week.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Parent workshops will be provided for incoming families of kindergarten students in School Readiness. Special Education teachers will meet with General Education teachers to facilitate transition of special education students entering Kindergarten with an IEP. The school will implement a transition plan for 6th graders by providing time for vertical meetings between 6th and 7th grade teachers to discuss reading and math student levels. The school will conduct a 6th grade and an 8th grade parent meeting workshop regarding transition to Middle School and to High School, which will include A-G requirements, and college and career readiness. Special Education teachers will meet with General Education teachers to facilitate transition of special education students entering High School with an IEP. Pacifica High School Counselors will meet with all 8th graders to determine High School placement. 8th grade students will also shadow High School students at Pacifica High School on a walking field trip.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	\$91,051	0.00
Title III	\$45,814	0.00
LCFF - Targeted	\$22039.09	0.00
LCFF - Intervention	\$64160.91	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$485,435.00

Goal 2 \$374,542.00

Goal 3 \$7,600.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To increase the capacity of teachers to deliver effective data-driven instruction
- To provide equipment, materials and technology resources that support high quality instruction
- To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Kindergarten-2nd grade: STAR 360 Early Literacy Assessments and Benchmark Performance Task Achievement Percentages Kindergarten-2nd grade: STAR 360 Mathematics Assessments and Benchmark Performance Task Achievement Percentages Kindergarten-2nd grade: English Learners ELD Benchmark Achievement Percentages 3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP 3rd-8th grade: English Learners Reclassification Percentages	3rd grade: 21% Met/Exceeded ELA CAASPP and 19% Met/Exceeded Math CAASPP 22% of English Learners Reclassified 4th grade: 20% Met/Exceeded ELA CAASPP and 18% Met/Exceeded Math CAASPP 19% of English Learners Reclassified 5th grade: 16% Met/Exceeded ELA CAASPP and 15% Met/Exceeded Math CAASPP 41% of English Learners Reclassified 6th grade: 20% Met/Exceeded ELA CAASPP and 6% Met/Exceeded Math CAASPP 14% of English Learners Reclassified 7th grade:	Increase the amount of students in 3rd-8th grade who meet or exceed in CAASPP ELA and Math by 2%. Increase the amount of English Learner students in 3rd-8th grade who Reclassify by 3%.

23% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP
 23% of English Learners Reclassified

8th grade:
 17% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP
 51% of English Learners Reclassified

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The Instructional Coach will support teachers in implementing the adopted English Language Arts, Mathematics and English Language Development curriculum by providing Professional Development.	ELA Math Strand Focus ELD Spanish Lang Arts	2017-2018 School Year	Instructional Coach	Certificated Salaries: TOSA salary	Centralized Services	131400
2. Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development using district adopted curriculum materials.	ELA Math Spanish Lang Arts ELD	2017-2018 School Year	K-8 Teachers	Salaries	District Funded	
3. District adopted Language Arts, Mathematics and English Language Development curriculum implementation guides will be used to guide instruction and assessment.	ELA Math Spanish Lang Arts ELD	2017-2018 School Year	K-8 Teachers	District Curriculum	District Funded	
4. The STAR 360 Mathematics, Reading and Early Literacy	ELA Math	2017-2018 School Year	K-8 Teachers	Assessments	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
assessment, along with CAASPP and curriculum embedded assessments will be administered at least 2 times a year.	Spanish Lang Arts					
5. The STAR 360 Reading, Mathematics, and Early Literacy and curriculum embedded assessment will be analyzed and monitored by teachers each trimester of the school year for patterns of academic growth.	ELA Math Spanish Lang Arts	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach Substitute Teachers	Substitute teachers	Title I	2419
				Substitute teachers	LCFF - Targeted	928.91
6. The Interim Assessments for ELA, Math, and ELD will be administered to students 3 times a year, additionally teachers will use on going Formative Assessments	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	K-8 Teachers, Instructional Coach	Assessments	District Funded	
7. Staff will input all Interim assessment results into EADMS, evaluate and analyze results and use the information to inform instructional decisions.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	K-8 Teachers, Instructional Coach	Assessments	District Funded	
8. Principal and Instructional Coach will conduct ELA, Math, and ELD data conferences with teachers at least twice a year to discuss assessment results.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach Substitute Teachers	Substitute teachers	Title I	9000
				Substitute Teachers	LCFF - Targeted	2000
9. Implementation of school wide systematic instruction on writing process (K-8) based on writing standards.	ELA Spanish Lang Arts	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus					
10. Site Technology Technician will maintain equipment and software to support student ELA, Math, and ELD learning through technology.	Strand Focus ELA ELD	2017-2018 School Year	Site Technology Technician	Classified Salaries: Computer Lab Tech salary	Centralized Services	72888
11. The Accelerated Reader program will be implemented and monitored by teachers with the reading goal of 25 minutes per student, with 50% fiction and 50% nonfiction selected, and amount of quizzes taken plus number passed.	ELA Spanish Lang Arts Strand Focus	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach, School Librarian	Classified Salaries: Librarian Accelerated Reader Program	Centralized Services District Funded	49546
12. Materials and supplies will be purchased to support the core ELA instructional program.	ELA Spanish Lang Arts	2017-2018 School Year	All School Staff	Materials and Supplies	LCFF - Targeted	3000
13. Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	K-8 teachers,	Maintenance Agreement for Xerox machines	Discretionary District Funded	3000 12636
14. Extra clerical support will be provided to support the school .	ELA Spanish Lang Arts ELD	2017-2018 School Year	School Support Staff, K-8 Teachers	Certificated Salaries	Discretionary	500
15. Implementation of Dual Language Immersion for Kindergarten through third grade classes.	Spanish Lang Arts	2017-2018 School Year	K-3 Teachers, Administrators, Instructional Coach	Program books other than textbooks materials and supplies	District Funded Title III LCFF - Targeted	 555 4065
16. Monitor and implement MyON by teachers with the reading goal of 25 minutes per student and	ELA Spanish Lang	2017-2018 School Year	K-8 Teachers, Instructional Coach, School Librarian,	MyOn program	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
with 50% fiction and 50% nonfiction selected.	Arts Strand Focus		Administrators			
17. Intervention Services Provider (3) will provide necessary interventions for targeted services for students in grades 1st - 5th to targeted English Language group.	ELA Strand Focus Spanish Lang Arts	2017-2018 School Year	Intervention Services Provider, Instructional Coach, Administrators	Certificated Salaries: (2 ISP's for ELA for 3.5 hrs daily/135 days) Certificated Salaries: (1 ISP for EL students ELA for 3.5 hrs daily/135 days)	Title I Title III	58993 28072
18. The English Language Arts interim assessment, along with CELDT/ELPAC will be analyzed and monitored all year for patterns of academic growth.	ELD ELA Spanish Lang Arts	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach Substitute Teachers	Substitute teachers	Title III	2000
19. McGraw-Hill My Math chapter and benchmark assessments will be administered	Math	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach	Math Curriculum	District Funded	
20. Teachers will implement the District EL Master Plan, which includes Designated and Integrated ELD instruction.	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach, EL TOSA			
21. Students will be assessed to determine their language proficiency levels with CELDT/ELPAC and Interim Assessment in Wonders curriculum. The data will be used to group students. Instruction will be provided in designated ELD times.	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach	ELD curriculum	District Funded	
22. Teachers will use SIOP strategies to teach academic subjects.	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach			
23. The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
EL student progress.						
24. Teachers will implement the district-adopted ELD curriculum.	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach	ELD curriculum	District Funded	
25. EL students' progress will be monitored in student monitoring conference by LTEL team in biweekly small group meetings in the library. Teachers will discuss EL student progress at data meetings and grade level staff meetings. Specific committee will be monitoring Long Term English Learners (LTEL's).	ELD	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach			
26. Dual Language Immersion new teachers will observe other teachers in other DLI programs and collaborate to improve student achievement in the DLI program.	Spanish Lang Arts	2017-2018 School Year	DLI Teachers	Substitute teachers	Title III	2100
				Teacher Extra Help/Tutoring	Title III	1100
27. All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	K-8 Teachers, Instructional Coach, Administrators	Purchase of Online Subscriptions, Licenses, Apps	LCFF - Targeted	8000
				Purchase of Online Subscriptions, Licenses, Apps	Title I	700
28. Create and present units into the Academy Integrated Thematic Unit with the focus on Literacy, Communication Arts, and Technology.	Strand Focus	2017-2018 School Year	K-8 Teachers, Administrators	Materials and Supplies	LCFF - Targeted	1954
29. In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of the community and world around them by participating on field trips in order to expand their interest for career and college readiness.	ELA ELD Wrap-Around Services	2017-2018 School Year	K-8 Teachers	Field Trip transportation	Title I	5000
				Field Trip services, entrance fees, and operations	Title I	4469
				Field Trip transportation	LCFF - Targeted	175

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
30. Instructional Assistants will provide necessary interventions in Reading, Writing, and ELD for targeted students in Kindergarten and 1st grade classes.	ELA Spanish Lang Arts Student Behavior Support	2017-2018 School Year	K-1 Teachers, Instructional Coach	Classified Salaries: Instructional Assistants	LCFF - Intervention	61660.91
31. Implementation of Before and After School tutoring in ELA, Math, and ELD for targeted student in special populations, including Foster Youth, EL's and McKinney Vento	ELA ELD Spanish Lang Arts Math Wrap-Around Services	2017-2018 School Year	K-8 Teachers	Teacher Extra Help/Tutoring	Title III	5000
				Teacher Extra Help/Tutoring	LCFF - Intervention	2500
				Teacher Extra Help/Tutoring	Title I	2500
32. The school will provide opportunities for teachers to attend professional development in ELA, Math, and ELD in integrated and designated ELD, improve instructional practices, and improve student progress and engagement.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	K-8 Teachers, Instructional Coach, Administrators	Travel and Conference	Title I	4970
				Travel and Conference	Title III	1387
				Travel and Conference	LCFF - Targeted	458.09
33. Academic incentives will be provided to motivate and engage students in reading and writing programs.	ELA ELD Spanish Lang Arts Student Behavior Support	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach	Materials and Supplies	LCFF - Targeted	1458.09
34. Math Mentor will assist with professional development for school site teachers providing support in the in the use of the online math curriculum.	Math	2017-2018 School Year	Math Mentor, K-8 Teachers, Administrators, Instructional Coach	Math Mentor salary	District Funded	
35. Tech Mentor will assist with professional development for school site teachers providing support in the in the use of the Google Apps and online curriculum resources.	Strand Focus	2017-2018 School Year	Tech Mentor, K-8 Teachers, Administrators, Instructional Coach	Tech Mentor salary	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
36. Leadership Team will meet monthly to analyze data and make recommendations to the school program.	ELA Spanish Lang Arts Math ELD Student Behavior Support Strand Focus	2017-2018 School Year	K-8b Teachers, Instructional Coach, Administrators			
37. The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	Wrap-Around Services Attendance Student Behavior Support Strand Focus	2017-2018 School Year	Academic Coach, Program Coordinator, Teacher Liaison, ASP Staff	Professional Development and training materials.	ASES	
38. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	Wrap-Around Services Attendance Student Behavior Support Strand Focus	2017-2018 School Year	Academic Coach, Program Coordinator, Teacher Liaison	Teacher Salary	ASES	
39. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	Wrap-Around Services Attendance Student Behavior Support Strand Focus	2017-2018 School Year	Principal, Teachers, Academic Coach, Program Coordinator, Teacher Liaison, ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	District Funded	
40. The School will provide learning opportunities for the special population groups, such	ELA	2017-2018 School Year	K-8 Teachers, Administrators, Instructional Coach	Field Trip transportation and/or services, entrance fees, and operations	Title I	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
as GATE and AVID that will include STEM related standard and will monitor growth in Writing.	Math Strand Focus					
41. Professional Development will be provided for teachers by the EL TOSA's who will provide support and direction in the use of the new ELD Curriculum to develop lessons for designated ELD, as well as integrated ELD lesson planning within other core subject areas.	ELD ELA Spanish Lang Arts Math	2017-2018 School Year	K-8 Teachers, EL TOSA	District Funded		
42. The DL tOSA will provide support with lesson planning, curriculum design and professional development as needed which will include classroom observations, modeling lessons, data collection and grade level collaboration.	Spanish Lang Arts ELD	2017-2018 School Year	K-8 Teachers, DL TOSA	District Funded		
43. School Site TOSA will support and monitor student progress and achievement in ELA/ELD and support with implementation of CHAMPS.	ELA Spanish Lang Arts ELD Student Behavior Support	2017-2018 School Year	Site Instructional Coach, K-8 Teachers	District Funded		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To increase positive attendance
- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Attendance Rates	4.5% of Chavez students were identified as Chronic Absentees.	Decrease the amount of student chronic absenteeism by 2%.
Suspension and Expulsion Rates	Chavez had a suspension rate of 5.28%	Decrease the amount of students suspended and expelled from school by 3%.
CHKS	Chavez scored lower than the OSD level on the CHKS in the area of School Connectedness in both grades 5th and 7th.	Improve students School Connectedness in grades 5th and 7th

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Staff will participate in CHAMPS training and implement the program for Positive Behavior Support.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	All School Staff	CHAMPS program	District Funded	
2. Staff will participate in Restorative Justice training and implement the program for Positive Behavior Support.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	K-8 Teachers, School Counselor, Outreach Specialist, Administrators	Professional development	District Funded	
3. Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.	Wrap-Around Services Student Behavior Support Attendance	2017-2018 School Year	Outreach Specialist, School Site Staff	Classified Salaries for Outreach Specialist	Centralized Services	43813
4. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	School Counselor	Classified Salaries for Counselor	Centralized Services	124480
5. In order to support the Core Academics of students and keep them drug free, the school will implement Minnesota Smoking Prevention Program in 6th grade and Project Alert in 7th grade.	Wrap-Around Services Safety Student Behavior Support	2017-2018 School Year	ORC, 6th/7th grade teachers	MSPP & Project Alert programs	TUPE	
6. Student discipline data will be monitored at intervals throughout the school year.	Student Behavior Support Wrap-Around Services Attendance	2017-2018 School Year	Administrators, School Counselor, Outreach Specialist, Instructional Coach			
7. Staff will follow the MTSS pyramid for behavior and social-emotional issues.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	All School Staff			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
8. All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	Safety	2017-2018 School Year	All School Staff			
9. All staff and students will participate in lockdown drills at least twice a year.	Safety	2017-2018 School Year	All School Staff			
10. A school wide evaluation drill will be conducted annually	Safety	2017-2018 School Year	All school staff			
11. The Safety Committee will monitor the Safety Plan, provide Disaster Preparedness training to staff, and make revisions as necessary.	Safety	2017-2018 School Year	K-8 Teachers, Outreach Specialist, Administrators, School Counselor, Lead Custodian			
12. Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods.	Safety Student Behavior Support	2017-2018 School Year	Campus assistants, Administrators, K-8 Teachers	Classified Salaries: Campus Assistants	Discretionary	203749
13. In order to support the Core Academics of students the school will hold regular social skills and discipline assemblies (2X a year)	Student Behavior Support Safety Attendance Wrap-Around Services	2017-2018 School Year	Administrators, K-8 Teachers, Counselor			
14. In order to support the Core Academics of students the school will implement monthly classroom visits by the principal, assistant principals, and counselor to address social skills.	Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	Administrators, School Counselor			
15. In order to promote a safe, drug-free environment conducive to learning, the school will promote Red Ribbon Week activities	Wrap-Around Services Student Behavior Support Safety	2017-2018 School Year	K-8 Teachers, Administrators, School Staff	Materials and supplies	Discretionary	1500
16. Students, Staff and Parents will	Wrap-Around Services	2017-2018 School Year	K-8 Teachers, Administrators,	Survey	TUPE	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Safety		School Staff, Counselor			
17. 6, 7, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive training.	Wrap-Around Services Safety	2017-2018 School Year	7th and 8th grade teachers, Administration, Counselor	Prevention Program	TUPE	
18. In order to support the Core Academics of students the school will review and update Comprehensive School Safety Site Plan	Safety Student Behavior Support Wrap-Around Services	2017-2018 School Year	Staff Safety Committee			
26. Student attendance will be monitored. School will provide specific interventions and support to students and families in meetings when concerned with absences and tardies. Students will also receive incentives for good and perfect attendance by receiving awards, prizes and end of year field trip.	Attendance Wrap-Around Services Student Behavior Support	2017-2018 School Year	Outreach Specialist, Administrators, K-8 Teachers	Materials and supplies	Discretionary	1000
27. The school will provide social/emotional support for students by Ventura Co. Social Worker and school counselor.	Wrap-Around Services Student Behavior Support Attendance	2017-2018 School Year	School Counselor, Outreach Specialist	Counselor salary	Centralized Services	
28. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk	Wrap-Around Services Student	2017-2018 School Year	School Counselor, Outreach Specialist, Administrators, Instructional Coach			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students.	Behavior Support ELA Math ELD Spanish Lang Arts					
29. Students and families requiring additional assistance with behavior and family issues may be referred to Parenting Education, such as Triple P Project/City Impact, etc.	Wrap-Around Services Student Behavior Support	2017-2018 School Year	School Counselor, Outreach Specialist, Administrators			
30. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI.	Student Behavior Support Wrap-Around Services Safety	2017-2018 School Year	Campus assistants, Administrators	Professional development	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

English Learner Needs Assessment

Parents attendance to Parenting classes and activities was between 20 to 45 parents per event.

Increase parent attendance by 10%.
 Increase Parent Education and Activities that focus on helping parents connect to school and how to help students succeed in school measured by the parent sign in sheets at the different education events.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Title 1 meeting will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year.	Wrap-Around Services ELA Spanish Lang	2017-2018 School Year	Parents, Administrators	No cost Certificated Salaries: Extra clerical support		0 100

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Arts Math ELD Strand Focus Attendance Safety					
2. The parent compact will be developed and revised at parent meetings.	Wrap-Around Services Student Behavior Support Attendance	2017-2018 School Year	Parents, Administrators	Classified Salaries: Babysitting	Title III	150
				Certificated Salaries: Extra clerical support	Title III	150
				Materials and Supplies: Food and Beverages	Title III	150
3. The Parent Involvement Policy will be developed and revised at parent meetings	Wrap-Around Services Attendance Student Behavior Support	2017-2018 School Year	Parents, Administrators			
4. Parent Education will be provided by the school, which will include Early Literacy, A-G requirements, and outside organizations, such as El Centrito in November-December, etc; in order to increase parent and family involvement in schools.	Wrap-Around Services Student Behavior Support Strand Focus	2017-2018 School Year	Parents, Administrators	Classified Salaries: Babysitting	Title III	150
				Professional/Consulting Services	Title III	3500
5. Parent/Teacher conferences will be held to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.	Wrap-Around Services ELA Math ELD	2017-2018 School Year	Parents, Administrators, School Staff	Classified Salaries: Translation	Title III	500
6. Coffee with the Principal meetings will be held to offer training opportunities for English	Wrap-Around Services	2017-2018 School Year	Parents, Administrators, School Staff			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Learner so parents learn how they can assist their child at home in ELA, Math, and learn about school goals.						
7. SST/IEP meetings will be held to plan individual student support	Wrap-Around Services Student Behavior Support ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Parents, Administrators, School Staff	Substitute Teachers	Title I	2000
8. Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting, food and beverages provided.	Wrap-Around Services Safety Student Behavior Support Strand Focus	2017-2018 School Year	Parents, Administrators	Classified Salaries: Babysitting	Title III	200
				Materials and Supplies: Food and Beverages	Title III	250
9. Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.	Wrap-Around Services	2017-2018 School Year	Parents, Administrators, School Staff	Certificated Salaries: Extra clerical support	Title III	250
10. Teachers will present Academy Integrated Thematic Units to families with the focus on Literacy, Communication Arts, and Technology. Each Unit will be presented by individual grade levels on site, during the evening at Trimester 2 and 3.	Strand Focus Wrap-Around Services	2017-2018 School Year	K-8 Teachers, Administrators, Parents			
11. Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.	Wrap-Around Services	2017-2018 School Year	Parents, Administrators, School Staff			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
12. Reclassification meetings will be held with parents of EL students in order to inform and sign necessary paperwork.	Wrap-Around Services ELD	2017-2018 School Year	Parents, Administrators, K-8 Teachers			
13. The school will provide opportunities for parents to attend site based parent training to help low income families with student success, such as District Office training and CAFE parent professional development.	Wrap-Around Services ELD ELA Spanish Lang Arts	2017-2018 School Year	Parents, Administrators	Travel and Conference	Title III	300
14. The School will provide support to homeless and foster youth families through the school counselor and outreach specialist. Their needs will be communicated through ORC to the site staff and will include home visits.	Wrap-Around Services Attendance	2017-2018 School Year	School Counselor, Outreach Specialist	District Funded		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students**English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	110	89	90	108	89	90	108	89	90	98.2	100	100
Grade 4	125	105	97	125	105	97	125	105	97	100.0	100	100
Grade 5	92	136	102	92	134	102	92	134	102	100.0	98.5	100
Grade 6	124	110	127	123	107	126	123	107	126	99.2	97.3	99.2
Grade 7	96	116	100	95	115	98	95	115	98	99.0	98.3	98
Grade 8		80	106		79	103		79	103		98.8	97.2
All Grades	547	636	622	543	629	616	543	629	616	99.3	98.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2350.8	2354.2	2360.8	3	4	6.67	13	8	13.33	23	29	21.11	61	58	58.89
Grade 4	2383.4	2396.2	2399.4	4	4	8.25	8	13	12.37	18	25	21.65	70	58	57.73
Grade 5	2434.0	2428.3	2426.7	3	2	1.96	17	17	14.71	24	22	23.53	55	59	59.80
Grade 6	2451.2	2459.5	2451.7	3	2	2.38	12	17	18.25	25	36	24.60	59	45	54.76
Grade 7	2466.1	2456.8	2463.2	3	3	1.02	12	8	21.43	27	23	22.45	58	67	55.10
Grade 8		2479.9	2485.9		3	1.94		13	14.56		27	30.10		58	53.40
All Grades	N/A	N/A	N/A	3	3	3.57	12	13	15.91	23	27	24.03	61	58	56.49

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	3	8.89	31	35	28.89	62	62	62.22
Grade 4	6	4	8.25	34	39	38.14	61	57	53.61
Grade 5	8	4	4.90	35	32	42.16	58	63	52.94
Grade 6	3	2	5.56	36	44	38.10	61	54	56.35
Grade 7	2	3	8.16	42	30	35.71	56	67	56.12
Grade 8		6	7.77		27	32.04		67	60.19
All Grades	5	4	7.14	35	35	36.04	60	62	56.82

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	8	5.56	33	37	44.44	62	55	50.00
Grade 4	2	7	5.15	29	43	46.39	69	50	48.45
Grade 5	8	7	9.80	37	40	42.16	55	54	48.04
Grade 6	7	7	4.76	33	43	33.33	60	50	61.90
Grade 7	7	3	4.08	45	37	39.80	47	60	56.12
Grade 8		5	6.80		39	36.89		56	56.31
All Grades	6	6	6.01	35	40	40.10	59	54	53.90

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	4	7.78	68	58	54.44	32	37	37.78
Grade 4	4	4	3.09	52	75	53.61	44	21	43.30
Grade 5	3	3	2.94	58	60	61.76	39	37	35.29
Grade 6	3	6	3.17	61	65	58.73	36	29	38.10
Grade 7	5	3	2.04	47	54	51.02	47	43	46.94
Grade 8		0	1.94		54	62.14		46	35.92
All Grades	3	3	3.41	57	62	57.14	40	35	39.45

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	4	6	6.67	43	42	40.00	54	53	53.33
Grade 4	5	3	10.31	40	45	46.39	55	52	43.30
Grade 5	11	10	5.88	48	57	37.25	41	32	56.86
Grade 6	9	12	14.29	58	51	40.48	33	36	45.24
Grade 7	7	6	5.10	44	37	45.92	48	57	48.98
Grade 8		4	8.74		44	45.63		52	45.63
All Grades	7	7	8.77	47	47	42.53	46	46	48.70

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	110	89	90	109	89	90	109	89	90	99.1	100	100
Grade 4	125	105	97	125	105	97	124	105	97	100.0	100	100
Grade 5	92	136	102	92	134	102	92	134	102	100.0	98.5	100
Grade 6	124	110	127	123	107	126	123	107	126	99.2	97.3	99.2
Grade 7	96	116	99	95	115	98	95	115	98	99.0	98.3	99
Grade 8		80	106		79	103		79	103		98.8	97.2
All Grades	547	636	621	544	629	616	543	629	616	99.5	98.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2385.4	2379.8	2376.7	2	3	3.33	17	16	15.56	34	27	26.67	47	54	54.44
Grade 4	2402.0	2415.2	2415.6	4	0	4.12	7	12	14.43	28	42	36.08	60	46	45.36
Grade 5	2429.8	2425.8	2424.8	0	3	0.98	5	4	2.94	30	28	25.49	64	66	70.59
Grade 6	2422.3	2431.0	2421.0	2	6	0.79	9	1	4.76	16	31	21.43	72	63	73.02
Grade 7	2435.1	2420.3	2434.3	2	1	1.02	5	3	4.08	22	21	27.55	71	76	67.35
Grade 8		2429.8	2450.6		3	0.97		5	5.83		11	24.27		81	68.93
All Grades	N/A	N/A	N/A	2	3	1.79	9	6	7.63	26	27	26.62	63	64	63.96

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	13	18	10.00	32	24	32.22	55	58	57.78	
Grade 4	7	3	11.34	19	31	20.62	74	66	68.04	
Grade 5	2	4	0.98	16	19	16.67	82	76	82.35	
Grade 6	4	5	1.59	16	17	14.29	80	79	84.13	
Grade 7	5	2	1.02	19	17	18.37	76	81	80.61	
Grade 8		4	0.00		10	29.13		86	70.87	
All Grades	6	6	3.90	20	20	21.43	73	74	74.68	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	5	4	5.56	38	44	42.22	58	52	52.22
Grade 4	6	1	6.19	27	43	29.90	68	56	63.92
Grade 5	0	3	0.00	29	25	35.29	71	72	64.71
Grade 6	2	5	0.00	29	23	34.13	68	72	65.87
Grade 7	3	0	2.04	45	34	28.57	52	66	69.39
Grade 8		5	1.94		35	26.21		59	71.84
All Grades	3	3	2.44	33	33	32.63	64	64	64.94

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	8	10.00	56	51	45.56	40	42	44.44
Grade 4	5	2	6.19	27	50	39.18	69	48	54.64
Grade 5	1	5	1.96	37	34	36.27	62	60	61.76
Grade 6	3	6	4.76	31	43	31.75	66	51	63.49
Grade 7	3	3	2.04	65	25	44.90	32	72	53.06
Grade 8		1	0.97		42	39.81		57	59.22
All Grades	3	4	4.22	42	40	39.12	55	56	56.66

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							7	22	19	27	22	25	67	56	56
1		1		6	8	7	32	35	36	30	38	35	32	18	23
2	2	1	4	18	11	10	37	32	48	29	37	36	14	19	1
3	3	2	4	14	13	21	49	50	46	26	16	18	8	19	10
4	3	3		20	14	21	56	57	65	18	17	10	4	9	5
5	8	6		37	38	43	45	40	52	7	13	3	3	4	2
6	1	5	2	24	42	30	55	32	47	14	14	16	5	7	6
7	6	4	4	40	40	49	47	40	34	8	13	9		1	4
8		11	7		30	48		54	33		2	12		2	
Total	3	4	2	20	23	26	44	41	45	20	20	19	13	12	8

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0%			1	1		8	9		29	26		62	64	
1	0%	1		6	8		32	35		30	38		32	18	
2	2	1		18	11		36	32		28	37		15	20	
3	3	2		14	13		49	50		26	16		8	19	
4	3	3		20	14		56	57		18	17		4	9	
5	8	6		37	37		45	39		7	12		3	6	
6	1	7		24	42		55	32		14	13		5	7	
7	6	4		40	40		47	40		8	13		0%	1	
8		11			30			54			2			2	
Total	3	3		18	21		40	38		21	21		18	17	

Appendix C - School Site Council Membership (Cesar E. Chavez K-8 School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Ines Gonzalez	Parent or Community Member
Camila Gomez	Parent or Community Member
Maria Bernal	Parent or Community Member
Carmela Toledano	Parent or Community Member
Elizabeth Miravete	Parent or Community Member
Yolanda Gonzalez	Other School Staff
German Figueroa	Classroom/Teacher
Rosalinda Rodarte	Classroom/Teacher
Maria Ramos	Classroom/Teacher
Brasilia Perez	Principal

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/4/2017.

Attested:

Mrs. Brasilia Perez
Typed Name of School Principal

Signature of School Principal

Date

Mrs. Camila Gomez
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee



 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/4/2017.

Attested:

 Mrs. Brasilia Perez
 Typed Name of School Principal



 Signature of School Principal

 10-4-17
 Date

 Mrs. Camila Gomez
 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

 10/04/2017.
 Date

School Parental Involvement Policy

Chavez K-8 School

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ that parents play an integral role in assisting their child’s learning;
- ✓ that parents are encouraged to be actively involved in their child’s education at school;
- ✓ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the **First Day Packet**, which is distributed annually at the beginning of the school year. Teachers review the **School-Parent Compact** and policies with the students at the beginning of the year. Parents are asked to read and discuss the **School-Parent Compact** with their students and sign and return an acknowledgment form.
- ✓ **Chavez School** notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ **Chavez School** will makes the School Parental Involvement Policy available to the local community by posting on webpage and office bulletin board.
- ✓ **Chavez School** periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ **Chavez School** has adopted the school’s school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Chavez School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child’s school participates in Title I,
- ✓ About the requirements of Title I,

- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, **Chavez School** conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ **Parent and Community Resource Binder will include:**
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities, bell schedule, and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters and calendars provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

Parent communications via webpage, Twitter, Facebook, Connect Ed phone notification calls, parent surveys, Principal newsletters, emails, Principal's office mailbox and parent information flyers.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. Teachers, parents and administrators developed the compact. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

Parent Projects

Parent Workshops

Parent Trainings

Parent meetings with specific parent interest topics

Parent meetings with specific student learning centered topics

iPad parent night

Movie family night

Eat Lunch with your Child day

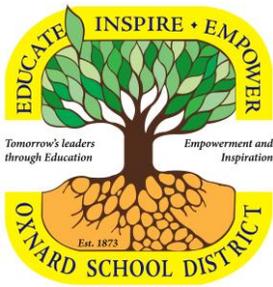
Reading events

Family gathering nights

Holiday Celebration Days

Community Celebrations

Grade Level Academic Strand Focus Parent Days of Presentations/Projects



César E. Chávez K-8 School

301 North Marquita Street
Oxnard, CA. 93030
805-385-1524



CONVENIO ESCOLAR

Promesa del Padre o la Madre

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mi niño(a) y con sus maestros acerca de la educación de mi niño(a).
- Estaré al tanto de las tareas de mi niño(a).
- Proveeré los materiales necesarios y un lugar callado para que mi niño(a) haga su tarea.
- Enviaré a mi niño(a) a la escuela a tiempo y preparado(a) para aprender.
- Prestaré mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Asegurar que mi niño(a) obedece la póliza del código de vestir escolar.
- Si mi hijo/a está en riesgo de retención por tener realizaciones académicas bajas, yo aseguraré que él/la asistirá intersección, tutoría Después de Escuela, o cualquier otra ayuda que se le ofrezca.

Firma de los Padres (Guardianes) _____ Fecha _____

Promesa de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mis maestros y con mis padres acerca de mi educación.
- Completaré y devolveré a tiempo todas mis tareas del hogar y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegaré a la escuela a tiempo listo(a) y preparado(a) para aprender.
- Leeré **por lo menos 20 minutos** todos los días.
- Seré responsable por vestir de acuerdo con la póliza del código de vestir escolar.

Firma de el/la Estudiante: _____ Fecha _____

Promesa de el Personal de la Escuela César Chávez

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con los estudiantes y los padres (y guardianes) acerca de las expectativas de la escuela, acerca del programa y acerca de los adelantos de cada estudiante.
- Proveeré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignaré las tareas regulares solamente después que se hayan enseñado los conceptos necesarios.
- Promoveré y asistiré a los programas y las funciones escolares.
- Comunicarle a los estudiantes, a los padres, y a la administración cuando la póliza del código de vestir no se está obedeciendo.

Firma del Maestro/a: _____ Fecha _____

**Learning To Be The Best We Can Be
Aprendiendo Ser Lo Mejor Posible**



César E. Chávez K-8 School

301 North Marquita Street
Oxnard, CA. 93030
805-385-1524



SCHOOL COMPACT

Parent Pledge

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education and outside of school situations that may affect my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on time and ready to learn.
- I will volunteer my time to attend or participate in school programs when possible.
- Ensure that my child will obey the dress code.
- Ensure that my child participates in intersession, after school tutoring, or any other academic support programs offered if my child is below grade level in reading, writing and/or math.

Parent Signature _____ Date: _____

Student Pledge

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

1. Be Safe
 2. Be Respectful to Everyone
 3. Be Responsible for my Actions
- Communicate with my teachers and parents regarding my education.
 - Complete and return all my homework and class assignments on time.
 - Arrive at school on time, ready and prepared to learn.
 - Read **accprdomg to your teacher's recommendation each day.**
 - Be responsible to follow the school rules, including uniform/dress code.

Student Signature _____ Date: _____

César Chávez School Staff Pledge

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate with students, parents, school support staff, and administration when it is necessary to help my student.

Teacher's Signature _____ Date: _____

**Learning To Be The Best We Can Be
Aprendiendo Ser Lo Mejor Posible**

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name Curren School K-8

CDS Code 56725386055263

Revision Date October 11, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Christine McDaniels Principal

Email and Phone cmcdaniels@oxnardsd.org
805.385.1527

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

The Curren School Vision is to educate all students, in a culturally proficient climate, in order for them to achieve academic success, become lifelong learners, and productive members of society. We say that at Curren School we "Educate the future stewards of our world." This slogan is exemplified in all actions of the Curren EYES Academy (Enriching Youth via Environmental Studies). This mission ensures that as we prepare our students, in all aspects of their development, for their role as the future guides of our world. We strive to establish and maintain a safe, supportive environment where children achieve their full potential through a collective effort that includes staff, parents, students, and the community. Staff members at Curren School are committed to educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other and themselves. The Curren School community believes in the value, worth, and ability of every student, and we feel confident they will be exceptional leaders and stewards for our world.

SCHOOL PROFILE

With our mission, vision, and commitments in mind, we at Curren K-8 School consistently and diligently work to improve upon our successful gains in student achievement. This year, grades 6-8 implemented a new CCSS Curriculum for Language Arts. We have an emphasis on technology through the 1:1 iPad implementation in grades K-8. Our instructional focus continues to be an emphasis on critical thinking and student reading. The principal and assistant principals are monitoring quality content area instruction through classroom visitations and student monitoring conferences with individual teachers once each trimester.

Curren School has become proficient at using data on many levels to help guide our teaching and learning. There is an emphasis on the use of the benchmark assessment Renaissance STAR 360 for reading and math. STAR 360 is also used for progress monitoring ELA and math. The faculty has committed to monthly assessments in order to rapidly monitor and analyze student learning needs. Teachers share grade level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need before or after school tutoring, and target specific needs of individual students to maximize their potential achievement. Planning for intervention is driven by data analysis which targets individual students who need to have focused instruction in targeted areas to increase their academic achievement.

Additional support in the area of teaching and learning contribute to our growth in student achievement. School wide use of the Accelerated Reader program assists in expanding student vocabulary and comprehension skills in reading/language arts. The IXL math program used in grades K-8 provides additional practice of math skills that are necessary for standards mastery. Our data analysis demonstrates a continued need for skill practice and development. Additionally, the use of the new IXL language arts and math application provides for skill practice for K-8 students. Intervention Support Providers (ISP), servicing grades 1-5, allow teachers to further target specific students and provide intervention during the school day as a follow-up to classroom instruction.

The acquisition of academic English Language skills continues to be an important goal for Curren School students, especially for our English Language Learners (ELL). Both Designated and Integrated ELD are emphasized this school year. During designated ELD students are provided leveled instruction. We use CELDT along with other classroom data to identify the areas of challenge English Learners are facing (Listening, Speaking, Reading, Writing) in order to design focused lessons which support students' movement toward reclassification. Middle School students receive one period of ELD which is leveled around student subscores. In order to ensure these students do not miss out on enrichment opportunities, they receive music and art lessons monthly during their advisory classes.

Curren School staff consists of 53 highly qualified certificated staff members. A thorough examination of our goals at Curren School has led to highly focused and motivated professional development of our staff. Training in the areas of reading/language arts, ELD, and mathematics has further empowered our staff to become as precise and effective as possible when teaching students in these targeted goal areas. This year our emphasis is on the instruction of foundational reading skills K-2, and designated and integrated ELD. A large majority of Curren staff have completed SIOP training. The staff also regularly participates in additional high quality, district approved training in reading/language arts, mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Curren School continues to have an on-site Instructional Coach to support K-8 teachers and students in core content areas. Curren will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

Curren is committed to providing appropriate interventions for all students. Curren utilizes the ESTs (Extra Support Teachers) to provide reduced class size for 60 minutes/day per classroom for grades 2-5. Para educators support the K-1 classrooms. The ESTs provide physical education instruction while the teacher and an intervention support provider address small groups focused on specific, data-identified learning needs of students. Intervention group size is reduced and the levels of differentiation is increased by adding support from ISP teachers. The Response to Intervention (RTI) model (now MTSS) is used to support students with academic and social emotional needs. Curren conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff. Our school counselor and counselor intern support the social and emotional needs of our students and their families.

Dual Language Immersion (DLI) is part of the Curren strand focus. Kindergarten through fifth grades have two classes of DLI with 48-60 students participating per grade. Curren School practices a 50/50 DLI model with half of a student's day in English and half of a student's day in Spanish. Each year a new grade level is added to the DLI program. Our goal is for each student in the program to receive a Certificate of Pathway to the Seal of Biliteracy at the end of 5th and 8th grades. Environmental Science is also part of the Curren School strand focus. Two School Yard Habitats are located on the campus and a third one will be created this school year. Several clubs are on campus with Environmental Science as the focus. Earth Keepers and Garden Club focus on reducing the carbon footprint and improving the environment.

Parent involvement is a key element for the continued academic success at Curren School. Teachers regularly communicate with parents by phone, written notes, e-mail, Class Dojo, and with involvement at the school site. At the beginning, and throughout the school year, parents are welcomed to Curren School through a variety of general parent meetings, monthly principal morning chats, parent nights, monthly counselor and parent coffee meetings, and individual classroom parent meetings/programs. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Curren staff also presents parent education nights in the content areas of reading, language arts, and mathematics to help parents support their students' success in these key academic areas. Our school counselor and Outreach Consultant (ORC) will provide parenting classes using the Triple P and Loving Solutions curriculum this year. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Curren School holds kindergarten readiness workshops in the Spring to support students in their transition into kindergarten. Curren School also supports the transition of our 5th grade students to our middle school program by holding assemblies and events. Transition presentations are provided for 8th grade students and their parents before their entry into high school.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Curren School is dedicated to providing the best start in a journey of life-long learning for all of our students, families, and community.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Curren School is most proud of the reclassification rates for the 2016-2017 school year. 104 English Learners were reclassified to Redesignated Fluent English Proficient. This represents 33% of the total 313 English Learners in grades 3-8. We plan to continue this focus on reclassifying English Learners by maintaining a focus on oral language skills, reading and writing competencies. This focus will continue by ensuring English Learners in grades 6-8 with a CELDT Score of 1-3 have a 50 minute period of English Language Development daily. Students in grades 1-5 with a CELDT Score of 1-5 receive 45 minutes of designated ELD daily with no more than two CELDT Levels in a classroom. Kindergarten English Learners receive 30 minutes of ELD daily. During the 2017-2018 school year, grade 6-8 content area teachers will receive ELD training from the District ELD Director.

Title I and Title III funds were spent on Intervention Service Provider teachers to work with small groups of English Learners alongside classroom teachers. Title I funds also supported students with reading and math interventions during the school day.

In addition to the success of the redesignation rate from 2016-2017, Curren School experienced success with the school wide strand focus of Environmental Science. The School Yard Habitat Garden created two years ago continues to flourish with the support of the Fish and Wildlife Agency. This year, a new School Yard Habitat is being created to continue our work with the focus on Environmental Science. Students show great pride in the habitats and a morning club was created to ensure the sustainability of the habitat. Students and teachers created an Earth Keepers Club to reinforce campus wide recycling and reducing one's carbon footprint. Our STEAM focus is expanding as we have two robotics teams competing in local competitions.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Math is the greatest need at Curren based on 2016-2017 CAASPP data. Two grade levels had no students in the exceeded band. The highest percentage in "Standards Exceeded" was 4%. English Language Arts is also a need at Curren's based on the 2016-2017 CAASPP and STAR 360 ELA Scores. Students are remaining in the same performance band each year. The 8% of students in the "Standards Exceeded" band need to remain in that band and not fall below it. Students with disabilities show need in the areas of math and ELA. In math, 2% of students with disabilities scored in the "Standards Exceeded" band and in ELA 3% of students with disabilities scored in the "Standards Exceeded" band.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

A school wide incentive program will encourage students to read and achieve benchmark goals in STAR 360. Three Intervention Service Providers will be employed to work with small groups of students in grades 1-5 for ELA and Math. These students are selected based on CAASPP and STAR 360 Scores.

Students in grades K-5 will have time in the daily class schedule to read and take AR tests. Curren School has a daily Advisory period in grades 6-8 to address reading and have an opportunity to take Accelerated Reader tests. All students will receive an agenda in which to write all assignments. The agenda will be a tool to foster communication between teachers and parents. Parents will sign the agenda daily.

Weekly staff meetings and grade level team meetings will center around student data and performance to drive instruction. In monthly Leadership Meetings, the team will use the book, *Driven by Data* to guide conversations with grade levels to make instructional decisions. All grades will hold data conference meetings three times per year with administration and the Academic TOSA to discuss academic trends and progress as well as to make instructional decisions based on data. Parents will receive state testing results via mail and STAR 360 scores will be part of the Fall Parent Conferences.

Progress toward the standards for students with disabilities will be monitored during the IEP process and during grade level data meetings.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

There were no significant sub groups that were two or more performance levels below "all students". Significant sub groups for Curren School in 2016-2017 were English Learners and socio-economically disadvantaged. All groups, however, did score low in reading and math with 81% of English Learners scoring below standard in reading and 69% not meeting the standards in math.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

To address English Learner reading performance, the school will use the District adopted curriculum for ELA and ELD. Students will have 45 minutes daily for ELD where language acquisition is addressed. Students will work with ISPs daily using research-based interventions for reading and math. Teachers will progress monitor in math and ELA using STAR 360 and curriculum-based tests.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

For the 2017-2018 school year, Title I funds will be used for one Intervention Service Provider for grades 1-5, one para educator for grades K-1, materials and supplies to support instruction and professional development workshops. Intervention Service Providers will support small student groups based on data from the STAR 360 reading and math assessments. Intervention programs, such as LLI and SIPPS will be used for reading intervention. IXL will be used for reading and math interventions. Para educators will service small student groups inside the classroom for foundational skills for ELA and math. Two para educators will be used to support Kindergarten, first grade and Dual Language Immersion.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

The effectiveness of ISP Teachers was minimized by a lack of substitutes for classes, which caused the ISP Teacher to take over a class. In order to address this challenge, professional development will not be scheduled unless the District has approved substitute teachers prior to the event.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

School Site Council, English Language Advisory and the school Leadership Team were involved in developing the overall plan by providing input on the 16-17 plan for progress, consulting on budgetary expenses and goals and objectives as well the Parent Involvement Plan. The SSC and ELAC were consulted on revision to the Parent Involvement Policy.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

Each trimester the site Leadership Team and the parent groups monitored the SPSA goals for progress based on the STAR 360 Reading and Math scores.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, coaching sports and advising student clubs.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Prior to students entering Kindergarten, parent and student workshops are held to prepare families for the transition to Kindergarten. General education teachers attend Individual Education Plan meetings for students with special needs entering Kindergarten from the preschool setting. Parents entering Curren from a Transitional Kindergarten Program are encouraged to complete a Language of Instruction Preference Form and parents are invited to an orientation meeting.

Curren School is a K-8 School. Students transitioning to the 6th grade are invited to an informational meeting with their parents to discuss the expectations and transitions to a middle school setting.

Students in 8th grade have an opportunity to visit the high school for a tour and to receive information. The high school counselors come to Curren to register students for classes. Parents are invited to high school orientation.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	280,297	0.00
Title I	91,664	0.00
Title III	41,760	0.00
LCFF - Intervention	45,000	0.00
LCFF - Targeted	57,300	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$685,971.00

Goal 2 \$275,422.00

Goal 3 \$11,134.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA.	Current 4th grade students had 24.6% meet or exceed the standards. Current 5th grade students had 29.1% meet or exceed the standards. Current 6th grade students had 20.7% meet or exceed the standards. Current 7th grade students had 19.6% meet or exceed the standards. Current 8th grade students had 19.8% meet or exceed the standards.	Students in the Met and Exceeded categories of CAASPP will increase at least 2% in ELA.
CAASPP Math	Current 4th grade students had 22.8% meet or exceed the standards. Current 5th grade students had 17.5% meet or exceed the standards. Current 6th grade students had 6.7% meet or exceed the standards. Current 7th grade students had 5% meet or exceed the standards. Current 8th grade students had 5.5% meet or exceed the standards.	Students in the Nearly Met, Met and Exceeded categories of CAASPP will increase at least 2% in Math.

standards.

STAR 360 ELA

Current 2nd grade students had 22% at/above benchmark.
 Current 3rd grade students had 24% at/above benchmark.
 Current 4th grade students had 28% at/above benchmark.
 Current 5th grade students had 14% at/above benchmark.
 Current 6th grade students had 16% at/above benchmark.
 Current 7th grade students had 19% at/above benchmark.
 Current 8th grade students had 13% at/above benchmark.

Students will increase at least to the 50th percentile in the middle and end-of-year testing periods.

STAR 360 Math

Current 1st grade students had 32% at/above benchmark.
 Current 2nd grade students had 41% at/above benchmark.
 Current 3rd grade students had 48% at/above benchmark.
 Current 4th grade students had 47% at/above benchmark.
 Current 5th grade students had 40% at/above benchmark.
 Current 6th grade students had 33% at/above benchmark.
 Current 7th grade students had 30% at/above benchmark.
 Current 8th grade students had 30% at/above benchmark.

Students will increase at least to the 50th percentile in the middle and end-of-year testing periods.

CELDT/ELPAC/Reclassification
 Due to a change in the state test for English Learner proficiency from the CELDT to the ELPAC, this metric will be measured through reclassification data.

33% of English Learners meeting reclassification criteria were reclassified as R-FEP.

The number of English Learners reclassified to R-FEP will increase by at least 2%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Fully implement the ELA and math CCSS and ELD standards in all grade levels using the board adopted materials.	ELA Math ELD	2017-2018 School Year	Administrations Teachers	Curriculum	District Funded	
2. AVID electives (4) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness.	ELA Strand Focus	2017-2018 School Year	Administrations Teachers	Cost of binders and AVID Supplies	Title I	5,000
				AVID Tutors	District Funded	
				Field trip transportation	LCFF - Targeted	5,000
3. Provide small group reading and writing intervention for students in grades 1-5.	ELA	2017-2018 School Year	Administration Site Academic TOSA	1 ISP Salary at 4.0 hrs/day 5 days/week for 130 days/year	Title I	33,639.80
				1 ISP Salary at 4.0 hrs/day 5 days/week for 130 days	Title III	28,926
				1 ISP Salary at 4.0 hrs/day 5 days/week for 130 days	LCFF - Intervention	30,002
4. Provide print materials and supplemental curricular materials to support core language arts and math instruction.	ELA Math	2017-2018 School Year	Administration	Publications	Discretionary	1,036
				Maintenance Agreements-- laminator, duplo	Discretionary	3,041
				Copy Machines	Centralized Services	14,904
5. Monitor student progress and develop appropriate action plans for instruction with the support of the Academic TOSA.	ELA Math ELD	2017-2018 School Year	Administration Site Academic TOSA	Substitutes for Teacher collaboration/progress monitoring	Discretionary	20,690
				2 Floating substitutes/week for 35 weeks	Discretionary	3,000
				Academic TOSA	Centralized Services	126,051
6. 1st-5th grade reading intervention via LLI Program based on STAR 360 data.	ELA	2017-2018 School Year	Administration Site Academic TOSA	No Cost (previously purchased)		
7. Provide student learning materials and supplies to ensure	ELA	2017-2018 School Year	Administration Teachers	Materials and Supplies	Discretionary	25,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
all students are prepared, ready to learn, and engaged.	Math		Site Academic TOSA Librarian	Warehouse Charges Books other than text books Librarian	Discretionary Discretionary Centralized Services	25,000 3,122 60,970
8. Provide training and instructional materials to support the 50/50 DLI program implementation.	Spanish Lang Arts	2017-2018 School Year	Site Administration District Administration	Professional development	District Funded	
9. Progress monitoring in ELA and math will include LLI, STAR 360, and curriculum-based assessments. The Academic TOSA and EL TOSA will support teachers to analyze data for instructional planning.	ELA Math	2017-2018 School Year	Administration Academic TOSA EL TOSA	EL TOSA salary Academic TOSA (goal 1,action 5) Curriculum STAR 360 contract	District Funded District Funded District Funded	
10. IXL subscription for ELA and Math intervention.	ELA Math	2017-2018 School Year	Administration Teachers	Online subscriptions	LCFF - Targeted	9,500
11. Before/after school tutoring including support for Long Term English Learner (LTEL) students, homeless and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program for homework assistance.	ELA Math ELD	2017-2018 School Year	Administration Teachers ASES Program	After School Program Hourly wage for teachers Materials and supplies	ASES LCFF - Intervention Title I	14,998 6,557.20
12. Professional development opportunities for all teachers in ELA and math to fully implement the curriculum. The math and technology mentors will support teachers in the classroom for full program implementation.	ELA Math	2017-2018 School Year	Administration Technology mentor Math mentor	Math and Technology Mentors	District Funded	
13. Provide daily designated English Language Development for English Learner students: at least 30 minutes for kindergarten students and at least 45 minutes for students in grades 1-5.	ELD	2017-2018 School Year	Administrator Teachers	No additional costs		
14. The District EL TOSA will support teachers with ELD	ELD	2017-2018 School Year	Administrator Teachers	EL TOSA	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Standards instruction.			EL TOSA			
15. STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. The site TOSA, teachers and administrator will analyze the data for growth.	ELA Math	2017-2018 School Year	Administration Teachers Site TOSA	STAR 360 assessments Cost of substitutes for data analysis (goal 1, action 5)	District Funded	
16. The Academic TOSA, Technology Mentor and Site Technology Tech will support implementation of management systems (Google Classroom and EADMS) and various learning applications to support a technology-based classroom. The Academic TOSA will support teachers with EADMS for data analysis for instructional planning.	ELA Math	2017-2018 School Year	Administration Teachers Site TOSA Technology Mentor Lab Tech	EADMS Data System Site Tech Technology Mentor	District Funded Centralized Services District Funded	78,481
17. Provide DLI Classrooms with class library books to support reading in Spanish in order to take Accelerated Reader Tests.	Spanish Lang Arts	2017-2018 School Year	Administration Teachers Site TOSA	Renaissance AR Program Spanish Books	District Funded Title III	4,000
18. Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.	ELA Spanish Lang Arts Math Strand Focus ELD	2017-2018 School Year	SiteTech	Applications/software and licenses Site Tech (goal 1, action 16)	LCFF - Targeted	4,900
19. Teachers will attend conferences for professional development to support site strand focus, content areas and Positive Behavior Intervention Services.	ELA Spanish Lang Arts Math ELD Student Behavior Support	2017-2018 School year	Administration Teachers Technology Mentor	Travel and conference fees Technology Mentor	LCFF - Targeted District Funded	15,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus					
20. The site Leadership Team will review ELA and Math performance to plan for data driven instruction at monthly meetings.	ELA Math	2017-2018 School year	Administration Teachers Academic TOSA	Academic TOSA (goal 1, action 5)		
21. The site Leadership Team will use the book, Driven by Data, to support the use of data in instructional practice in ELA and Math.	ELA Math	2017-2018 School year	Administration Teachers	Driven By Data books	Discretionary	500
22. Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction.	Spanish Lang Arts ELA Math ELD	2017-2018 School year	Administration Teachers	Substitutes for Collaboration Days	Title III	2,700
23. All new teachers and Classified Staff will receive CHAMPS Training from a certified CHAMPS Trainer.	Student Behavior Support	2017-2018 School year	Administrators Teachers Classified Staff	Substitutes for teachers	District Funded	
24. Incentives for attendance, academics and behavior to recognize student achievement in these areas.	ELA Math Spanish Lang Arts ELD Student Behavior Support Attendance	September 2017-June 2018	Administration Teachers Academic TOSA ORC	Incentives ORC Academic TOSA (goal 1, action 5)	LCFF - Targeted Centralized Services	21,300 51,620
25. Provide after school clubs for students to participate in strand focus activities: Earth Keepers, Garden Club and Service Club.	Strand Focus	2017-2018 School year	Teachers	Teacher extra hours (goal 1, action 5)		
26. Collaboration time for ELA and Math teachers to review data from common assessments will	ELA Math	September 2017-June 2018	Administration Teachers Site TOSA	Substitutes for collaboration days (goal 1, action 5)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
be provided after benchmark and unit assessments Three times per year. The Academic TOSA and Math Mentor will participate in the collaboration meetings.			Math Mentor	Academic TOSA (goal 1, action 5) Math Mentor (goal 1, action 12)		
27. Kinder and First grades will analyze foundational skills progress with the ESGI Data software for ELA and math.	ELA Math	September 2017-June 2018	Administration Teachers Site TOSA	Annual software renewal agreement	LCFF - Targeted	1,600
28. Grades 6-8 have a daily advisory period to monitor students' AR usage and MyOn program. Students who reach their Accelerated Reader goals will receive incentives.	ELA	2017-2018 School year	Administration Teachers Site TOSA	AR Program MyOn Program Incentives (goal 1, action 24)	District Funded District Funded	
29. The Academic TOSA will train all ELA and Advisory teachers to monitor Accelerated Reader goals and growth during professional development.	ELA	2017-2018 School year	Administration Teachers Site TOSA	AR Program Academic TOSA (goal 1, action 5)	District Funded	
30. All teachers will receive professional development for ELD curriculum and implementation.	ELD	2017-2018 School year	Administration Teachers District EL TOSA	Professional Development	District Funded	
31. Content area teachers will receive professional development in math, science and social studies.	ELD	2017-2018 School year	Administration Teachers District EL TOSA	Professional Development	District Funded	
32. Integrated ELD and SIOP strategies will be used for all English Learners in all content areas. New teachers will receive professional development for SIOP Strategies.	ELD	2017-2018 School year	Administration Teachers District EL TOSA	Curriculum Professional Development	District Funded District Funded	
33. The District will provide professional development for integrated ELD and SIOP Strategies.	ELD	2017-2018 School year	Administration Teachers District EL TOSA	Professional Development	District Funded	
34. Conduct progress monitoring of English Learners and recently redesignated students as outlined in the EL Master Plan with the assistance of the EL TOSA.	ELD	2017-2018 School year	Administration Teachers District EL TOSA	EL TOSA	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
35. Professional development for AVID teachers and administration.	Strand Focus	August 2018	Administration Teachers	AVID Summer Institute Registration, Hotel, Teacher Daily rate and meals	Discretionary	16,966
36. Professional development for technology usage in content area classes.	ELA Math	October- November 2017	Administration Teachers	CUE Registration Spring, Hotel and meals	Title I	10,000
37. Instructional assistants to support students in grades K-1 with foundational skills in ELA, Math and ELD.	ELA Math ELD	August 2017- June 2018	Administrations Instructional Assistants	2 Instructional assistants	Title I	36,467
38. Performing arts integrated in the classroom via a music teacher in grades K-8.	Strand Focus	October 2017- June 2018	Administrators Music Teacher	Music Teacher	Discretionary	26,000
39. Grades 3-8 will use Interim Assessment Blocks from the CAASPP website to support math standards in addition to the adopted math curriculum.	Math	2017-2018 School year	Administrators Teachers			
40. Math nights for students and parents to gain strategies for foundational skills. The math mentor will work with grade level teachers to create the grade level strategies to be presented.	Math	2017-2018 School year	Administration Teachers Math Mentor	Math Mentor Extra hours for teacher planning and Math Night Instruction- Goal 1 Action 5	District Funded	
41. DLI classes will use Math Corner to support foundational concepts	Math	2017-2018 School Year	Administrators Teachers	Math Corner	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Data	The suspension rate for 2016-2017 was 3.19%	Suspension rates will decrease to 3.0% or lower.
Attendance Data	Attendance data shows a needed area of growth. 7.38% of students or 76 students had chronic absenteeism. 6 students were referred to the School Attendance Review Board.	The number of students with chronic absenteeism will decrease by 2% to 5.38%. The number of students referred to SARB will reduce to 4.
California Healthy Kids Survey	The California Healthy Kids Survey is used to calculate school climate and student well-being. The following indicators were reported: 47% of students in the 5th grade feel a high level of school connectedness. 48% of students in the 7th grade feel a high level of school connectedness. 66% of students in the 5th grade perceive school as safe or very safe. 53% of students in the 7th grade perceive school as safe or very safe.	The percentage of students in 5th grade and 7th grade feeling a high level of school connectedness will increase by 10%. The percentage of students in the 5th and 7th grade perceiving the school as safe or very safe will increase by 10%. The percentage of 7th grade students that have experienced chronic sadness or hopelessness will decrease by 10%

36% of students in the 7th grade have experiences chronic sadness or hopelessness.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.	Wrap-Around Services Student Behavior Support Safety	2017-2018 School Year	Administrators Counselor	Counselor	Centralized Services	124,480
2. Implement Minnesota Smoking Prevention Program (MSPP) curriculum and Project Alert through science classes to improve student knowledge of safe and healthy lifestyle choices.	Safety	2017-2018 School Year	Administrators Science Teachers	MSPP and Project Alert Curriculum	TUPE	
3. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.	Student Behavior Support	2017-2018 School Year	Administration PBIS Team			
4. The safety committee will review the Safety Plan and update the plan. Monthly safety drill will be conducted to prepare for disasters.	Safety	2017-2018 School Year	Administration Safety Committee Members			
5. Provide professional development to all staff in CHAMPS for positive behavior support. All staff working with students with special needs will receive NCPI training.	Safety	2017-2018 School Year	Administration Counselor Staff	Professional development	District Funded	
6. Attendance incentives at monthly school assemblies to encourage daily attendance and reduce tardiness.	Attendance	2017-2018 School Year	Administration Teachers ORC	Incentives (goal 1, action 24) ORC (goal 1, action 24)		
7. Employ 11 campus supervisors to monitor campus, including all buildings, and reduce student	Attendance Safety	2017-2018 School Year	Administration Campus Supervisors	Campus Supervisor salaries	Discretionary	150,942

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
tardiness.	Student Behavior Support					
8. Student discipline data will be monitored with the PBIS Team and during grade level meetings, no less than once per Trimester.	Student Behavior Support	2017-2018 School Year	Administration Teachers PBIS Committee			
9. COST and SST Committees will meet weekly to discuss student needs based on teacher referrals. Strategies will be developed and implemented in the classroom.	Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	Administration ORC Counselor Teachers	ORC (goal 1, action 24) Counselor (goal 2, action 1)		
10. Survey students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 17-18 school year.	Student Behavior Support	2017-2018 School Year	Administration PBIS Committee			
11. School Counselor will provide counseling services individually and in small groups. Counseling services will be referred to community agencies at the discretion of the site counselor.	Wrap-Around Services	2017-2018 School Year	Administration Counselor	Counselor (goal 2, action 1)		
12. Ensure a successful transition to high school with transition meetings between the high school district and the 8th grade teachers. Students transitioning to 6th grade will participate in a family meeting night to provide information to students and family members.	Strand Focus Wrap-Around Services	2017-2018 School Year	Administration Teachers	Substitutes for 8th grade teachers (goal 1, action 5)		
13. Monthly awards assemblies will recognize students who achieve attendance and behavior goals.	Student Behavior Support Attendance	2017-2018 School Year	Administration Teachers ORC	Incentives (goal 1, action 24) ORC (goal 1, action 24)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
14. All staff will receive disaster preparedness training. Monthly drills will occur for staff and students to train for a disaster.	Safety	2017-2018 School Year	Administration Teachers Classified Staff			
15. 6th-8th Grade students will participate in Friday Nite Live in conjunction with the ASB Elective Class. Students will participate in activities to promote awareness of tobacco usage, drugs and alcohol. They will plan Red Ribbon Week activities for grades K-8.	Safety	2017-2018 School Year	Administration ORC	ORC (goal 1, action 24)		
16. Continue CHAMPS/PBIS campus wide. The PBIS Team will meet bi-weekly to discuss next steps for campus wide implementation and teacher requests for behavior support.	Student Behavior Support	2017-2018 School Year	Administrators Teachers PBIS Committee Members			

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
English Learner Parent Needs Survey	Based on the needs assessment conducted, parent attendance at ELAC Meetings is an area that needs improvement.	Based on the needs assessment in May 2018, attendance will improve by 10%.
Average attendance at ELAC Meetings	An average of 11 parents attended ELAC Meetings.	Attendance will increase by 10% at ELAC Meetings this year.
Parent attendance at Back to School Night	Data not available	This year will be a baseline year for Back to School Night attendance.
Parent attendance at Fall Parent Conferences	Data not available	This year will be a baseline year for Fall Parent Conference attendance.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The school site will provide parent workshops including: Mother-Daughter, My Body Belongs to Me, Triple P, Technology/ Internet Safety and First 5 Services.	Safety Wrap-Around Services	2017-2018 School Year	Administration ORC Counselor Technology Mentor	ORC (goal 1, action 24) Counselor (goal 2, action 1)		
2. Host parents for the Monarch Butterfly/Fish and Wildlife presentation and Winter Program. The Winter Program will feature student music led by our music teacher.	Strand Focus	2017-2018 School Year	Administration Music Teacher	Music Teacher cost (goal 1, action 38)		
3. Administration and the Technology Mentor will create Pod Casts and You Tube Channel videos to highlight student work and events at our site.	Strand Focus	2017-2018 School Year	Administrator Technology Mentor	Extra hours for teachers (goal 1, action 5)		
4. Parent Orientation for incoming Kinder students and 5th grade students transitioning to 6th grade. Parents will discuss student expectations and parent involvement.	Strand Focus	2017-2018 School Year	Administration Teachers			
5. Update Parent- Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community.	Wrap-Around Services	2017-2018 School Year	Administration			
6. Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards.	ELA Math ELD Strand Focus	2017-2018 School Year	Administration Teachers Translators	Classified translators	Title III	5,030.00
7. ORC will schedule a community resource fair to be held during Back to School Night.	Wrap-Around Services	2017-2018 School Year	Administration ORC	ORC (goal 1, action 24)		
8. Title I Meetings will be held to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.	ELA Math	2017-2018 School Year	Administration	Clerical Extra Help Material and Supplies (goal 1, action 11)	Discretionary	5,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
9. Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC.	Strand Focus Attendance Safety Wrap-Around Services ELA Math ELD	2017-2018 School Year	Administration ORC Counselor	Refreshments for ELAC	Title III	1,000
10. Books for ELAC Parents to read and discuss.	ELD	2017-2018 School Year	Administration	Cost of books	Title III	104
11. School counselor will provide parent workshops for high school transition supporting A-G Requirements.	Wrap-Around Services	2017-2018 School Year	Administrator Counselor	Counselor (goal 2, action 1) Material and Supplies (goal 1, action 11)		
12. Encourage parents to participate in the IEP process for students with special needs.	ELA Math ELD	2017-2018 School Year	Administration	Substitutes (goal 1, action 5)		
13. Parents will provide feedback on the academic programs and English Learner needs via the CHAMPS Parent Digital Survey and EL Parent Needs Assessment.	ELA Math Spanish Lang Arts Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Administration	Material and Supplies (goal 1, action 5)		
14. Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.	ELA Spanish Lang Arts	2017-2018 School Year	Administration ORC Psychologist Teachers	ORC (goal 1, action 24) Substitutes (goal 1, action 5)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math ELD Student Behavior Support Attendance Safety Wrap-Around Services					
15. Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Administration ORC Counselor	ORC (goal 1, action 24) Counselor (goal 2, action 1) Material and Supplies (goal 1, action 5)		
16. Encourage parents to attend ELD Reclassification Meetings in the fall and spring to celebrate student success.	ELD	2017-2018 School Year	Administration			
17. Kindergarten parent workshops for incoming kinder students to prepare for academic focus and social emotional readiness.	ELA Math Student Behavior Support Attendance	2017-2018 School Year	Administration ORC	ORC (goal 1, action 24)		
18. High school counselors will come to register 8th grade students for high school. Parents	Wrap-Around Services	2017-2018 School Year	Administration			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
will receive information to attend high school transition meetings and orientations.						

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	123	131	120	123	129	120	123	129	120	100.0	98.5	100
Grade 4	140	136	126	138	133	125	138	133	125	98.6	97.8	99.2
Grade 5	108	136	132	105	134	131	105	134	131	97.2	98.5	99.2
Grade 6	109	103	129	107	103	129	107	103	129	98.2	100	100
Grade 7	106	109	97	104	109	96	104	109	96	98.1	100	99
Grade 8	99	103	108	99	101	108	99	101	108	100.0	98.1	100
All Grades	685	718	712	676	709	709	676	709	709	98.7	98.7	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2389.1	2378.6	2377.0	9	5	8.33	20	19	17.50	33	33	24.17	38	43	50.00
Grade 4	2388.3	2399.4	2420.4	0	4	8.80	10	12	22.40	31	23	21.60	59	61	47.20
Grade 5	2424.7	2440.2	2425.8	2	3	2.29	15	18	17.56	23	28	23.66	60	51	56.49
Grade 6	2468.6	2463.3	2456.0	2	1	0.78	21	20	17.05	36	32	34.11	42	47	48.06
Grade 7	2484.4	2495.4	2487.2	3	4	0.00	17	23	20.83	34	27	37.50	46	47	41.67
Grade 8	2518.4	2510.0	2519.1	4	1	3.70	27	29	25.00	27	30	33.33	41	41	37.96
All Grades	N/A	N/A	N/A	3	3	4.09	18	20	19.89	31	29	28.63	48	49	47.39

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	6	8.33	48	47	38.33	44	47	53.33
Grade 4	4	4	11.20	38	38	45.60	59	58	43.20
Grade 5	3	2	3.82	38	45	41.98	59	53	54.20
Grade 6	6	1	3.10	38	42	38.76	56	57	58.14
Grade 7	6	10	4.17	43	36	40.63	51	54	55.21
Grade 8	11	5	14.81	42	45	38.89	46	50	46.30
All Grades	6	5	7.48	41	42	40.76	53	53	51.76

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	5	12.50	50	47	37.50	41	48	50.00
Grade 4	1	5	12.00	36	44	49.60	63	52	38.40
Grade 5	7	7	6.11	30	45	42.75	63	49	51.15
Grade 6	4	7	5.43	44	46	40.31	52	48	54.26
Grade 7	3	13	7.29	52	46	48.96	45	41	43.75
Grade 8	6	8	7.41	54	60	54.63	40	32	37.96
All Grades	5	7	8.46	44	47	45.28	51	45	46.26

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	6.67	62	71	63.33	33	22	30.00
Grade 4	2	5	5.60	57	62	48.80	41	33	45.60
Grade 5	5	4	5.34	59	57	50.38	36	39	44.27
Grade 6	11	6	3.88	55	57	65.12	34	37	31.01
Grade 7	3	7	10.42	68	64	48.96	29	28	40.63
Grade 8	8	2	6.48	63	65	72.22	29	33	21.30
All Grades	6	5	6.21	61	63	58.11	34	32	35.68

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	11	10	12.50	61	57	46.67	28	33	40.83
Grade 4	5	7	9.60	48	49	52.80	47	44	37.60
Grade 5	12	10	9.16	50	60	38.93	37	30	51.91
Grade 6	8	12	6.20	61	63	50.39	31	25	43.41
Grade 7	8	12	11.46	51	52	51.04	41	36	37.50
Grade 8	8	8	12.96	63	46	48.15	29	47	38.89
All Grades	9	10	10.16	55	55	47.81	36	36	42.03

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	123	131	120	123	129	120	123	129	120	100.0	98.5	100
Grade 4	140	136	126	138	134	125	138	134	125	98.6	98.5	99.2
Grade 5	108	136	132	105	134	131	105	134	130	97.2	98.5	99.2
Grade 6	109	103	129	107	103	129	107	103	129	98.2	100	100
Grade 7	106	109	97	103	109	96	103	109	96	97.2	100	99
Grade 8	99	103	108	99	101	108	99	101	108	100.0	98.1	100
All Grades	685	718	712	675	710	709	675	710	708	98.5	98.9	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.2	2391.5	2386.4	6	2	4.17	26	22	19.17	30	34	32.50	38	41	44.17
Grade 4	2409.0	2428.1	2416.2	1	4	0.00	9	17	17.60	43	37	34.40	47	42	48.00
Grade 5	2424.4	2428.1	2407.4	2	1	0.77	8	4	4.62	27	31	16.92	64	64	77.69
Grade 6	2449.5	2422.1	2427.5	3	0	0.00	11	7	5.43	28	26	28.68	58	67	65.89
Grade 7	2453.0	2456.7	2447.9	1	2	0.00	6	7	5.21	32	35	35.42	61	56	59.38
Grade 8	2486.7	2456.4	2465.9	5	0	1.85	11	7	6.48	26	30	27.78	58	63	63.89
All Grades	N/A	N/A	N/A	3	2	1.13	12	11	9.89	32	32	28.95	53	55	60.03

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	11	11	15.00	41	36	28.33	48	53	56.67	
Grade 4	4	9	3.20	26	31	31.20	70	60	65.60	
Grade 5	3	1	3.08	18	20	8.46	79	79	88.46	
Grade 6	5	0	0.00	23	18	22.48	72	82	77.52	
Grade 7	2	3	1.04	30	29	23.96	68	68	75.00	
Grade 8	8	0	2.78	30	28	22.22	62	72	75.00	
All Grades	5	4	4.24	28	27	22.60	66	68	73.16	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	14	5	10.83	48	54	43.33	38	41	45.83
Grade 4	5	8	4.80	49	43	38.40	46	49	56.80
Grade 5	4	1	2.31	27	25	18.46	70	74	79.23
Grade 6	4	2	0.78	39	25	27.13	57	73	72.09
Grade 7	1	2	2.08	50	39	37.50	49	60	60.42
Grade 8	6	1	3.70	49	50	31.48	44	49	64.81
All Grades	6	3	4.10	44	40	32.34	50	57	63.56

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	8	7.50	57	60	45.83	30	33	46.67
Grade 4	4	7	5.60	38	46	44.80	57	47	49.60
Grade 5	0	0	3.08	42	34	23.08	58	66	73.85
Grade 6	4	2	2.33	45	50	32.56	51	49	65.12
Grade 7	2	4	0.00	63	47	40.63	35	50	59.38
Grade 8	4	0	3.70	41	50	38.89	55	50	57.41
All Grades	5	4	3.81	48	48	37.29	48	49	58.90

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					20		7	45	36	43	15	27	50	20	36
1		1.3	4	6	18	18	35	41	49	25	27	20	33	14	8
2		3	4	18	16	16	51	43	46	23	27	30	7	11	4
3	7	1	3	22	17	28	48	51	42	19	22	17	4	9	10
4	6	4	1	21	26	33	58	49	46	10	14	17	5	6	3
5	5	3	5	48	24	41	37	54	34	8	13	16	2	6	3
6	5	0	4	28	29	24	43	53	48	20	16	15	5	3	9
7	4	9	3	52	39	32	32	45	42	4	3	16	8	3	6
8				45	52	38	45	38	42	5	10	21	5		
Total	3	2	3	23	23	27	44	47	44	18	19	20	12	9	7

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			2	5		12	19		26	22		60	53	
1	0			6	18		35	41		25	27		33	15	
2	0	3		18	16		51	43		23	27		8	11	
3	7	1		22	17		48	51		19	22		4	9	
4	6	4		21	26		58	49		10	14		5	8	
5	5	3		48	23		37	55		8	13		2	6	
6	5			28	29		43	53		20	16		5	3	
7	7	9		54	39		29	45		4	3		7	3	
8	5			43	52		43	38		5	10		5		
Total	3	2		21	21		40	44		18	19		17	14	

Appendix C - School Site Council Membership (Curren School K-8)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Christine McDaniels	Principal
Tony Naranjo	Other School Staff
Linda Aparicio	Classroom/Teacher
Jenna Cochrane	Classroom/Teacher
Amy Hawkins	Classroom/Teacher
Ambrosio Casanova	Parent or Community Member
Anabel Hernandez	Parent or Community Member
Aurora Becerra	Parent or Community Member
Maritza Perez-Gutierrez	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10-11-17.

Attested:

Christine McDaniels

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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SCHOOL COMPACT

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.
- If my child is at risk of retention due to poor academic achievement, I will ensure that he/she attend intersession. After School tutoring and any other special help which is offered to them.

Parent Signature _____ Date _____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature _____ Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature _____ Date _____



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CONVENIO ESCOLAR

Sección de los Padres (o Guardianes)

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Comunicarme con mi hijo/a y con sus maestros acerca de la educación de él/ella.
- Estaré al tanto de las tareas de mi hijo/a.
- Proporcionaré los materiales necesarios y un lugar callado para que mi hijo/a haga su tarea.
- Enviaré a mi hijo/a a la escuela a la hora y preparado/a para aprender.
- Prestaré mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Me aseguraré que mi hijo/a obedece la póliza del código de vestir escolar.
- Si mi hijo/a está en riesgo de reprobación por tener logros académicos bajos, yo aseguraré que él/ella asistirá a receso académico, tutoría Después de Escuela, Escuela de Sábado y cualquier otra ayuda que se le ofrezca

Firma de los Padres (Guardianes) _____ Fecha _____

Sección de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mis maestros y con mis padres acerca de mi educación.
- Terminaré y devolveré a tiempo todas mis tareas y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegaré a la escuela a la hora, listo/a y preparado/a para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable de vestirme de acuerdo con el reglamento del código de vestir escolar.

Firma de el/la Estudiante _____ Fecha _____

Sección de el/la Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro/a, modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con los estudiantes y los padres (o guardianes) acerca de las expectativas de la escuela, acerca del programa académico para los estudiantes y acerca de los adelantos de cada estudiante.
- Proporcionaré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignaré las tareas normales solamente después que se hayan enseñado los conceptos necesarios en clase.
- Promoveré y asistiré a los programas y a las funciones escolares.
- Me comunicaré con los estudiantes, con los padres, y con la administración escolar cuando el reglamento del código de vestir no se está obedeciendo.

Firma de el/la Maestro(a) _____ Fecha _____



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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **Parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **Parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

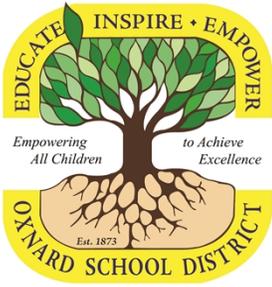
Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Back to School information, which is distributed annually at the beginning of the school year. Teachers review the Back to School information and policies with the students at the beginning of the year. Parents are asked to read and discuss the Back to School information with their students and sign and return an acknowledgment form.
- ✓ Curren School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Curren School makes the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Curren School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Curren School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Curren convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

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- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ The school's participation in Title I (status of targeted assistance program)

Additionally, Curren School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. The compact is distributed annually at parent conferences.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.

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- ELAC
- School Site Council
- PTA
- Title I
- Coffee with the Principal
- ✓ Annual Needs Assessment.
- ✓ Parent Volunteer Opportunities



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

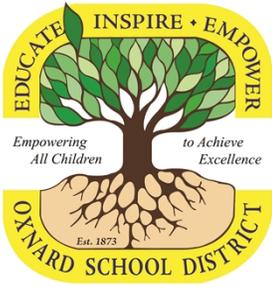
La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Curren notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Curren verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Curren periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Curren ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.



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NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Curren convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Curren debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.



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El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos
- ✓ Oportunidades de ser voluntarios escolares

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

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

X English Learner Advisory Committee



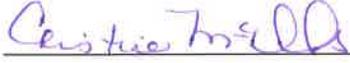
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 10-11-17.

Attested:

Christine McDaniels		10/11/17
Typed Name of School Principal	Signature of School Principal	Date
Maritza Gutierrez		10.11.17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement (SPSA) Template

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

School Name	James Driffill Elementary School		
CDS Code	56725386055271		
Revision Date	October 9, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Carol A. Flores Beck Principal	Email and Phone	cflores-beck@oxnardsd.org (805) 385-1530
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Mission:
 Driffill empowers children to achieve excellence.

Vision:
 Driffill aims to provide students with an outstanding education and promote global perspective. Our curricular program integrates technology, environmental science, a dual language immersion program, and inquiry-based learning to deepen academic knowledge.

Dual Language Immersion Spanish/English:

- Bilingualism
- Develop oral proficiency and academic abilities
- Bi-literacy
- Demonstrate high academic performance at or above grade level
- Multiculturalism

Participate in cross-cultural relationships and learning experiences that foster the development of positive self-esteem and cultural pride.

Strand:

Driffill School: The School of Environmental Science and Global Awareness.

SCHOOL PROFILE

Driffill School was built in 1946 and serves the central walking community of Oxnard. The transition into the new building was in January 2014. This enabled Driffill to accommodate our growing community. We look forward to other construction projects in the near future to enhance learning experiences. Our population is approximately 1,240 students from Pre K-8. We transitioned to a K-8 Dual Language campus in 2014-2015. Driffill is the School of Environmental Science and Global Awareness. Our school serves students from all ethnic backgrounds with 63% English Learners and 96% free/reduced lunch. Our parents participate in PTA, ELAC, DELAC, Cafe Con Padres, and School Site Council. Driffill is a wonderful family providing positive experiences for all students.

Driffill school consistently and diligently works to improve upon our successful gains and student achievement. We have continued to analyze the areas of teaching, learning, interventions, incoming kindergarten transitions and eighth to ninth grade transitions, professional development, parent involvement, and the after school program. We critically examine and determine what actions and areas need further development in order to enable all students to achieve greater success.

The majority of focus behind our success at Driffill School has been addressing the needs of students. We are constantly working to enhance our implementation of the CCSS for Language Arts and Math, as well as an emphasis on technology through the 1:1 iPad implementation. Our instructional focus continues to be an emphasis on critical thinking and student reading. The admin team is monitoring quality content area instruction through classroom visitations and student monitoring conferences with grade-level teachers once each trimester.

Driffill school uses data to guide our teaching and learning. There is an emphasis on the use of the interim assessments from Renaissance STAR 360 Reading and Math. The faculty has committed to monthly assessments in order to rapidly monitor and analyze student needs. Teachers share grade level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need tutoring, and target specific needs of individual students to maximize their potential achievement. In addition, data allows teachers to plan for differentiated and rigorous instruction to meet the targeted intervention needs of their students to increase student achievement. Student progress is communicated to parents through various platforms such as: Parent Connect, conferences, and regular ongoing communication with teachers and administration.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELL). Both Designated and Integrated ELD are emphasized this school year. During designated ELD, students are provided leveled instruction. We use the California English Language Development Test (CELDT) along with other classroom data to identify the areas of challenge English Learners are facing (Listening, Speaking, Reading, Writing) in order to deliver focused lessons which support students' movement toward reclassification. Middle school English Learner students receive one period of designated ELD which is leveled around students' scores. In order to ensure these students do not miss out on enrichment opportunities, after school activities are made available, such as: Mad Science, Art Trek, Hip Hop Mindset, music and sports. All of these after school programs contribute to a strong educational experience with an emphasis on age appropriate and inquiry based learning.

With the expansion to a TK-8 School, Driffill had to re-brand itself and develop a science strand. Driffill is the School of Environmental Science and Global Awareness. We had to look at our culture: traditions, parent education, collaboration, community partners, athletics and special programs (DUAL and Autism). We looked for an anchor and that hook was AVID (Advancement Via Individual Determination). AVID has allowed us us to have common ground, to DREAM BIG and to develop a Growth Mindset. Staff, parents and students have to visualize and create a path to achievement. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Half of our staff has been trained in AVID and we hope someday to be AVID school wide. We want all students to succeed in the most rigorous curriculum and enter mainstream activities of the school. This is the philosophy of AVID and our direction for re-branding.

Driffill School staff consists of 54 highly qualified certificated staff members. A thorough examination of our goals at Driffill School has led to highly focused and motivated professional development of our staff. Training in the area of Language Arts, Math, ELD, AVID, the Growth Mindset, and Cultural Proficiency, has further empowered our staff to become as precise and effective as possible when teaching students in these targeted goal areas. This year our emphasis is on the instruction of foundational reading skills K-2, and designated and integrated ELD. A large majority of Driffill staff have completed SIOP training. The staff also regularly participates in additional high quality, district-approved training in Language Arts, Mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Driffill School continues to have an on-site Instructional Coach to support K-8 teachers and students in those core content areas. Driffill will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

Driffill is committed to providing appropriate interventions for all students. Driffill utilizes the EST's (Extra Support Teachers) to provide reduced class size for 30 minutes/day per classroom for grades 2-5. Paraeducators support the TK/K classrooms. The ESTs provide reading instruction while the teacher and an intervention support provider address small groups focused on specific, data-identified learning needs of students. The Multi-Tiered System of Supports (MTSS) at Driffill provides for specific review of student needs and intervention. This process involves grade-level teaming where all students from one grade-level are directed to intervention groups based on their areas of need for support and advancement. Intervention group size is reduced and the levels of differentiation is increased by adding support from ISP teachers. Additional support in the area of teaching and learning contributes to our growth in student achievement. School-wide use of the Accelerated Reader program assists in expanding student vocabulary and comprehension skills in Language Arts. Intervention Support Providers (ISP), servicing all grades, allow teachers to further target specific students and provide intervention during the school day as a follow up to classroom instruction. Driffill conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at-risk students. Our school counselor supports the social and emotional needs of our students and their families.

Parent involvement is a key element for the continued academic success at Driffill School. Teachers regularly communicate with parents by phone, written notes, email, Class Dojo, and Remind. At the beginning, and throughout the school year, parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC, Cafe Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Driffill staff also presents parent education nights in the content areas of Language Arts and Math to help parents support their students' success in these key academic areas. Our school counselor and Outreach Consultant (ORC) schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Transition presentations are provided for 8th grade students and their parents before their entry into high school.

Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Driffill School follows the AVID philosophy. Driffill wants all students to succeed in the most rigorous curriculum. Driffill has trained all middle school staff in AVID strategies and wants to permeate the AVID program on a school wide basis. AVID school wide will help our students to solidify twenty first century learning skills and enhance the changes of culture, to ensure that our students will be productive, global, contributing citizens.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

The progress highlighted in this review demonstrates the school culture change and the Growth Mindset approach Driffill School has taken from being a K-6 to a K-8 school. Driffill staff has committed themselves to learn about and implement the concept of Growth Mindset. As a staff we have read and discussed the books: Mindset, The Growth Mindset Coach, Better Than Carrots and Sticks, and Fostering Resilient Learners. We have worked in our PLCs (Professional Learning Communities) to collaborate and plan how to incorporate the strategies into the classrooms. The strategies obtained from these books have proven to have a positive impact on building relationships with students and help them to achieve academically. Since the implementation of professional development directed towards cultural proficiency and AVID at Driffill School, approximately 40 students proudly wore their AVID regalia at promotion for having achieved a 3.0 GPA or higher in both seventh and eighth grade. The 2016-17 promotion rate was 90%, up from 67% two years prior which was the first year of Driffill becoming a K-8. 48% of the students promoted with a 3.5 GPA or better qualifying them to receive a Gold Stole. Our goal now is to see this kind of success being reflective of formal and informal assessments.

Being a school with 93% free and reduced lunch we receive Title I funds and due to the significant number of English Learners we also receive Title III. This funding allows us to provide beneficial services to our students. We support them with small group intervention, at lunch, before and after school by ESTs, ISPs, and teachers following Language Appraisal Team (LAT) and other specific plans. Growth was evident in the large number of students who were reclassified. In 2016-17, 117 students were reclassified, up from 35 students the previous year. The Title I funds also support intervention with before and after school tutoring, staff development and enrichment activities for all students.

All certificated and classified staff have been trained in CHAMPS and Cultural Proficiency. All classrooms are demonstrating the implementation of CHAMPS through posters, and students are reminded on a daily basis during the morning announcements to be the best "CHAMP" they can be. Posters are also displayed around campus as a reminder to students that we follow the guidelines inside and outside of the classrooms. The next step in cultural proficiency is training the parents, which will be scheduled for later this school year. There are many enrichment opportunities available for students. Some programs include Art Trek, Mad Science, Drum Bus, Music Van, Tobacco Bus, Hip Hop Mindset, ASP, and NASA. There were an average of 25 students in each enrichment after school activity. Sports are also available to students in grades three through eight. These include flag football, volleyball, basketball, soccer, track, and Santa to the Sea. Last year there were over 250 students who participated in after school sports. As a result of the skills learned through CHAMPS, and cultural proficiency, students have acquired the academic skills to maintain at least a 2.0 GPA in order to participate in after school extra curricular activities. Progress is monitored through weekly grade checks.

In the After School Program, 120 students are provided with a meal at the start of each day. The meal includes a dinner item, fruits and veggies as well as milk. Students are much more attentive and productive with this type of service. The "Backpack Meal Program" consists of weekend meals provided to 17 homeless students by the district. In addition, Driffill provides students with school supplies and P. E. uniforms. Operation School Bell assists 38 families with clothing, shoes and hygiene supplies. Big Smiles is a dental mobile program which low income students can apply for to receive dental services. This year Driffill has helped 98 students with dental needs. To assist students for promotion, a staff-funded scholarship is available for students to apply and the school provides gowns to those who

can't afford these expenses.

Staff development has been significant in the last four years to move teachers to a level of using best practices for grade level instruction and both intervention and enrichment in the classroom. Teachers are now utilizing best practices in the classroom, which is evident as a result of the number of office discipline referrals. During our transitional year as a K-8 there were over 2,000 office discipline referrals. Last year there were 254 referrals. Our goal is to continue to reduce that amount by 2%.

The use of state and federal funds has provided the resources to change the culture and re-brand Drifill School. Re-branding is how we are approaching the changes to classroom management, instruction, intervention, enrichment, parent education and overall academic growth for all students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Our English Language Learners and our Long Term English Learners are our students in greatest need. In reviewing data, intervention and support is needed in vocabulary development, reading fluency, reading comprehension and writing. SBAC data supports the need for "all students" progress in all four claims, Reading, Writing, Listening and Reading/Inquiry. Further Support is needed in math: number sense, math facts and problem solving strategies.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Drifill School has restructured the master schedule for the 2017-2018 school year to include a daily Advisory period to bolster student reading skills and academic language. 75% of this class period will be dedicated to supporting growth in reading, as all students will participate in the Accelerated Reader program and access non-fiction reading material through MyON. Students will have access to digital reading materials through MyOn that will enable outside reading opportunities. The Accelerated Reader program will also be utilized in ELA classes to better monitor independent reading goals and overall growth in reading skills. A school-wide incentive program will encourage and recognize student achievement as demonstrated through Accelerated Reader data.

Both staff and grade level meetings will be dedicated to creating a data-driven culture at Drifill. Teachers will review assessment data on a school-wide, class-wide, and individual student basis throughout the year. This data will be utilized to identify areas of strength and weakness to drive instructional plans to address learning gaps.

Core content teachers will participate in ELD content trainings to enhance delivery of integrated ELD instruction throughout the school day and professional growth opportunities will be supported throughout the school year. Intervention and academic support opportunities will be provided before school, after school, and during the school day. Targeted math tutoring will identify specific standards for growth with progress monitored through pre- and post-tests. ISP teachers do a combination of pushing into classes and pulling students out of class to provide support in small groups to target specific needs.

AVID middle school students will continue to attend field trips that promote college exposure, experience, and readiness. Implementing growth mindset in grades K-8 supports the philosophy of Advancement Via Individual Determination through WICOR (writing, inquiry, collaboration, organization and reading) strategies, Cornell Notes and Inquiry based learning through Socratic seminars. These strategies will help to support the language development for EL and long term EL students. Opportunities for AVID in grades 3-5 will also be developed.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

There is one area in which a subgroup is two or more performance levels below the "All Student" performance level. "All Students" achieved a yellow level of performance in Math (3-8) Indicator, while "Students with Disabilities" achieved a red level of performance in the same area.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

In addition to the plan to address the greatest academic needs of Driffill students, Driffill School has committed to creating and allowing opportunities for Professional Learning Communities (PLCs). In these PLCs, teachers will analyze student data and collaboratively plan for reteaching and intervention strategies to increase student achievement for all students in all subjects. Both staff and grade level meeting times are structured throughout the year and are focused on math data driven through the progress monitoring. Teachers will review assessment data on a school-wide, class-wide, and individual student basis throughout the year, specifically looking at the assessments from STAR 360, My Math, and CMP3. This data will be utilized to identify areas of strength and weakness to drive instructional plans to address learning gaps. This data will be used at teacher parent conferences, regular staff meetings and grade level meetings. In addition the gathered data will support and improve the communication on a regular basis with the special education staff so that they may also support "Students with Disabilities" and close performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

To support our English Language Learners and Socio-Economically Disadvantaged Students at Drifill School, we are identifying and targeting at-risk ELs earlier in the year and providing more effective Multi-tiered Support Systems (MTSS) documentation. In the classroom, we will continue to provide Intervention Support Providers (ISP). ISPs will provide small group intervention in English Language Arts and Math to targeted ELs. We will also be providing after school tutoring and enrichment for students with an emphasis in English Language Development.

AVID strategies are being expanded school wide, K-8. Focusing on increasing academic vocabulary, organization, communication, and collaboration. Together these strategies will support college readiness and success in a global society, in order to close the achievement gap.

Data will be collected and monitored. Documentation will allow for teacher reflection, data driven instruction, enrichment, and/or to review the MTSS interventions for support.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

At Drifill School, one of our main challenges or barriers has been parent involvement which has a direct correlation with progress and success. Through research, we know that we have to move from a fixed to a growth mindset to develop positive outcomes. This is a concept that we are addressing with our parents. Our corrective measure throughout the year will be to offer parent education workshops assisting with how to help their children and the development of a growth mindset. Some parent education topics will cover growth mindset research, AVID, CHAMPS, and Cultural Proficiency. Other opportunities off campus, field trips, and activity nights will also be offered. All parents will be encouraged to participate and will have opportunities to work in and/or out of the classroom. Activities include: Classroom Parent Volunteers, the School Site Council, the English Learner Advisory Council (ELAC), Cafe con Padres, and the PTA. Attending morning/mid-day/evening meetings is also highly encouraged. The school holds regular Family Nights, Parent Education classes, orientations, grade level parent education, Sunday Connect Ed messages from the principal, as well as parent/student conferences. Parent and community support enables Drifill to better meet their goals of success. Working together as a family and community benefits all students. Our corrective measure and goal is to work with families, students and staff to have a growth mindset that will develop a stronger student who works for school success in all subject matters.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA is reviewed with staff and parents during Leadership, Title I and ELAC meetings. Input is taken from all stakeholders and is included in the SPSA for School Site Council approval. The document is a living document and is reviewed regularly. In the Spring of 2017 a needs assessment was developed and reviewed by ELAC and Leadership. Their input developed a preliminary budget for the upcoming year. Data was reviewed to support the goals and objectives for the upcoming year.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

Together, School Leadership and ELAC review and provide input on the SPSA to the School Site Council, which approves annually. The School Site Council then meets monthly to monitor the goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submission to the School Site Council for any changes and final approval.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parent Education and parent involvement is our focus this year. We are committed to enhancing the collaboration and partnership with parents. We have regularly scheduled ELAC, Title I/Cafe Con Padres and School Site Council Meetings. Parents are always welcome to volunteer, assist with field trips, attend monthly awards, and participate with PTA.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, motivational speakers, health and wellness topics, grade level meetings, Outreach and Counselor workshops addressing parenting skills, and other topics will be covered as needs develop. It is our goal to develop a Growth Mindset with our parents.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

In order to assist with the transition from one grade level to the next, collaboration, grade level and team meetings will be held. Parent meetings will also be scheduled to inform parents of the expectations and progress.

8th grade transition meetings will be held with the high school to provide appropriate recommendations for high school placement.

IEP’s will also be held at appropriate times throughout the year as students move to different classrooms to meet their specific academic and age appropriate classroom needs.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	109,827	0.00
Title III	54,992	0.00
LCFF - Targeted	28,512	0.00
LCFF - Intervention	92,888	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$387,792.00

Goal 2 \$178,208.00

Goal 3 \$11,836.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA	18.26% of 3rd Grade students met or exceeded standards 12.84% of 4th Grade students met or exceeded standards 18.25% of 5th Grade students met or exceeded standards 14.96% of 6th Grade students met or exceeded standards 15.97% of 7th Grade students met or exceeded standards 12.26% of 8th Grade students met or exceeded standards	The percentage of students on the CAASPP test who have scored met and exceeded will increase by 2%
CAASPP Math	25.22% of 3rd Grade students met or exceeded standards 14.19% of 4th Grade students met or exceeded standards 10.95% of 5th Grade students met or exceeded standards 8.66% of 6th Grade students met or exceeded standards	The percentage of students on the CAASPP test who have scored met and exceeded will increase by 2%

	9.24% of 7th Grade students met or exceeded standards 12.26% of 8th Grade students met or exceeded standards	
STAR 360 ELA	29% of K grade students were at or above benchmark 34% of 1st grade students were at or above benchmark 17% of 2nd grade students were at or above benchmark 12% of 3rd grade students were at or above benchmark 18% of 4th grade students were at or above benchmark 20% of 5th grade students were at or above benchmark 24% of 6th grade students were at or above benchmark 12% of 7th grade students were at or above benchmark 13% of 8th grade students were at or above benchmark	Students will increase and show progress toward the 50th percentile by mid and end of year assessment periods.
STAR 360 Math	N/A of K grade students were at or above benchmark 41% of 1st grade students were at or above benchmark 41% of 2nd grade students were at or above benchmark 32% of 3rd grade students were at or above benchmark 47% of 4th grade students were at or above benchmark 69% of 5th grade students were at or above benchmark 69% of 6th grade students were at or above benchmark 49% of 7th grade students were at or above benchmark 33% of 8th grade students were at or above benchmark	Students will increase and show progress toward the 50th percentile by mid and end of year assessment periods.
CELDT/ELPAC/Reclassification Due to a change in the state test for English Learner proficiency from CELDT to the ELPAC, the metric will be measured through reclassification data.	28% of English Learners meeting reclassification criteria were reclassified as RFEP in 2016-2017	The number of English Learners reclassified to R-FEP will increase by at least 2%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Instructional Coach will support classroom teachers with planning, collaboration, analyzing data and modeling effective instructional practices. She will organize and support the supplemental interventions for students and teachers.	ELA Math ELD Spanish Lang Arts Strand Focus	2017-2018 School Year	Administration	Instructional Coach Salary	Centralized Services	108,279

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Continue grade level collaboration and teaming for core subjects such as ELA, Math, ELD, and Writing.	ELA Math ELD	2017-2018 School Year	TOSA Teacher	Staff	District Funded	
3. Protect Core Curriculum and Instructional Time.	ELA Math ELD	2017-2018 School Year	Administration	No additional cost		
4. Provide Specific DLI training and support for grades K-3.	Spanish Lang Arts	2017-2018 School Year	District Admin TOSA	Professional development	District Funded	
5. Incentive Program will be developed to support and encourage the AR and MyOn reading programs.	ELA Spanish Lang Arts ELD	2017-2018 School Year	TOSA Teachers	Materials	LCFF - Targeted	3,720
6. Ensure full implementation of the CCSS in ELA, Math and ELD in all grade levels using the board adopted materials	ELA Math ELD	2017-2018 School Year	Admin TOSA	Curriculum Staff	District Funded District Funded	
7. The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 3 times a year and results uploaded to the appropriate data systems. Grade levels will also create an assessment calendar to regularly monitor students, evaluate, analyze results and use this information to inform instructional decisions.	ELA Math	2017-2018 School Year	Administration TOSA Teachers	Assessments Extra Hours	District Funded Title I	3,000
8. An ISP teacher will be added to the 6-8 ELD program to support and provide intervention services to English Learners.	ELD	2017-2018 School Year	Teacher	ISP teacher salary	Title III	28,095

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
9. 3 ISP teachers will be added to the K-5 program to support and provide intervention services to all students including SED, Foster and Homeless Youth	ELA Spanish Lang Arts Math	2017-2018 School Year	Admin TOSA Teacher	ISP teacher salaries	LCFF - Intervention	84,285
10. Monitor and Support Long Term EL's by writing LAT plans and providing before or after school intervention	ELD	2017-2018 School Year	Administration TOSA Teachers	Extra Hours	Title III	11,000
11. Principal will conduct data/progress monitoring conferences with teachers three times a year to discuss student progress, intervention and assessment results.		2017-2018 School Year	Administration TOSA Teachers	Substitute salaries	Title I	3,000
12. Teachers will provide first, second and third grade EL students who have not shown one year growth on CELDT an after school, hands on science program to develop vocabulary, listening, speaking and writing skills.	ELD	2017-2018 School Year	Administration TOSA Teachers	Certificated Salaries	Title III	7,000
				Materials	Title III	1,897
13. Staff will attend conferences and training to support the curriculum, strands and general needs of students: State Kindergarten Conference AVID Math CUE DUAL Language CABE/Bilingual Local and State Conference Social Studies/History Science/STEAM GATE CHAMPS/PBIS PE Growth Mindset Admin	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety	2017-2018 School Year	Administration TOSA Teachers	Conferences and Fees	Title I	21,213
				Conferences and Fees	Title III	7,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
14. The Renaissance STAR 360 and Accelerated Reader Programs were purchased to support the assessment and academic program for all students	ELD	2017-2018 School Year	Administration TOSA Teachers	District Contracts	District Funded	
15. The MyOn Program was purchased to support the academic program for all students		2017-2018 School Year	Administration TOSA Teachers	District contract	District Funded	
16. Before and after school tutoring for students who have not made academic growth based on grade level assessments will be provided.	ELA	2017-2018 School Year	Administration TOSA Teachers	Extra Hours	LCFF - Intervention	8,603
	Spanish Lang Arts Math ELD Student Behavior Support			Extra Hours	Title I	5,000
17. Subscriptions and apps will be purchased to support student academic achievement.	ELA	2017-2018 School Year	Administrators Computer Tech Teachers	Materials	LCFF - Targeted	300
	Spanish Lang Arts Math ELD Strand Focus			Materials	Title I	2,000
18. Staff will monitor at-risk students through the MTSS/COST/SST process and provide information to parents.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around	2017-2018 School Year	Administration TOSA ORC Counselor Teachers	Subs - certificated staff	Title I	3,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Services					
19. Students will participate in field trips and enrichment activities to support the core content.	ELA	2017-2018 School Year	Teachers	Transportation	Title I	10,000
	Spanish Lang			Fees	Title I	8,000
	Arts					
	Math					
20. Students will participate in field trips and enrichment activities that support the Science Strand Focus	ELA	2017-2018 School Year	Teachers	Transportation	LCFF - Targeted	8,200
	Spanish Lang			Fees	LCFF - Targeted	4,200
	Arts					
	Math					
21. Students will participate in field trips and enrichment activities that support AVID	ELA	2017-2018 School Year	Teachers	Transportation	Title I	2,000
	Spanish Lang			Fees	Title I	1,000
	Arts			Transportation	Discretionary	6,000
	Math			Fees	Discretionary	4,000
	ELD					
22. Purchase supplemental books, supplies and materials to enhance the core curriculum and support state standards	Attendance	2017-2018 School Year	Administration TOSA Teachers	Materials and Supplies	Title I	4,000
	ELA					
	Spanish Lang					
	Arts					
	Math					
23. In order to have a smooth transition into kindergarten the teachers will host a - Meet and Greet with parents prior to the start of the year to introduce the program, expectations and goals for the year. Plus one general parent meeting each trimester to communicate process and new	ELD	2017-2018 School Year	Administration TOSA Teachers	Extra Hours	Title I	2,000
	Spanish Lang			Materials	Title I	1,000
	Arts					
	Math					
	ELD					
Strand Focus						

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
goals.						
24. After School Enrichment activities to include Art, Music, Science, Dance, Book Club, and Sports.	Student Behavior Support	2017-2018 School Year	Administration TOSA Teachers ASES	Extra Hours	Title I	36,000
	Attendance			Materials	Title I	2,000
	Safety			Transportation	Title I	2,000
	Wrap-Around Services					
36. TOSA's and Mentors will provide training and support on a regular basis to assist teachers to implement a rigorous academic program	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration TOSA Teachers	TOSA and Mentor salaries	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Data	Suspension Rates for 2016-2017 was 1.2%	Suspension Rates for 2017-2018 will decrease by 2% of the students suspended.
Attendance Data	Chronic Absenteeism rates for 2016-2017 were 7.82%	Chronic Absenteeism rates for 2017-2018 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2016-2017 were 254 office referrals.	Referral Rates for 2017-2018 will decrease by 2%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
3. All new staff will be trained in CHAMPS as workshops become available	Student Behavior Support	2017-2018 School Year	Teachers Playground Staff	CHAMPS program	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Attendance Safety Wrap-Around Services					
5. Attendance Incentives will be awarded to students who demonstrate positive attendance.	Attendance	2017-2018 School Year	ORC	Materials Outreach Consultant salary	LCFF - Targeted Centralized Services	3,720 49,385
6. Positive Student Behavior Incentives will be awarded to students who demonstrate positive behavior.	Student Behavior Support	2017-2018 School Year	ORC Counselor Psychologist	Materials Counselor salary Psychologist salary	LCFF - Targeted Centralized Services District Funded	3,720 116,953
7. The Music Van will be provided for the 5th grade as an enrichment activity.	Wrap-Around Services	2017-2018 School Year	Teachers	Fees	LCFF - Targeted	250
8. Apps will be purchased to support Positive Behavior and Attendance	Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	Administration TOSA ORC Counselor Psychologist Teachers	Materials	LCFF - Targeted	500
9. Intervention services will be provided to support Homeless and Foster Youth: tutoring, counseling, materials and supplies	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Administration ORC Counselor Psychologist Teachers	Extra Hours Materials and supplies	LCFF - Targeted LCFF - Targeted	1,000 500
10. AVID Enrichment Activities for grades 3-6 will be provided.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration TOSA ORC Counselor Teachers	Admission and Fees Transportation Materials	Title I LCFF - Targeted LCFF - Targeted	778 838 564

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Student Behavior Support Attendance Safety					
11. The Tobacco Bus will be provided for the 6th grade students.	Safety	2017-2018 School Year	Teachers	Contracts and Services	District Funded	
12. The Drum Bus will be provided for the 5th and 7th grade students.	Student Behavior Support Attendance Safety	2017-2018 School Year	Teachers	Contracts and Services	District Funded	
13. The Safe School Plan will be developed and implemented.	Safety	2017-2018 School Year	Administration Leadership Parents Teachers			

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
EL Needs Assessment Survey	Based on the number of E.L. needs Assessment surveys returned in 2016-2017 parent education, enrichment activities and intervention were identified as areas of growth/need.	Goal of 2017-2018 is to increase the number of survey's returned by 10% in order to get a broader area of needs.
Average Attendance at ELAC	2016-2017 The average number of attendees at ELAC meetings was 18.	Goal of 2017-2018 is to increase the number of attendees at ELAC meetings by 10%.
Parent Attendance at Back to School Night	2017-2018 722 parents signed in at our Back to School Night on September 26.	2017-18 will serve as a baseline data for parent attendance at Back to School Night.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Sunday Parent Messages will continue every Sunday at 6 pm. Messages provide parents with the school's weekly activities and information for all parent meetings.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal	Messaging system	District Funded	
2. Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in CHAMPS, Cultural Proficiency, Growth Mindset and other topics relevant to student success.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Administration TOSA ORC Counselor Teachers	Contracts and Services Extra Hours Materials and Supplies Contracts and Services Translation Services Babysitting	Title I Title I Title I LCFF - Targeted Discretionary Discretionary	500 836 500 1,000 500 500
3. The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distribute to parents.	Wrap-Around Services	2017-2018 School Year	Administration Staff ELAC School Site Council			
4. Parents will be invited to attend student led parent/teacher conferences in grades 6-8 to discuss student progress and review promotion criteria. Translators will be provided.	ELA Math ELD Strand Focus Student Behavior Support Attendance	2017-2018 School Year	Administration Teachers	Translation Services	Discretionary	500
5. ELAC, Title I/Cafe con Padres	Wrap-Around	2017-2018	Admin	Materials and Supplies	Discretionary	500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and SSC Meetings are scheduled for the year and are posted on our website, connect ed messages, and paper notices that go home with students.	Services	School Year	Teachers Parents	Food	Donation	500
6. Parent Conferences are held in the Fall for all students and in the Spring for students who are not meeting expectations.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Admin Teachers	Translation Services	Discretionary	500
7. SST Meetings are held bi-monthly to review student progress and provide interventions as needed.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Admin TOSA ORC Counselor Teachers Parents	Substitutes	Title I	2,000
9. IEPs will be held annually or as requested by parents.	Wrap-Around Services	2017-2018 School Year	Admin Psych Teachers			
10. Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet and Reclassification.	Wrap-Around Services	2017-2018 School Year	Admin Teachers	Materials and Supplies	Donation	3,000
11. Translation Services will be provided at Back to School Night.	Wrap-Around Services	2017-2018 School Year	Admin Teachers	Translators	Discretionary	1,000

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	148	163	116	145	161	115	145	161	115	98.0	98.8	99.1
Grade 4	131	140	149	129	139	148	129	139	148	98.5	99.3	99.3
Grade 5	158	132	137	149	130	137	149	130	137	94.3	98.5	100
Grade 6	135	139	128	133	137	127	133	137	127	98.5	98.6	99.2
Grade 7	116	118	120	112	115	119	112	114	119	96.6	97.5	99.2
Grade 8	126	100	107	124	99	106	124	99	106	98.4	99	99.1
All Grades	814	792	757	792	781	752	792	780	752	97.3	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2340.5	2350.7	2355.7	3	3	4.35	8	9	13.91	18	24	25.22	70	64	56.52
Grade 4	2362.7	2385.3	2379.6	2	6	2.03	5	9	10.81	14	12	13.51	80	73	73.65
Grade 5	2417.1	2436.3	2435.6	3	5	5.11	11	18	13.14	19	20	26.28	67	57	55.47
Grade 6	2438.9	2438.0	2453.9	1	1	0.79	12	12	14.17	28	27	35.43	59	61	49.61
Grade 7	2462.9	2454.3	2466.8	2	0	2.52	19	10	13.45	18	26	26.89	62	64	57.14
Grade 8	2438.4	2491.3	2467.9	0	2	0.00	5	22	12.26	15	25	21.70	80	51	66.04
All Grades	N/A	N/A	N/A	2	3	2.53	10	13	12.90	19	22	24.60	70	62	59.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	4	5.22	23	27	32.17	69	69	62.61
Grade 4	2	8	2.70	23	32	32.43	75	60	64.86
Grade 5	4	5	7.30	30	41	40.15	66	55	52.55
Grade 6	3	2	2.36	32	36	41.73	65	62	55.91
Grade 7	4	2	5.88	29	36	31.93	66	62	62.18
Grade 8	1	11	2.83	29	26	27.36	70	63	69.81
All Grades	4	5	4.39	28	33	34.57	69	62	61.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	5	6.96	33	40	40.87	65	55	52.17
Grade 4	1	6	1.35	26	33	35.14	74	62	63.51
Grade 5	5	8	10.95	30	35	44.53	66	58	44.53
Grade 6	2	2	2.36	32	39	38.58	66	59	59.06
Grade 7	5	2	6.72	38	44	46.22	57	54	47.06
Grade 8	0	7	0.00	20	43	38.68	80	49	61.32
All Grades	2	5	4.79	30	39	40.56	68	56	54.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	1	6.09	48	57	49.57	50	42	44.35
Grade 4	1	5	3.38	52	58	46.62	47	37	50.00
Grade 5	2	5	5.11	54	54	52.55	44	42	42.34
Grade 6	5	6	5.51	60	55	60.63	35	39	33.86
Grade 7	4	2	0.84	52	53	49.58	44	46	49.58
Grade 8	1	1	4.72	31	58	52.83	68	41	42.45
All Grades	3	3	4.26	50	56	51.86	48	41	43.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	2	6	7.83	37	39	41.74	61	55	50.43
Grade 4	1	5	3.38	31	40	42.57	68	55	54.05
Grade 5	8	13	10.22	49	54	39.42	43	33	50.36
Grade 6	3	5	6.30	57	55	50.39	40	39	43.31
Grade 7	4	4	6.72	42	45	41.18	54	52	52.10
Grade 8	1	8	5.66	36	51	29.25	63	41	65.09
All Grades	3	7	6.65	42	47	41.09	55	46	52.26

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	148	163	116	145	161	115	145	161	115	98.0	98.8	99.1
Grade 4	131	140	149	129	139	148	129	139	148	98.5	99.3	99.3
Grade 5	158	132	137	151	130	137	149	130	137	95.6	98.5	100
Grade 6	135	139	128	132	137	127	132	137	127	97.8	98.6	99.2
Grade 7	116	118	120	111	114	119	111	113	119	95.7	96.6	99.2
Grade 8	126	100	107	124	99	106	124	99	106	98.4	99	99.1
All Grades	814	792	757	792	780	752	790	779	752	97.3	98.5	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2372.4	2385.2	2383.1	3	2	2.61	16	16	22.61	27	30	25.22	54	51	49.57
Grade 4	2401.5	2420.5	2414.8	2	2	2.03	6	14	12.16	42	42	35.81	50	42	50.00
Grade 5	2437.4	2436.6	2438.2	1	2	2.19	9	8	8.76	28	22	30.66	61	68	58.39
Grade 6	2441.6	2421.0	2439.5	1	1	0.79	5	7	7.87	33	21	31.50	62	71	59.84
Grade 7	2454.6	2433.8	2450.5	3	0	0.84	9	4	8.40	33	27	27.73	55	69	63.03
Grade 8	2424.6	2459.6	2440.0	1	0	0.00	3	8	2.83	10	29	19.81	86	63	77.36
All Grades	N/A	N/A	N/A	2	1	1.46	8	10	10.51	29	29	28.99	61	60	59.04

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	14	13	9.57	27	32	31.30	59	55	59.13	
Grade 4	4	5	6.76	20	34	25.68	76	61	67.57	
Grade 5	3	3	4.38	30	21	21.17	67	76	74.45	
Grade 6	2	1	2.36	22	19	23.62	76	80	74.02	
Grade 7	8	0	3.36	26	19	24.37	66	81	72.27	
Grade 8	1	1	0.00	14	23	14.15	85	76	85.85	
All Grades	5	4	4.52	23	25	23.54	71	70	71.94	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	7	7	7.83	36	40	46.09	57	53	46.09
Grade 4	3	4	3.38	36	40	36.49	61	55	60.14
Grade 5	6	2	3.65	22	29	35.77	72	69	60.58
Grade 6	0	0	1.57	35	26	37.01	65	74	61.42
Grade 7	4	2	3.36	38	27	37.82	59	72	58.82
Grade 8	0	1	0.00	38	54	23.58	62	45	76.42
All Grades	3	3	3.32	34	36	36.30	63	61	60.37

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	6	9.57	46	58	46.96	50	37	43.48
Grade 4	1	6	4.73	31	37	34.46	68	57	60.81
Grade 5	1	2	2.19	37	35	37.96	62	64	59.85
Grade 6	3	4	1.57	44	36	30.71	53	61	67.72
Grade 7	3	1	2.52	64	32	45.38	33	67	52.10
Grade 8	0	0	0.00	23	54	32.08	77	46	67.92
All Grades	2	3	3.46	40	42	37.77	58	55	58.78

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				33	7	11	22	43	21		18	53	44	32	16
1	1	3		8	21	24	30	39	35	31	19	24	31	19	18
2	1	2	2	13	12	17	38	30	45	33	34	27	15	22	9
3	5	1	5	16	17	12	42	39	43	28	31	21	8	12	18
4	2	6	1	27	17	29	54	57	48	11	10	16	6	10	5
5	2	8	1	42	30	35	41	48	54	11	14	8	3		1
6	5		6	38	22	32	44	54	45	8	15	9	5	9	8
7	8	4	11	28	52	42	40	35	39	13	7	9	13	2	
8	8	3	10	34	57	61	32	33	29	25	7		2		
Total	3	3	4	24	23	28	40	42	42	22	20	18	11	12	9

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			4	2		11	16		25	27		60	55	
1	1	3		8	21		30	38		30	18		30	20	
2	1	2		13	12		38	29		33	33		15	24	
3	5	1		16	17		42	39		28	31		8	12	
4	2	6		27	17		54	57		11	10		6	10	
5	2	8		43	30		41	48		11	14		3		
6	5			39	22		44	54		8	15		5	9	
7	8	4		28	52		40	35		13	7		13	2	
8	8	3		34	57		32	33		25	7		2		
Total	3	3		21	20		36	38		22	21		17	19	

Appendix C - School Site Council Membership (James Driffill Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Carol Flores Beck	Principal
Liliana Medrano	Classroom/Teacher
Maricela Desales	Classroom/Teacher
Carlos Torres	Classroom/Teacher
Jessica Orozco	Classroom/Teacher
Myra Velasquez	Other School Staff
Emma Callejas	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Esmeralda Guzman	Parent or Community Member
Gustavo Hinojosa	Secondary Student
Erika Garcia	Secondary Student
Fabiola Landeros	Secondary Student

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 9, 2017.

Attested:

Carol A. Flores Beck
Typed Name of School Principal

Signature of School Principal

Date

Esmeralda Guzman
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Driffill School

910 South E Street, Oxnard, CA 93030 (805) 385-1530



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child’s learning;

Parents are invited to attend trainings on homework assistance, reading, and math skills.

Parents are invited to attend meetings to discuss SBACC/ CAASPP and grade level standards.

- ✓ that parents are encouraged to be actively involved in their child’s education at school;

Parents are invited to volunteer in their child’s classroom.

- ✓ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parents are part of the School Site Council and English Learner Advisory Committee.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Driffill School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Driffill School Parent Involvement Form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Driffill School Parent Involvement Form with their students and sign and return an acknowledgment form.
- ✓ Driffill School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Driffill School will make the School Parental Involvement Policy available to the local community. Driffill School Parent Involvement Form will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Driffill School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Driffill School has adopted the school’s school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Driffill School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting times will be addressed):

- ✓ That their child’s school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district’s district wide parental involvement policy)

✓ About the school's participation in Title I school wide program
Additionally, Driffill School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources – is in progress.
- ✓ PTA
- ✓ Field Day
- ✓ Student of the Month
- ✓ Student Achievement Assemblies
- ✓ Student Study Team (SST)
- ✓ Parent Workshops

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- School Site Council
- English Learner Advisory Committee

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: SSC, ELAC, Café con Padres, PTA, Back to School Night, Conferences and SST Meetings.

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Esmeralda Guzman
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 9, 2017.

Attested:

<u>Carol A. Flores Beck</u>	<u>C. Flores Beck</u>	<u>10.9.17</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Esmeralda Guzman</u>	<u>Esmeralda Guzman</u>	<u>10-9-17</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name Kamala/San Miguel School

CDS Code 567253860539

Revision Date October 11, 2017

Superintendent Dr. Cesar Morales

Contact Name and Title Jodi Nocero
Principal

Email and Phone jnocero@oxnardsd.org
(805) 385-1548

The District Governing Board approved this revision of the SPSA on November 1, 2017

The School's Mission & Vision Statements

Vision:

Kamala Staff is committed to reaching the needs of all our students; whatever it takes.

Mission:

By meeting the diverse needs of all of our students we will educate, challenge and empower them to compete as productive members of our society.

We must work collaboratively in order to make our students successful and provide them with a safe learning environment.

We use data analysis to guide our instruction and identify students in need of interventions.

We implement a Response to Intervention model in conjunction with our classroom teachers to provide extra support to students not meeting grade level standards.

Kamala staff is committed to the full implementation of the state and OSD adopted materials, OSD adopted intervention programs, and Common Core State Standards.

We believe following these commitments will help us reach our goal of educating all of our students to a high level of proficiency.

SCHOOL PROFILE

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion program focused on building biliteracy in our students. We also have a strong commitment to strengthening our K-8 community through kindergarten and 8th grade buddy programs, recess activities, spirit days, and other activities. The staff of Kamala School is dedicated to rewriting our school mission statement this year in order to highlight the work we will do with our school's culture and instructional program.

Our student population is 94% socioeconomically disadvantaged, 97% Hispanic/Latino, and 63% English Learner. Low test scores have teachers and staff rededicated to strong first instruction and effective instructional strategies with an emphasis on analysis of data to drive instruction and intervention. We have created both vertical and grade level teams to reinforce the importance of building skills through the grade levels and to create collaborative teams to support student learning. Dedication to building biliteracy through our Dual Language program and strong ELD instruction will facilitate learning in all subject areas. Our site TOSA, math mentor, and technology mentor will provide professional development in areas of need as identified by the staff.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of supports (MTSS) provides students with daily, targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in the correct interventions.

Our Dual Language Immersion program is now in the fourth year and teachers will foster oracy and make connections between the languages for students. Teachers are excited to ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to all middle school students as are new electives for Technology through Math and Technology through Science. Our computer lab technician is working with teachers and students in K-5 to explore technology through microbots and using these to create art. Students are excited to learn more about art and technology!

2017-2018 Plan Summary

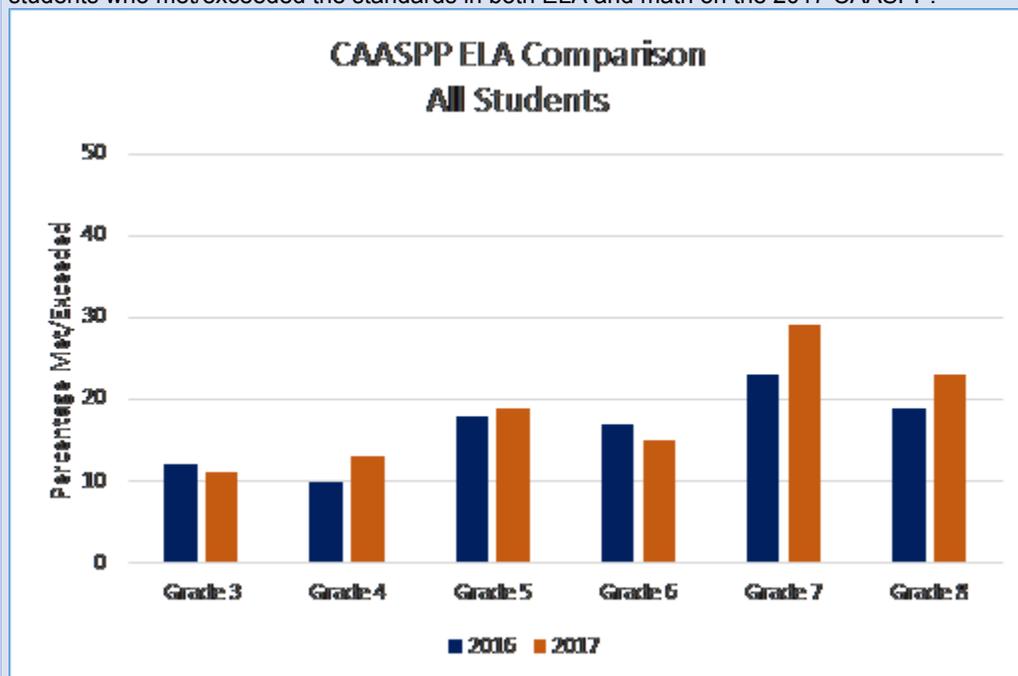
REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

The progress which the school is most proud is the gains in the percentage of students in grades 7 and 8 who met/exceeded the standards in ELA and math on the 2017. Even nominal gains in these grades are significant as these students move on to high school. Title I funds used for tutoring and in-school intervention provide additional reading support for students and seems to contribute to gains in both reading and math. Title I funds used to provide dedicated wrap-around services for low income students build emotional stability in students and a stronger connection with school, which improves their learning environment and has contributed to improved performance. Designated and integrated ELD and strong instruction have led to moderate gains in many grades in the percentage of EL students who met/exceeded the standards in both ELA and math on the 2017 CAASPP.



GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

After reviewing assessment data and performance assessments, teachers and administration feel that our greatest need is vocabulary skills - both general vocabulary and academic vocabulary. With interventions targeting fluency and comprehension strategies, test scores remain low even though fluency scores have increased and oral comprehension of material seems to have increased. After reviewing different lessons and assessments, teachers and administration noted that what may be deemed as basic vocabulary words may not be readily known to students at different grade levels which is inhibiting their reading comprehension. Teachers are committed to working together to address the issue.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Grade level teams have already started to review material and target needed vocabulary so that when students are assessed, we know that we are assessing students' knowledge of the concept tested and not whether or not they know and understand the vocabulary in the question. Rote vocabulary programs that only focus on memorization will not build the vocabulary necessary for students to increase comprehension. During grade level meetings, teachers are discussing content and assessments, building vocabulary lists and are committed to working together to build the vocabulary into their lessons. At the middle school level, teachers in all subject areas are committed to working together to present vocabulary in context so students get a true understanding of what they are reading. Teachers are also focused on increasing reading time for their students through the Accelerated Reader program. Teachers will continue to pre-teach needed vocabulary and address needs through integrated and designated ELD.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

In both ELA and math, English Learners score well below the "all student" level. With 63% of our student population identified as English Learners, this statistic is of great concern to our staff.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Teachers, administrators, and the Site TOSA are meeting regularly to analyze data and plan instruction and intervention for targeted areas. A multi-tiered system of supports including within-the-day intervention and extended learning opportunities will provide additional support to students in identified areas. Teachers are committed to providing integrated and designated ELD daily. All teachers are trained on SIOP strategies with ongoing support from our instructional TOSA and district EL TOSA.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Title I funds are dedicated to supporting our multi-tiered system of supports with ISPs who provide targeted intervention within the school day. ISPs work directly with the site TOSA and teachers to analyze data and find the most effective intervention for students based on the data. Title I funds are also used for teacher professional development and parent workshops/outreach.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the “all student” performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

The school budgets money for needed tutoring. One of the barriers to the effectiveness of this tutoring is the lack of data used to identify students for tutoring and the use of pretests and post assessments to measure growth. This year, we are having teachers give pre and post assessments and are identifying specific areas of need based on data. We also budget Title I funds for intervention during the school day. Students seem to be more engaged during this intervention time. In order to make after school tutoring more effective, teachers will focus on activities that engage students in learning instead of rote programs. We are also using Title I funds to hire AVID tutors in the classroom.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

Parents involved in the SSC, ELAC and general school community expressed that they would like tutoring for students who are below grade level in either reading or math. Parents are also very interested in adult ESL classes and parent workshops. Actions under goal 1 specifically address the requests for tutoring and additional intervention support. We are also working to provide more parent workshops this year in many different areas including; Triple P parent classes, Logrando Bienestar (a series of workshops that educate families about well being and connecting families to support services), A-G college requirements, and family reading and math nights.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

The goals and progress are monitored through regular school site council meetings and ELAC meetings. The budget is reviewed at SSC meetings and actions monitored through SSC and ELAC. The budget is also reviewed with the site Leadership Team.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

The administration, counselor and ORC work to provide Triple P parenting classes and Logrando Bienestar workshops. These are well attended by parents and provide great information and support to families. Administration and teachers are planning family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

We have transition meetings for kindergarten families and have discussed additional transition meetings to support parents with incoming kindergarten students. Meeting topics included pre-school skills for incoming kindergarten students, the social aspect of kindergarten, and how to support students who have not previously had a structured classroom experience. As a K-8, we are in the unique position of having our 5th and 6th grade classes on the same campus. The transition is still address as students in the 6th grade are now expected to change classes, have an elective, and learn how to respond to different teachers and their expectations. Meetings with parents and between teachers will be scheduled to support students and families with this transition. Teachers and administration will also address the transition of our 8th grade students to high school with parent meetings regarding the A-G requirements and articulation meetings with the area high schools.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	319898	0.00
Title I	115072	0.00
Title III	58357	0.00
LCFF - Targeted	81700	0.00
LCFF - Intervention	32600	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$776,544.00

Goal 2 \$223,497.00

Goal 3 \$13,510.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Kindergarten: Percentage of students achieving CAASPP benchmark on STAR 360 Early Literacy Assessment Grade 1: Percentage of students achieving CAASPP benchmark on STAR 360 Early Literacy Assessment and Math Assessment Grade 2: Percentage of students achieving CAASPP benchmark on STAR 360 Early Literacy Assessment and Math Assessment Grades 3-8: Percentage of students at Met/Exceeded level on ELA and Math CAASPP	Kindergarten: 14% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment Grade 1: 21% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 19% at/above CAASPP benchmark level on STAR 360 Math Grade 2: 19% at/above CAASPP benchmark level on STAR 360 Reading 18% at/above CAASPP benchmark level on STAR 360 Math Grade 3: 11% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP Grade 4 13% met/exceeded ELA CAASPP 5% met/exceeded Math CAASPP Grade 5 19% met/exceeded ELA CAASPP 5% met/exceeded Math CAASPP	Kindergarten: As measured by the STAR 360 Grade Equivalent Level, all students will read at grade level by the end of the year, or they will decrease the distance between their reading level and grade level by 1.5 years. End of year grade level is considered grade year .9 (example: third grade is 3.9 or above). Grades 1 and 2: As measured by the STAR 360 Grade Equivalent Level, all students will read at grade level by the end of the year, or they will decrease the distance between their reading level and math levels and grade level by 1.5 years. End of year grade level is considered grade year .9 (example: third grade is 3.9 or above). Grades 3 - 8: ELA: The percentage of students scoring at the met/exceeded standards on the ELA CAASPP will increase by 10 percentage points. Math: The percentage of students scoring at the

Grade 6 15% met/exceeded ELA CAASPP
4% met/exceeded Math CAASPP

Grade 7 29% met/exceeded ELA CAASPP
14% met/exceeded Math CAASPP

Grade 8 23% met/exceeded ELA CAASPP
14% met/exceeded Math CAASPP

met/exceeded standards on the math CAASPP will increase by 10 percentage points.

All students will increase performance by one level or maintain advanced level in English Language Arts. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Conduct grade level collaboration meetings to analyze and monitor student progress and mastery towards standards, plan instruction and designated and integratad ELD, discuss interventions and formative assessments.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal; Assistant Principals, Site TOSA, Teacher	Cost of substitutes	LCFF - Targeted	3930
				Site TOSA	Centralized Services	115529
2. Implement small group early literacy intervention for intensive readers and English Learners in grades K-5.	ELA	2017-2018 School Year	Site TOSA, teachers, extra support teachers, intervention specialists (ISPs)	ISPs	Title I	85271
				ISPs	Discretionary	28423
				Materials	LCFF - Targeted	5000
				Intervention Materials	Discretionary	2477
				Intervention Materials	LCFF - Intervention	8500
				Site TOSA (see action 1)	Centralized Services	
3. Purchase materials to support implementation of the California State Standards and strand focus, and to provide targeted intervention and/or enrichment opportunities for students during in-school interventions and extended learning opportunities based on data.	ELA Spanish Lang Arts Strand Focus ELD	2017-2018 School Year	Librarian and teachers	Cost of materials	Title III	8588
				Cost of materials	Title I	1291
				Cost of materials	LCFF - Targeted	5000
				Publication Charges	Discretionary	1500
				Librarian	Centralized Services	59525
4. Students in DLI will learn to read in the targeted language of Spanish in K-3.	Spanish Lang Arts	2017-2018 School Year	Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. Administer progress monitoring assessments throughout the year (including STAR 360 Reading and curriculum assessments). Analyze data and adjust interventions as needed.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers, Site TOSA, ESTs, and ISPs	Site TOSA (see action 1) EST salaries ISP Salary - see action #2	Centralized Services District Funded District Funded	
6. Teachers will use adopted curriculum in ELA, SLA, ELD and math.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers	Curriculum	District Funded	
7. Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the students.	ELA Math	2017-2018 School Year	Administration and office staff, site technician	Cost of supplies and machine maintenance Cost of equipment	Discretionary LCFF - Targeted	62501 10000
8. Conduct diagnostic assessment for struggling readers per benchmark data.	ELA Math	2017-2018 School Year	Teachers and site TOSA	Assessment Site TOSA (see action 1)	District Funded Centralized Services	
9. Provide extended learning opportunities for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8.		2017-2018 School Year	Teachers	Teacher hourly salary for tutoring Teacher hourly salary for tutoring	Title III LCFF - Intervention	15768 11845
10. Provide software programs to all students for differentiated learning opportunities (ex. Moby Max, IXL)	ELA Math	2017-2018 School Year	Teachers and Site Technology Technician	Cost of agreements Cost of agreements Site Technology Technician	LCFF - Targeted LCFF - Intervention Centralized Services	5000 5650 64532
11. Conduct student monitoring conferences with individual teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs.	ELA Spanish Lang Arts Math ELD Wrap-Around Services	2017-2018 School Year	Administration, Site TOSA, teachers	Cost of substitutes	Title III	1702

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
12. Conduct meetings with student study team to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support.	ELA	2017-2018 School Year	Administration, Site TOSA, teachers, resource teacher, school psychologist, speech pathologist, ORC, Counselor	Floating substitute to release teachers to meet during SST meetings.	LCFF - Targeted	5000
	Math			Materials/incentives for ongoing positive behavior support system	LCFF - Targeted	5000
	Student Behavior Support			Incentives to improve student attendance.	LCFF - Targeted	5000
	Attendance			Incentives to improve student academic performance.	LCFF - Targeted	5000
				Cost of Outreach Consultant	Centralized Services	49385
				Cost of Counselor	Centralized Services	116953
13. Provide access to and encourage participation in Accelerated Reader Renaissance 360 for all students.	ELA	2017-2018 School Year	Administration, teachers, Site TOSA, librarian	Cost of AR & STAR 360 Cost materials/academic incentives - see action 12	District Funded	
14. Math and Technology mentors will provide professional development for teachers in curricular areas and supportive technology.	ELA Math	2017-2018 School Year	Administration, site math mentor, site tech mentor, site TOSA	Mentor stipends	District Funded	
15. Conduct IEP meetings. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.	ELA Math Wrap-Around Services	2017-2018 School Year	Administration, teachers, school psychologist, speech pathologist, resource specialist	Cost of substitutes	Title III	10001
16. Support the AVID program with tutors, professional development through attendance at AVID Summer Institute, and field trips in grades 6-8.	ELA	2017-2018 School Year	Administration, teachers	Cost of AVID tutors	Title I	5000
	Math			Buses for field trips for AVID students	LCFF - Targeted	800
	ELD			Cost of AVID conference	Title I	22000
17. Provide MyON program to all students to download books for independent reading at home and at school.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Administration, teachers, site technician	MyOn program	District Funded	
18. Provide additional 2 hours of para educator support for the kindergarten DLI classes.	Spanish Lang Arts	2017-2018 School Year	Administrator	Cost of para educator for 2 hours/day	Title III	7386

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELA ELD Math					
19. Provide opportunities for peer observation, professional development workshops, conferences, lesson study and collaboration with teachers and the site TOSA and mentors. Focus will be on instructional strategies and rigor in the classroom, SIOP, supportive technology, and continued improvement in ELA/SLA, Math, and ELD.	ELA	2017-2018 School Year	Administrator, Teachers, Site TOSA, Tech and Math mentors, teachers	Cost of professional development	LCFF - Targeted	10170
	Spanish Lang Arts Math ELD Strand Focus			Cost of substitutes	LCFF - Targeted	2500
20. Purchase materials (such as thera-bands, sensory balls, core discs, pencil grips) to provide individualized support for students based on needs identified through the MTSS model.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Administrators, teachers and SST members	Cost of materials/incentives for ongoing PBIS and MTSS	LCFF - Intervention	6605
21. Use CELDT and other data to group students for daily ELD instruction.	ELD	2017-2018 School Year	Administrators and Teachers	No additional costs		
22. Use SIOP strategies in the classroom and monitor implementation of ELD.	ELA Math ELD	2017-2018 School Year	Teachers	No additional costs		
23. Provide extended learning opportunities for LTELs in grades 6-8.	ELA	2017-2018 School Year	Teachers	Teacher hourly salary for tutoring	Title III	3000
	Math			Cost of materials	Title III	1412
24. Site principal meets monthly with ASES administrator to evaluate program and to work on correlating the after school program with the regular school day and services.	ELA Math Safety	2017-2018 School Year	Principal, ASP Liaison	ASP Liaison salary	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
25. Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (clubs, assemblies and field trips).	ELA Math	2017-2018 School Year	Administrators and teachers	Entrance fees and transportation for field trips; cost of assemblies	LCFF - Targeted	19300
26. The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math Strand Focus	2017-2018 School Year	Academic Coach, Program Coordinator, Teacher Liaison, ASP Staff	Professional development and training materials.	ASES	
27. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.	ELA Math	2017-2018 School Year	Academic Coach, Program Coordinator, Teacher Liaison	Teacher Salary	ASES	
28. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Math	2017-2018 School year	Principal, Teachers, Academic Coach, Program Coordinator, Teacher Liaison, ASP Staff	Supplies, Refreshments	ASES	

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Suspension rates
Office Referrals
California Healthy Kids Survey

2016-17 Baseline

-202 Office referrals for potentially suspendable offenses

2017-18

- A. Decrease the office referrals by 10%
- B. Decrease the suspension rate by 10%
- C. Build and strengthen relations with Kamala families through parent nights and community-building events.
- D. Reduce the percentage of students experimenting/using tobacco products by 10%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Implement an attendance program to encourage students to come to school every day and on time.	Attendance	2017-2018 School Year	Administration, ORC, school counselor, attendance technician	Cost of ORC & Counselor (see goal #1, action #12)	Centralized Services	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Continue implementation of the positive behavior support model school wide. PBIS committee to identify areas of need and opportunities to improve PBIS model.	Safety Student Behavior Support Wrap-Around Services	2017-2018 School Year	Administration, teachers, ORC, school counselor, school PBIS team	Cost of ORC & Counselor (see goal #1, action #12)	Centralized Services	
3. Hire campus assistants to help monitor the playground and cafeteria during recess and lunch time and monitor the school campus before school and at dismissal. The campus assistants are an integral part of the positive behavior system and safe environment for students.	Safety Student Behavior Support Wrap-Around Services Attendance	2017-2018 School Year	Administration, teachers, campus assistants	Cost of campus assistants	Discretionary	206855
4. Provide tobacco prevention education through the "Friday Night Live" program.	Safety Wrap-Around Services	2017-2018 School Year	Administration, school counselor, ORC	Prevention program	TUPE	
5. Safety committee will review and update the Comprehensive Safe School Plan.	Safety	2017-2018 School Year	School Safety Team	No additional costs		
6. School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.		2017-2018 School Year	School administrator and ASP administrator	No additional costs		
7. Provide structured activities during recess and lunch to support students in making positive choices.	Student Behavior Support Safety Wrap-Around Services Attendance	2017-2018 School Year	School administrator, campus assistants	Cost of campus assistants (see action #3)		
8. Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have	Student Behavior Support Safety	2017-2018 School Year	School administrator and teachers	See goal 1, actions #12 and #20		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
academic and/or behavior plans.	Attendance Wrap-Around Services					
9. Conduct fire, earthquake, and lockdown drills.	Safety	2017-2018 School Year	All staff	No additional costs		
11. Implementation of the Minnesota Smoking Prevention Program for 6th grade classes	Student Behavior Support Safety	2017-2018 School Year	Outreach Coordinator	Cost of outreach coordinator (see Goal#1, action #12) MSPP program	Centralized Services TUPE	
12. The school counselor will work with students to make positive choices in adverse situations.	Wrap-Around Services Safety	2017-2018 School Year	Administration and school counselor	Cost of counselor (see goal #1, action #12)	Centralized Services	
13. Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the students.	Safety	2017-2018 School Year	Administration, teachers, campus assistants	Cost of supplies Cost of campus assistants (see action #3)	Discretionary	16642

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

California Healthy Kids Survey (CHKS)- Parent Response

Parental Involvement on the CHKS

**Only 6 parents completed the CHKS survey

- 80% of parents responding strongly agreed/agreed that the school allows input and welcomes parents’ contributions
- 80% of parents responding strongly agreed/agreed that the school encourages parents to be an active partner with the school in educating his/her child
- 80% of parents responding strongly agreed/agreed that the school actively seeks the input of parents before making important decisions

- Increase the number of parents completing the CHKS survey to 100 respondents.
- Increase the percentage strongly agreeing/agreeing by 5 percentage points

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide parent workshops through outside agencies including: <ul style="list-style-type: none"> Logrando Bienestar (VCBH) Triple P classes (New Dawn) 	ELA	2017-2018 School Year	Administration, Counselor	Child Care	Title III	500
	Math			Cost of classes	Title III	4000
	ELD			Clerical	Discretionary	500
	Safety					
2. Conduct parent involvement meetings such as: <ul style="list-style-type: none"> Title I meetings ELAC Coffee with the principal Reclassification Celebration Middle School to High School Transition meetings 	ELA	2017-2018 School Year	Administration, teachers, ORC, counselor	Materials for workshops/meetings	Discretionary	1000
	Math			Materials for workshops/meetings	Title I	1510
	ELD					
	Safety					
3. Provide adult ESL classes.	Wrap-Around Services	2017-2018 School Year	Administration	Cost of teacher and materials Child Care - see action #1	Title III	4000
4. Update the Kamala webpage on a regular basis to inform parents/community of school activities.	Wrap-Around Services Safety ELA Math	2017-2018 School Year	Administration and site technician	No additional costs		
5. Provide translation and home communication for non-English speaking homes.	Wrap-Around Services	2017-2018 School Year	Administration, office staff, and teachers	Translation services	Title III	1000
6. Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I parent meetings	Wrap-Around Services	2017-2018 School Year	Administration and office staff	No additional costs		
9. After School Program Parent Nights will be offered to provide	ELA	2017-2018 School Year	Administrations, teachers, site	Supplies and refreshments	ASES	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.	Math Wrap-Around Services		TOSA, program coordinator, teacher liaison, ASP staff			
10. Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.		2017-2018 School Year	ORC and school counselor	No additional costs		
11. Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.	ELA Math Spanish Lang Arts	2017-2018 School Year	Administration and teachers	Materials - see action #2 Teacher Hourly Salary	Title III	1000
12. Conduct parent conferences to discuss student progress, achievements, and concerns.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance	2017-2018 School Year	Teachers	No additional costs		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students**English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	150	129	142	149	127	141	149	127	141	99.3	97.7	99.3
Grade 4	140	159	119	140	159	119	140	159	119	100.0	99.4	100
Grade 5	137	153	151	136	153	151	136	153	151	99.3	100	100
Grade 6	133	139	142	131	138	142	131	138	142	98.5	99.3	100
Grade 7	107	125	132	106	122	132	106	122	132	99.1	97.6	100
Grade 8	91	109	115	90	109	115	90	109	115	98.9	100	100
All Grades	758	814	801	752	808	800	752	808	800	99.2	99	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2323.5	2346.4	2342.4	2	4	1.42	5	8	9.22	17	24	21.99	77	65	67.38
Grade 4	2369.7	2365.1	2399.9	1	3	6.72	6	7	6.72	19	15	31.93	74	75	54.62
Grade 5	2444.6	2439.5	2432.0	5	2	0.66	21	16	18.54	25	35	23.84	49	47	56.95
Grade 6	2429.4	2451.2	2443.1	1	4	0.00	8	13	14.79	27	28	27.46	64	55	57.75
Grade 7	2495.1	2494.1	2501.4	3	1	4.55	25	22	24.24	30	37	32.58	42	40	38.64
Grade 8	2477.2	2491.4	2514.1	0	1	1.74	11	18	20.87	36	29	40.00	53	51	37.39
All Grades	N/A	N/A	N/A	2	3	2.38	12	14	15.75	25	28	29.13	61	56	52.75

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	5	0.71	24	24	32.62	72	72	66.67
Grade 4	0	6	8.40	29	19	42.02	71	75	49.58
Grade 5	5	2	3.31	42	44	48.34	53	54	48.34
Grade 6	1	7	2.11	24	33	35.21	76	61	62.68
Grade 7	7	3	10.61	40	48	41.67	54	49	47.73
Grade 8	1	8	6.96	46	34	42.61	53	58	50.43
All Grades	3	5	5.13	33	33	40.38	64	62	54.50

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	6	4.26	26	35	28.37	74	60	67.38
Grade 4	1	3	8.40	29	30	42.02	69	67	49.58
Grade 5	4	5	3.97	49	48	51.66	46	46	44.37
Grade 6	2	5	5.63	36	43	32.39	63	51	61.97
Grade 7	8	4	9.85	57	62	61.36	36	34	28.79
Grade 8	2	6	10.43	38	41	59.13	59	52	30.43
All Grades	3	5	6.88	38	43	45.38	59	52	47.75

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	4	4.26	38	52	56.74	56	44	39.01
Grade 4	2	4	5.04	49	53	53.78	49	43	41.18
Grade 5	6	1	3.31	58	63	55.63	36	36	41.06
Grade 6	1	8	4.23	54	61	48.59	45	31	47.18
Grade 7	7	5	4.55	61	72	49.24	32	23	46.21
Grade 8	1	3	5.22	52	58	62.61	47	39	32.17
All Grades	4	4	4.38	51	60	54.25	45	36	41.38

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	1	6	2.13	27	36	40.43	72	58	57.45
Grade 4	2	3	7.56	39	38	47.06	59	59	45.38
Grade 5	10	7	7.95	55	65	41.72	35	27	50.33
Grade 6	1	9	7.75	49	47	39.44	50	43	52.82
Grade 7	8	12	11.36	54	53	48.48	39	34	40.15
Grade 8	2	10	9.57	51	40	54.78	47	50	35.65
All Grades	4	8	7.63	45	47	44.88	51	45	47.50

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	150	129	142	149	127	142	149	127	142	99.3	97.7	100
Grade 4	140	159	119	140	159	119	140	159	119	100.0	99.4	100
Grade 5	137	153	151	135	153	151	135	153	151	98.5	100	100
Grade 6	133	140	142	131	139	142	131	139	142	98.5	99.3	100
Grade 7	107	124	132	105	122	132	105	121	132	98.1	98.4	100
Grade 8	91	109	115	90	109	115	90	109	115	98.9	100	100
All Grades	758	814	801	750	809	801	750	808	801	98.9	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2353.5	2367.6	2363.2	1	3	0.70	9	9	8.45	26	27	30.99	64	61	59.86
Grade 4	2389.9	2390.7	2396.0	1	3	1.68	4	8	3.36	30	25	31.09	65	65	63.87
Grade 5	2449.7	2434.8	2417.9	3	3	0.66	8	5	4.64	36	33	26.49	53	60	68.21
Grade 6	2423.2	2444.1	2426.4	0	1	0.70	5	6	3.52	27	32	23.94	68	62	71.83
Grade 7	2474.5	2473.3	2479.8	4	0	1.52	11	10	12.88	24	42	38.64	61	48	46.97
Grade 8	2433.6	2460.6	2477.6	0	2	3.48	2	7	10.43	16	17	25.22	82	74	60.87
All Grades	N/A	N/A	N/A	1	2	1.37	7	7	7.12	27	29	29.34	65	62	62.17

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	5	7	3.52	27	28	31.69	68	65	64.79	
Grade 4	1	3	1.68	16	18	15.97	83	79	82.35	
Grade 5	4	4	3.31	37	21	15.89	59	75	80.79	
Grade 6	2	3	2.11	21	22	11.97	76	75	85.92	
Grade 7	6	3	4.55	28	27	36.36	67	69	59.09	
Grade 8	1	3	5.22	11	22	25.22	88	75	69.57	
All Grades	3	4	3.37	24	23	22.72	73	74	73.91	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	3	6	1.41	33	29	38.03	64	65	60.56
Grade 4	1	3	4.20	31	27	30.25	68	70	65.55
Grade 5	5	3	0.66	30	20	27.15	64	77	72.19
Grade 6	0	1	0.70	24	34	26.76	76	65	72.54
Grade 7	5	0	3.79	64	55	47.73	31	45	48.48
Grade 8	1	5	6.09	40	43	33.91	59	52	60.00
All Grades	3	3	2.62	36	34	33.83	62	64	63.55

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	3	1.41	42	54	45.07	54	43	53.52
Grade 4	1	4	2.52	29	33	36.13	71	62	61.34
Grade 5	1	3	1.32	43	43	30.46	56	54	68.21
Grade 6	1	1	2.11	34	55	27.46	66	44	70.42
Grade 7	4	4	2.27	66	58	55.30	30	38	42.42
Grade 8	0	2	4.35	22	44	46.96	78	54	48.70
All Grades	2	3	2.25	39	47	39.83	59	50	57.93

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					9	6	43	45	38	21	27	50	36	18	6
1	1			11	12	15	29	37	59	27	35	15	32	16	12
2	1		3	10	11	18	35	40	41	40	33	30	15	17	8
3	6	2	1	12	10	25	44	42	48	26	37	18	13	9	9
4		1	4	24	15	25	56	56	51	16	20	18	5	8	4
5	18	1	5	51	45	40	23	38	45	6	12	4	2	4	5
6	3		4	31	8	37	39	55	49	20	28	4	7	10	6
7	7		6	53	33	36	27	55	45	9	10	12	4	2	
8	9	3	3	24	58	56	41	33	36	13	3	6	13	3	
Total	4	1	3	22	19	27	37	44	47	23	25	16	14	11	7

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			2	6		24	18		27	25		47	51	
1	1			11	12		29	38		27	34		32	17	
2	1			10	11		34	40		40	33		16	17	
3	6	2		12	11		44	41		26	36		13	9	
4	0	1		24	15		56	56		16	20		5	8	
5	18	1		51	45		23	38		6	12		2	4	
6	3			31	8		39	55		19	28		8	10	
7	9			52	34		26	55		9	9		4	2	
8	9	3		24	58		41	33		13	3		13	3	
Total	4	1		20	18		35	40		23	25		18	16	

Appendix C - School Site Council Membership (Kamala/San Miguel School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Jodi Nocero	Principal
Derick Rodas	Other School Staff
Rochelle Ford	Classroom/Teacher
Nidia Mejia	Classroom/Teacher
Melissa Haupt	Classroom/Teacher
Paulina Huerta	Parent or Community Member
Patricia Vargas	Parent or Community Member
Marselina Santiago	Parent or Community Member
Anthony Tai Tai	Parent or Community Member
Yadira Hernandez	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10-11-17.

Attested:

Jodi Nocero

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Patricia Vargas
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-11-17.

Attested:

Jodi Nocero		10/18/17
Typed Name of School Principal	Signature of School Principal	Date
Yadira Hernandez		10/16/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



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SCHOOL COMPACT

Student's Name: _____

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.
- If my child is at risk of retention due to poor academic achievement, I will ensure that he/she attend intersession. After School tutoring and any other special help which is offered to them.

Parent Signature _____ Date _____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature _____ Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature _____ Date _____

CONVENIO ESCOLAR

Nombre del Estudiante: _____

Sección de Padres/Guardianes



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Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mi niño(a) y con sus maestros acerca de la educación de mi niño(a).
- Estaré al tanto de las tareas de mi niño(a).
- Proporcionaré los materiales necesarios y un lugar callado para que mi niño(a) haga su tarea.
- Enviaré a mi niño(a) a la escuela a tiempo y preparado(a) para aprender.
- Prestaré mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Me aseguraré que mi niño(a) obedezca la póliza del código del vestuario escolar.
- Si mi hijo/a está en riesgo de retención por tener logros académicos bajos, yo me aseguraré que él/ella asista a la intersección, tutoría Después de Escuela, Escuela de Sábado y cualquier otra ayuda que se le ofrezca.

Firma de los Padres (Guardianes) _____ Fecha _____

Sección del Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mis maestros y con mis padres acerca de mi educación.
- Terminaré y devolveré a tiempo todas mis tareas del hogar y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegaré a la escuela a tiempo, listo(a) y preparado(a) para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable por vestir de acuerdo con la póliza del código del vestuario escolar.

Firma de el/la Estudiante _____ Fecha _____

Sección del Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con los estudiantes y los padres (y guardianes) acerca de las expectativas de la escuela, acerca del programa y acerca de los adelantos de cada estudiante.
- Proporcionaré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignaré las tareas regulares solamente después que se hayan enseñado los conceptos necesarios.
- Promoveré y asistiré a los programas y las funciones escolares.
- Comunicaré a los estudiantes, a los padres, y a la administración cuando la póliza del código del vestuario no se está obedeciendo.

Firma de el/la Maestro(a) _____ Fecha _____



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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **That parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **That parents are encouraged to be actively involved in their child's education at school; parents are welcomed as volunteers and active members of PTA.**
- ✓ **That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities is communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Kamala School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Kamala School will make the School Parental Involvement Policy available to the local community via public posting in the school office.
- ✓ Kamala School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Kamala convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Kamala conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.



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Parent and Community Resource Binder will include:

- School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
-
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
 - ✓ Principal Newsletters provide information and parent feedback.

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible are available through School Site Council, English Lerner Advisory Committee, Coffee with the Principal and PTA meetings. Parents/community members will be given timely responses to any concerns and suggestions. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos como voluntario, y miembros activos del PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Kamala notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Kamala verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Kamala periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Kamala ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES:

La escuela Kamala convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,



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- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Kamala debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Los boletines de la directora proveerán información y las sugerencias presentadas por parte de los padres.

Se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible son disponibles por el Consejo Escolar, ELAC, Café con la Directora y juntas del PTA. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name	Lemonwood K-8 School		
CDS Code	56725386100333		
Revision Date	October 13, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Sally Wennes Principal	Email and Phone	swennes@oxnardsd.org 805-385-1551
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

"Learners Today, Leaders Tomorrow"

We strive to educate, inspire, and empower each student to become a successful and productive citizen in a culturally diverse 21st century.

SCHOOL PROFILE

The Lemonwood School staff believes the total school community must work together to support our students in achieving academic success. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be decision makers and ultimately be productive citizens in a diverse culture.

The Lemonwood community involves our parents, community business owners, teachers, support staff, students and administrators. Together we promote that our students are well rounded children prepared for the 21st Century. We have a Student Study Team, School Instructional Leadership Team, School PBIS Team, School Site Council, English Language Advisory Committee, Parent-Teacher Association (PTA) and a Student Service Group engaged in the cultivation of a positive school culture. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development, through clubs and sports, as well as academic development through before and after school tutoring. In addition, our school has implemented the Common Core State Standards for Language Arts and Mathematics. Teachers also use a variety of instructional strategies to target the academic needs of our students.

At Lemonwood, we are constantly striving to improve our instructional program and our service and support to children and families. We are currently implementing the Common Core State Standards (CCSS), preparing our students for the California Assessment of Student Performance and Progress (CAASPP), integrating technology into instruction, meeting the needs of all students, including English Learners, providing students with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Lemonwood is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan lessons which address the standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. The staff participates in professional development in order to improve instructional practice. This is sometimes provided by the county, the district or site administration. The TOSA is critical in supporting teachers with new information, strategies, assessment and data analysis.

We have instituted a Academic Strand Focus of Communication, Art and Technology (CAT). We are developing lessons and units based on these themes in order to expand opportunities for student learning and engagement. Teachers can be innovative and creative in their approaches to this instruction. This focus also allows students to feel success in a variety of ways.

Lemonwood offers a Dual Language Program in Kindergarten, First, Second and Third grades in order to promote bilingualism and biliteracy. We follow an 80:20 model (Spanish/English) in kindergarten and first grades, a 70:30 model in second grade, and a 60:40 model in third grade. In all other classes which contain English Language Learners, ELD instruction is integrated into all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. Teachers have received specific professional development in strategies which are designed to assist students in their acquisition of English.

We use additional programs and tools in order to provide our students with various learning opportunities. Accelerated Reader helps students to hone their comprehension skills and encourage a love of reading. Our Math Facts in A Flash program provides additional opportunities for students to constantly revisit critical math skills. All students are using Core 5 to support their own individual needs for language arts from Kindergarten to 8th grade. Every student has received an iPad for use at school and at home. Teachers continue to receive training on the use of iPads and share ideas with each other. They also teach digital citizenship to students throughout the year.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which revolves around ensuring that students are readers. We use our district extra support teachers to reduce class size ratios at grades 2-5, allowing for the teacher or the extra support teacher to work with students. Paraprofessionals have been hired to support in our Kindergarten and 1st grade classes with small group instruction as well. The student groups are small and the instruction is targeted to specific reading needs using our STAR 360 assessment results, which identify strengths and weaknesses in all Reading standards. Our Special Education teachers are also involved and support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are supported through our MTSS model with smaller class sizes and a co-teaching model including additional special education staff in the classroom as well.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. We have regular CoST (Coordination of Services Team) and SST (Student Success Team) meetings which include the principal, assistant principals, the instructional TOSA, the school psychologist, special

education staff, counselor, classroom teachers, the Outreach Consultant and parents, when necessary. In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Lemonwood, our positive behavior program is CHAMPS. All staff has been trained in and implements this program which focuses on teaching students specific expectations regarding conversation levels, how to get help, activity, movement, and participation. A full time counselor plays an integral role on our staff. The counselor does classroom lessons and works with individual students and small groups in order to provide any additional social-emotional support students may need in order to be successful.

We have regularly scheduled drills for fire, earthquake and lock downs in order for students and staff to be adequately prepared in case of emergency situations.

At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

The progress highlighted in this review pertains to support for low income students and English Learners, the largest subgroups in both the Oxnard School District and at Lemonwood School. A new English Language Arts/English Language Development program was purchased, in English and Spanish, to support the instructional needs of students and teachers in grades K-5. This program is grounded in the Common Core State Standards and will provide students ready access to the grade level standards in English Language Arts.

English Learners will have both designated and integrated English Language Development (ELD) instruction, also grounded in the state's ELD standards. Teachers in Kindergarten-5th Grade have had multiple opportunities for training in how best to use these materials and on foundational reading skills to support students reading below grade level and to prevent students from falling behind in reading. Principals and Teachers on Special Assignment (TOSAs) were included in the training in order to support classroom instruction.

Professional development has become a hallmark of the Oxnard School District. Teachers in the Dual Language program have been trained with a focus on how to teach for Spanish literacy. Additional training was provided for administrators and TOSAs on how to teach for biliteracy. Teachers who work in the Dual Language program received four days of training in June to develop their skills in teaching for biliteracy. Training was also offered in June for teachers of 6th–8th grade English Language Arts, ELD, and content areas to support English Learners with integrated and designated ELD.

Lemonwood was able to reclassify 90 students in 2016-2017, having met their CAASPP target as well as their Reading target, as measured from the STAR 360 Reading. The number of students reclassified is an increase from 55 students in 2015-2016. Tutoring was available this past year to support students, and students had access to interventions throughout the day. Title I funding purchased technology software subscriptions such as Starfall, ESGI, MobyMax, Brainpop, Core 5, and Renaissance which were used to provide intervention with the support of targeted small group instruction from the teacher, extra support teacher, or paraprofessional.

The Annual Measureable Achievement Objective (AMAO) 1, which expects one level of growth annually on the CELDT (a proficiency measure for ELs), increased from 52.8% to 58.4%. AMAO 2 (which monitors students who reach early advanced or advanced on the CELDT) for students with more than 5 years in the U.S. increased from 36.5% to 50.8%. In both cases, Lemonwood exceeded the district.

All teachers in the school have participated in CHAMPS training, a Positive Behavior Support program. Lemonwood is in the 3rd year of implementation, and working to embed CHAMPS throughout the school, including playgrounds, cafeteria, restrooms and classrooms. Restorative Justice has been adopted by Counselors, Outreach Consultants and other staff as an alternative to punitive discipline.

Expanded professional development to support English Learners is planned and English Language Development will be monitored to provide coaching and support with lesson design and implementation. Positive Behavior Intervention and Support training and implementation are a major focus at Lemonwood this coming year.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Continued support and professional development is needed for our staff in ELD and Mathematics. These first few years of implementation of the new Math, ELA and ELD curriculum indicates that there is a gap between instructional practices and the rigor of Common Core.

In looking at the STAR 360 Data from last year, our students in grades 6 and 8 had decreased scores in Reading from the first to the end of the year. In Math, students in grades 4 and 6 saw decreases as well.

The 2017 CAASPP data for students in grades 3-8 reflects that 55.8% of the students at Lemonwood are not meeting standards in ELA, and 54.5% are not meeting standards in Math.

The 2017 CAASPP data for English Learners in grades 3-8 reflects that 79.2% of students at Lemonwood are not meeting standards in ELA, and 73.1% are not meeting standards in Math.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Teachers at Lemonwood will be immersed in training for ELD through our district office, as well as through Ventura County Office of Education as they look at ways to best deliver integrated and designated ELD instruction. Professional development will focus on the ELD standards and the use of them through both designated ELD time, as well as content based integrated ELD time.

The district will more closely monitor the language proficiency of our English Learner (EL) students and long-term ELs. Principals have been given a tool to monitor frequency and consistency of ELD instruction. A summer school program with priority for ELs will focus on improving informational writing skills. Funds are allocated to school sites to provide intervention support in reading and mathematics and enrichment opportunities that expand the experiences of all students, including ELs, low income and foster youth.

The district is supporting the sites with a math mentor, who will offer after school trainings for teachers to address math implementation gaps that exist and to support those new to the school site. In addition, our Site Instructional Leadership Team has both Math and Reading as focus areas and will analyze and support with appropriate professional development.

Academic progress in English and Spanish literacy and math proficiency will continue to be monitored through STAR 360 assessments. Students in need of intervention will be identified using this assessment tool.

Each site Teacher on Special Assignment (TOSA) will focus on supporting ELA, ELD and Math instruction, and will provide reflective feedback on evidence of CHAMPS implementation. Smaller class sizes in Kindergarten and Grade 1 will contribute to more individualized instruction for EL students and allow for effective teaching of foundational skills.

To improve student achievement in English Language Arts and mathematics for all students, professional development for our ELA and mathematics curricula will continue. Site TOSAs will be trained to analyze student data with teachers and to follow up with adjustment of instructional practices. The Educational Services team has calendared meetings with principals to analyze data and discuss instructional practices and strategies in order to improve instruction. These practices and strategies will then be shared at their sites with the teaching staff.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

Specific subgroups that Lemonwood will be addressing include:

Students with Disabilities - 85.2% are not meeting standards on the 2017 ELA CAASPP assessment. In Math, 85.2% are not meeting standards on the 2017 CAASPP assessment.

English Learners - 79.2% are not meeting standards on the 2017 ELA CAASPP assessment. In Math, 73.1% are not meeting standards on the 2017 CAASPP assessment.

Low Socio/Economic students - 55.7% are not meeting standards on the 2017 ELA CAASPP assessment, and 56.6% are not meeting standards on the 2017 Math CAASPP assessment.

In all three subgroups, Reading and Writing were the weakest ELA claims, and Concepts and Procedures was the weakest Mathematics claim.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

As stated in the previous section, the teachers at Lemonwood will be immersed in training for ELD through our district office, as well as through Ventura County Office of Education as they look at ways to best deliver integrated and designated ELD instruction. Professional development will focus on the ELD standards and the use of them through both designated ELD time, as well as content based integrated ELD time.

The district will more closely monitor the language proficiency of our English Learner (EL) students and long-term ELs. A new software system (ELLEvations) will aid in monitoring student progress in language development. Principals have been provided with a tool to monitor frequency and consistency of ELD instruction. A summer school program with priority for ELs focused on improving informational writing skills.

The district is supporting the sites with a math mentor, who will offer after school trainings for teachers to address the math implementation gaps that exist and support teachers who are new to the school site. In addition, our Site Instructional Leadership Team has both Math and Reading as focus areas and will analyze and support with appropriate professional development for teachers.

Academic progress in English and Spanish literacy and math proficiency will continue to be monitored through STAR 360 assessments. Students in need of intervention will be identified using this assessment tool. Staff will follow the process of MTSS to continue support for students that need further intervention.

Each site Teacher on Special Assignment (TOSA) will focus on supporting ELA, ELD and Math instruction, and will provide reflective feedback on evidence of CHAMPS implementation. Smaller class sizes in Kindergarten and Grade 1 will contribute to more individualized instruction for EL students and allow for effective teaching of foundational skills.

To improve student achievement in English Language Arts and mathematics for all students, professional development for our ELA and mathematics curricula will continue. Site TOSAs will be trained to analyze student data with teachers and to follow up with adjustment of instructional practices. The Educational Services team has scheduled meetings with principals to analyze data and discuss instructional practices and strategies to improve instruction. These practices and strategies will then be shared at their sites with the teaching staff.

In addition, we will hold regular support staff meetings to allow for additional discussions with our staff who deals with students with disabilities. Time will be given for our case managers to communicate and follow up with classroom teachers to check on progress at the elementary level. In a co-teaching model in grades 6-8, the resource teacher will also monitor student progress in content areas to ensure that the students are getting the support that their IEPs state.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Restructuring the delivery model for instruction in dual language classes will improve language acquisition in Spanish and English. Teachers were trained on the "Teaching through Biliteracy" model during the summer, and will utilize the strategies regularly. Strategies focused on oracy strategies, color coding languages, and use of the "bridge" to connect the languages.

Professional development will be provided to teachers through staff meeting and data meetings to review data and analyze student performance in Reading, Math and ELD. We will also determine next steps in order to meet grade level standards in these same areas.

Careful monitoring of student progress and use of the MTSS will be used to provide appropriate intervention during the day and during after school tutoring opportunities.

Since many students are low income and English Learners, these services are primarily designed to support all these subgroups, as well as foster youth.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Barriers that minimized the effectiveness of actions included limited targeted professional development in ELA, ELD, or Math instruction. Last year was the first year of implementation of a new ELA and ELD series for elementary teachers and teachers were learning the structure along with the content. In addition, our Math series was still new and teachers felt they didn't fully comprehend the technology needed to support the program as well. This year, we will be providing ongoing support with ELA, ELD, and Math support by looking ahead at assessments and taking time to backwards plan the standards, ensuring that rigor is not lost in the process. Teachers will continue to receive Professional Development through the district as well, with a particular emphasis being placed on ELD instruction (both designated and integrated) and Writing. We will also be utilizing our TOSA and Math Mentor to provide trainings to teachers on the curriculum and on teaching strategies to support instruction.

Another barrier that may have minimized effectiveness is due to our students level of understanding of the concept and not having a home environment conducive to studying after school. We will be implementing a combination of tutoring courses after school, based on specific targeted needs of students. We will also be having a "homework club" where students can either drop in or will be assigned to support students who need extra help in completing assignments.

A final barrier may have been that the new ELD program may not have been implemented with fidelity or deep understanding. In addition, our middle school ELD program was not consistent. This year, with the focused emphasis on professional development and standards, it will support the classroom teachers with the instruction they are giving.

- I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

Stakeholder groups were involved in development and revision of the 2017-2018 Single Plan for Student Achievement. School Site Council (SSC) reviewed the previous plan and provided input on goals and action steps throughout the 16-17 school year, and the new SSC had the opportunity to continue with revision in the fall of 2017. Goals and action steps were reviewed and modified as needed. School Site Council also had input on the plan summary and looked closely at the data used to form the goals and action steps.

Our school ELAC had an opportunity to review the plan as it pertains to our English Learner population and provide input to School Site Council prior to their approval of the 17-18 SPSA. They also looked closely at data that reflected the progress of English Learners.

Through representatives, staff was able to have input to School Site Council as the goals were reviewed at the end of the 2016-17 school year and prior to their approval of the 17-18 SPSA.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

School Site Council reviews the SPSA on a monthly basis as part of the standing agenda. As assessments are given and analyzed, the results will be shared with the council for information and discussion. With the approval of the SSC, adjustments will be made to the SPSA in the case that budgets shift during the course of the year.

ELAC will review the assessments pertaining to English Learners as they are given. They will be able to provide input to School Site Council.

Staff leadership teams will analyze assessment data throughout the year and will provide input to School Site Council.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

1. School Site Council
2. ELAC
3. Title I Meetings
4. Parent Compact
5. Parent Involvement Policy
6. Parent Education
7. Parent Conferences
8. Meetings with Administration
9. SST/IEPs

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Meetings will be held with incoming Kindergarten parents to share about policies and practices at the beginning of the year. In the spring, meetings are held with current 5th grade parents and students to prepare them for 6th grade. Oxnard Union High School District supports the 8th grade families with a presentation and individual student meetings in order to select appropriate classes for the following year.

Incoming kindergarten special education students will have transition IEP meetings prior to attending Lemonwood.

Exiting 8th grade special education students will have transition IEP meetings prior to leaving Lemonwood.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.

X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	234,960.00	0.00
Title I	77,833.00	0.00
Title III	47,114.00	0.00
LCFF - Targeted	36,196.00	0.00
LCFF - Intervention	48,204.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$527,659.67

Goal 2 \$363,919.33

Goal 3 \$

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP	21.1% of students in grades 3-8 achieved "Met Standards" or "Exceeded Standards" on the 2017 Spring CAASPP English Language Arts assessment. 13.9% of students in grades 3-8 achieved "Met Standards" or "Exceeded Standards" on the 2017 Spring CAASPP Mathematics assessment.	Improve the Met/Exceeded Percentage by 2% in ELA and Mathematics
STAR 360 Student Growth Percentile Scores (A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic	Student Growth Percentiles were not used in 2016-2017 as data analysis. As a result, this year will be a baseline year for this data measure.	The Growth Percentile will meet or exceed 55 SGP at each grade level in Early Literacy, Reading, and Math.

peers.)

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The Principal will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessments results.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal	Teacher Substitutes - 3x/year	Title I	15,398.50
2. The Site TOSA and EL TOSA will support teachers in implementing the adopted curriculum, model lessons and provide in-house professional development opportunities.	ELA Math ELD Student Behavior Support Spanish Lang Arts	2017-2018 School Year	TOSA, EL TOSA	Certificated Salaries: TOSA salary Certificated Salaries: EL TOSA salary	Centralized Services District Funded	124,713.00
3. Teachers will implement rigorous, CCSS based, systematic instruction of Language Arts, Writing, ELD, and Math using district adopted curriculum and materials. This curriculum will be used to guide instruction and assessment.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Teachers	Teacher Substitutes for Professional Development - See Goal #1, Action #1 for Teacher Substitute allocation Travel and Conference for Professional Development	Discretionary Title I Title III LCFF - Targeted LCFF - Intervention	400.00 7546.00 375.00 617.00 15,000.00
4. Grade 6-8 RSP teachers and paraprofessionals will support general education classroom teacher as push-in, Co-Teaching model and provide support to	ELA Math	2017-2018 School Year	6-8 RSP Teacher, 6-8 Teachers, Paraprofessionals	Certificated Salaries	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Special Education students in Language Arts and Math.						
5. Daily designated ELD instruction includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction aligns to the District's EL Master Plan. Integrated ELD occurs in all content areas throughout the remainder of the day. SIOP strategies are used during this time.	ELD ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	Administration, TOSA, Teachers	District Funded Substitute costs for professional development	District Funded District Funded	
6. Implementation of Dual Language Program for grades K-3 following the Districts' EL Master Plan.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	DLI Teachers, Administration, TOSA, EL TOSA	Substitute costs for professional development - See Goal #1, Action #1 for Teacher Substitute allocation		
7. Monitor and Implement academic progress in ELA, ELD, and Math using formative and summative assessments, including STAR 360 and curricular assessments. Intervention plans will be developed according to the results of the assessments.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Teachers, TOSA, EL TOSA, Administration, CoST Team	Certificated Salaries: Teachers	District Funded	
8. Site Technology Technician will maintain equipment and software to support students learning through technology software (i.e. Accelerated Reader, MyON, Lexia, Brainpop, Starfall, MobyMax, Math Facts in a Flash, Read Naturally) and Internet access.	ELA Math Spanish Lang Arts	2017-2018 School Year	Technology Tech, TOSA, Teachers, Tech TOSA	Site Tech Salary Software Licenses (Lexia, BrainPop, MobyMax, Starfall, ESGI, etc) Computer Equipment	Centralized Services Title I LCFF - Intervention LCFF - Targeted	78,481.00 10,000.00 8,000.00 2,100.00
9. Materials and supplies will be purchased to support the core instructional programs and strand focus.	ELA Math	2017-2018 School Year	Administration, TOSA, Teachers	Materials and Supplies	Discretionary Title I	16,516.00 24,858.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus Spanish Lang Arts				Title III LCFF - Targeted LCFF - Intervention	540.00 24,500.00 3,000.00
10. Academic Incentives will be used to support Accelerated Reader, Honor Roll, and trimester awards for ELA, Math, ELD, and Character Development.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Administration, TOSA, Teachers	Materials and Supplies for academic incentives - See Goal #1, Action #9 for Materials allocation Spelling Bee Registration to challenge students - See Goal #1, Action #9 for Materials allocation		
11. Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials	ELA Math ELD Strand Focus Spanish Lang Arts	2017-2018 School Year	Principal, Teachers	Maintenance Agreements Publication costs Copy Machine Costs Rentals, Leases, Repairs	Discretionary Discretionary LCFF - Targeted Centralized Services Discretionary	2,695.00 310.00 2,364.00 12,701.00 302.00
12. Teachers will collaborate in grade level meetings to evaluate, analyze results and use information to inform instructional decisions.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Principal, Administration, Teachers	Substitute Costs - See Goal #1, Action #1 for Teacher Substitute allocation		
13. Intervention and enrichment materials will be utilized during intervention and tutoring time	ELA Math ELD Strand Focus	2017-2018 School Year	Principal, Administration, TOSA, Teachers	Materials and Supplies for tutoring and clubs - See Goal #1, Action #9 for Materials allocation		
14. Intervention or enrichment will be provided through before or after school homework club, enrichment clubs, or tutoring for academic targeted students	ELA Math	2017-2018 School Year	Principal, Administration, Teachers	Teacher - Extra Help Salaries	LCFF - Intervention	17,768.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
(Foster Youth, Homeless, ELD subgroups) in grades 1-8.	ELD Strand Focus			Materials and Supplies for Intervention or Homework Club - See Goal #1, Action #9 for Materials allocation Software licenses, subscriptions or apps needed for Intervention or Homework Club - See Goal #1, Action #8 for Software allocation		
15. Paraprofessionals will be used to support students in grades K and 1 in the areas of ELA, Math, and ELD.	ELA Math ELD Spanish Lang Arts	2017-2018 School Year	Administration, Teachers, Paraprofessionals	Salaries - Paraprofessionals Sub Salaries - Paraprofessional	Title III LCFF - Intervention Discretionary	45,233.42 4,436.00 377.25
16. All students will participate in field trips or enrichment assemblies as an extension of classroom experiences and activities.	ELA Math ELD Strand Focus Student Behavior Support Safety	2017-2018 School Year	Administration, ORC, Teachers	Field Trips - Transportation Field Trip - Entrance Fees	Title I LCFF - Targeted Title I LCFF - Targeted	7,000.00 3,000.00 5,000.00 2,000
17. Conduct Coordinated Services Team (CoST) meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students.	ELA Spanish Lang Arts Math ELD Student Behavior Support Wrap-Around Services	2017-2018 School Year	All support staff as pertaining to the committee and the grade level of the student. Parent participation for SST, 504, and IEP meetings.	Substitute Costs - See Goal #1, Action #1 for Teacher Substitute allocation		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>18. K-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads and classroom computers, including MyON.</p> <p>Teachers will be trained on the use of common apps or common technology to support student use.</p>	<p>ELA</p> <p>Spanish Lang Arts</p> <p>Math</p> <p>ELD</p> <p>Strand Focus</p>	2017-2018 School Year	Principal, Computer Site Tech, Teachers, TOSA, Technology Mentor, Tech TOSA	<p>Online subscriptions, Licenses, Apps - See Goal #1, Action #8 for Software allocation</p> <p>Travel and Conference for Technology Professional Development - See Goal #1, Action #3 for Travel and Conference allocation</p> <p>Teacher Extra Help Salaries - See Goal #1, Action #14 for Teacher Extra Help allocation</p> <p>Certificated Salaries: District Funded</p> <p>Technology TOSA</p>		
19. Library Technician will provide access and guidance to all students to check out library books based on reading levels.	<p>ELA</p> <p>Spanish Lang Arts</p>	2017-2018 School Year	Library Technician, Teachers	<p>Library Tech - Salary</p> <p>Book purchases for the library</p>	<p>Centralized Services</p> <p>Title I</p>	<p>63,394.00</p> <p>3,000.00</p>
20. Extra Support Teachers (ESTs) will provide support to targeted students to reinforce standard-based instruction in grades 2-5.	<p>ELA</p> <p>ELD</p> <p>Math</p>	2017-2018 School Year	ESTs and grades 2-5 Teachers, Administration	EST Salaries - 2 full time teachers	District Funded	
21. Teachers provide intervention and monitor English Learners through the English Learner Review Team (ELRT) to ensure Long Term English Learners (LTELs) make adequate academic progress.	<p>ELA</p> <p>ELD</p>	2017-2018 School Year	Teachers, ELRT Team, Administration	Substitute Salaries for ELRT meetings - See Goal #1, Action #1 for Teacher Substitute allocation		
22. The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness.	<p>ELA</p> <p>Math</p>	2017-2018 School Year	AVID Teachers, AVID Coordinator, Administration, AVID Tutors	<p>Materials and Supplies - See Goal #1, Action #9 for Materials allocation</p> <p>Field Trips to Colleges - transportation/fees - See Goal #1, Action #16 for Field Trip allocation</p> <p>AVID Tutor salaries</p>	<p>Title I</p>	5,030.50

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Travel and Conference for Professional Development to AVID Conference - See Goal #1, Action #3 for Travel and Conference allocation		
23. Accelerated Reader will be utilized in at least all 2nd-8th grade classrooms. Incentives for reaching goals will be distributed to students.	ELA Spanish Lang Arts	2017-2018 School Year	Teachers, Administration, Site Instructional Leadership Team, TOSA	Materials and Supplies for academic incentives - See Goal #1, Action #9 for Materials allocation		
24. The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Math Strand Focus	2017-2018 School Year	TOSA, ASP Coordinator, Teacher Liaison, ASP Staff, Administration	Professional Development and Training Materials	ASES	
25. A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.	ELA Math Strand Focus	2017-2018 School Year	TOSA, ASP Coordinator, Teacher Liaison	Teacher Liaison - Salary	ASES	
26. Classroom teachers will teach their grade level developed strand focus unit and activities during the course of the year. They will also embed the strand focus of Communication, Arts, and Technology into their classrooms through their lessons and field trips.	ELA Spanish Lang Arts Strand Focus Math	2017-2018 School Year	Teachers, TOSA, Administration	Field Trip Costs - Transportation and Entry Fees - See Goal #1, Action #16 for Field Trip allocation		
27. Materials and Supplies will be purchased to support the core instructional programs and strand focus.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration, TOSA, Teachers	Warehouse charges to support all instructional programs and parent communication	Discretionary LCFF - Targeted	19,389.00 1,615.00

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

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Rate	In the 2016-2017 school year, we had 11 students suspended for a total suspension rate of 1.31%	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2016-2017, Lemonwood had 34 students with chronic attendance problems (10% or more instructional periods/days missed) for a total of 4.04%.	Decrease chronic attendance rates by 1%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. A school wide progressive discipline plan utilizing CHAMPS will be revised for students in grades K-8.	Student Behavior Support	2017-2018 School Year	Principal, PBIS Committee (Counselor, Admin, Teachers)	Substitute Costs - See Goal #1, Action #1 for Substitute allocation		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Materials and Supplies - See Goal #1, Action #9 for Materials allocation		
2. Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support	Student Behavior Support	2017-2018 School Year	All Staff	Professional Development Costs for conferences - See Goal #1, Action #3 for Travel and Conference allocation Extra Hours for Certificated Staff - See Goal #1, Action #14 for Extra Hours allocation Extra Hours for Classified Staff	Discretionary Title III	7,545.06 965.58
3. Staff will fully implement the 3 B's school wide expectations in all grade levels, using all components for Positive Behavior Support	Student Behavior Support	2017-2018 School Year	All Staff	Materials and Supplies - See Goal #1, Action #9 for Materials allocation		
4. Staff will implement and comply with the Comprehensive Safety School Plan (Fire, Lockdown, Earthquake and Evacuation Drills). Drills will be conducted monthly (fire), bimonthly (earthquake), 3x/year (lockdown) and annually (evacuation). Staff will monitor and revise the safety plan annually.	Safety	2017-2018 School Year	Administration, Safety Committee, All Staff	Materials and Supplies needed for drills - See Goal #1, Action #9 for Materials allocation		
5. Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Administration, Teachers, ORC, Counselor	No funding required		
6. The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	Administration, Teachers, ORC, Counselor	No funding required		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes. Support to all students and families will be provided.	Attendance Wrap-Around Services	2017-2018 School Year	Administration, ORC, Counselor, Teachers, Attendance Technician	Materials and Supplies for attendance incentives - See Goal #1, Action #9 for Materials allocation		
8. Campus Assistants will monitor students before and after school, at lunch, recess, nutrition, and passing periods.	Student Behavior Support Safety	2017-2018 School Year	Campus Assistants, Administration	Campus Assistant Salaries	Discretionary	187,425.69
9. Middle school science teachers will receive training and implement the Minnesota Smoking Prevention Program to 6th grade students. Middle school science teachers will receive training and implement Project Alert to 7th and 8th grade students.	Wrap-Around Services	2017-2018 School Year	Middle School science teachers	Materials and Supplies Professional Development for training	TUPE TUPE	
10. Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students and/or small groups in social development, emotional, and psychological concerns. Students also receive Tier I support through classroom lessons given by the school counselor.	Wrap-Around Services	2017-2018 School Year	CoST, Counselor, Teachers, Administration	Counselor Salary Materials and Supplies for additional material needed for Tier I lessons in classrooms - See Goal #1, Action #9 for Materials allocation	Centralized Services	124,480.00
11. Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies (VCBH, New Dawn, OPD, etc)	Wrap-Around Services	2017-2018 School Year	ORC	ORC Salary	Centralized Services	43,503.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
12. Staff supports PBIS "Caught Being Good" tickets and prizes for positive behavior incentives.	Student Behavior Support	2017-2018 School Year	All staff	Materials and Supplies for behavior incentives - See Goal #1, Action #9 for Materials allocation		
13. Student dietary needs are supported through the Fresh Fruit and Vegetables Nutrition Program and through the use of our school salad bar and healthy eating choices.		2017-2018 School Year	CNS Staff, Administration, Teachers	CNS Salary	District Funded	
14. Students will utilize play equipment during organized play at recess.	Student Behavior Support	2017-2018 School Year	Campus Assistants, Administration	Materials and Supplies for recess equipment - See Goal #1, Action #9 for Materials allocation		
15. Students will participate in Red Ribbon (Anti Drug Awareness) Week activities.	Wrap-Around Services	2017-2018 School Year	ORC, Teachers, Administration	Materials and Supplies - See Goal #1, Action #9 for Materials allocation		
16. 6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive training.	Wrap-Around Services	2017-2018 School Year	ORC, Administration	Materials and Supplies for projects	TUPE	
17. Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey for data collection related to social-emotional health.	Wrap-Around Services	2017-2018 School Year	ORC, Teachers, Administration	Materials and Supplies - copies needed	TUPE	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Parent Activity Attendance

Baseline year to establish data

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.	ELA Math ELD	2017-2018 School Year	Principal	Classified Extra Help for translations - See Goal #2, Action #2 for extra help allocation Babysitting - See Goal #2, Action #2 for extra help allocation		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.	ELA Math ELD	2017-2018 School Year	Principal, SSC/ELAC committees	Classified Extra Help for translators - See Goal #2, Action #2 for extra help allocation Babysitting - See Goal #2, Action #2 for extra help allocation		
3. The school will offer parent workshops (Triple P, Parent Project) which will focus on parenting skills and will be conducted by a community agency and supported by the school's ORC.	Student Behavior Support	2017-2018 School Year	ORC, Parents	Classified Salaries - ORC - See Goal #2, Action #11 for ORC allocation Babysitting - See Goal #2, Action #2 for extra help allocation		
4. The school will provide focused family night events to demonstrate the CAT Strand (Communication, Arts, Technology) to support the learning process at home for all subgroups.	ELA Math ELD Strand Focus	2017-2018 School Year	Administration, Teachers	Materials and Supplies for events - See Goal #1, Action #9 for Materials allocation		
5. SST/IEP teams will include parents in order to plan individualized student support for their child.	ELA Math ELD	2017-2018 School Year	SST/IEP Team, including parent	Substitute costs for teachers to attend SST and IEP meetings during the day - See Goal #1, Action #1 for Substitute allocation		
6. The school will communicate CHAMPS goals and objectives at ELAC, SSC, PTA and other special meetings and presentations.	Student Behavior Support	2017-2018 School Year	Administration	Extra Classified Help for translations - See Goal #2, Action #2 for extra help allocation Babysitting - See Goal #2, Action #2 for extra help allocation		
7. The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the	Wrap-Around Services	2017-2018 School Year	ORC, Principal	ORC - Salary - See Goal #2, Action #11 for ORC salary allocation		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
families.						
8. The school will maintain a full time counselor to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.	Wrap-Around Services	2017-2018 School Year	Counselor, Administration	Counselor - Salary - See Goal #2, Action #10 for Counselor salary allocation		
9. The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.	Wrap-Around Services	2017-2018 School Year	Mixteco translator, ORC, Administration, District personnel	Mixteco Translator Salary Materials and Supplies	District Funded District Funded	
10. Reclassification Celebration and trimester Awards Assemblies/Evenings will take place during the school year.	ELD ELA Spanish Lang Arts Math	2017-2018 School Year	Teachers, Administration, EL TOSA, TOSA, Parents	Materials and Supplies for awards - See Goal #1, Action #9 for Materials allocation		
11. Parents will be invited to a parent/teacher conference in the fall. In the spring, parent conferences will be held for some parents where children are struggling.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers, Parents	No funding needed		
12. School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.	Safety Student Behavior Support	2017-2018 School Year	SSC, Teachers, Parents	Materials and Supplies for copies - See Goal #1, Action #9 for Materials allocation		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.	ELA Math Strand Focus	2017-2018 School Year	PTA, Parents	Materials and Supplies needed for events and activities - See Goal #1, Action #9 for Materials allocation	PTA/PTO	
14. The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Math Strand Focus Wrap-Around Services	2017-2018 School Year	ASP Staff, Teacher Liaison, Administration, ASP Program Coordinator, TOSA, Teachers	Extra Hours for Teachers - See Goal #1, Action #14 for Extra Hours allocation Materials and Supplies for parent nights Refreshments for parent nights	District Funded ASES ASES	

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	147	111	108	145	110	108	142	110	108	98.6	99.1	100
Grade 4	127	140	105	126	140	105	92	140	105	99.2	100	100
Grade 5	118	121	104	113	119	104	113	119	104	95.8	97.5	100
Grade 6	95	102	87	95	102	87	90	102	87	100.0	100	100
Grade 7	81	80	88	80	79	88	78	79	88	98.8	98.8	100
Grade 8		75	69		74	69		74	69		98.7	100
All Grades	568	629	561	559	624	561	515	624	561	98.4	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2356.5	2352.9	2356.6	3	3	5.56	9	14	11.11	32	26	28.70	54	57	54.63
Grade 4	2394.9	2415.3	2399.7	6	9	5.71	10	14	19.05	15	28	14.29	42	50	60.95
Grade 5	2460.9	2447.6	2438.6	11	11	0.96	22	17	22.12	27	23	25.96	41	50	50.96
Grade 6	2465.1	2476.7	2456.1	1	4	1.15	16	20	16.09	41	40	31.03	37	36	51.72
Grade 7	2444.3	2469.7	2491.7	0	0	4.55	6	18	20.45	28	33	32.95	64	49	42.05
Grade 8		2460.4	2483.5		0	1.45		9	11.59		28	34.78		62	52.17
All Grades	N/A	N/A	N/A	4	5	3.39	13	15	16.93	28	29	27.27	47	50	52.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	7	6.48	33	32	31.48	62	61	62.04
Grade 4	9	10	7.62	34	46	40.95	58	44	51.43
Grade 5	12	13	3.85	48	34	47.12	41	52	49.04
Grade 6	7	7	2.30	42	46	43.68	51	47	54.02
Grade 7	1	5	13.64	31	42	34.09	68	53	52.27
Grade 8		1	4.35		28	31.88		70	63.77
All Grades	7	8	6.42	38	39	38.50	56	53	55.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	2	1.85	42	45	43.52	56	54	54.63
Grade 4	2	6	0.95	41	51	45.71	57	44	53.33
Grade 5	13	10	7.69	47	39	40.38	40	50	51.92
Grade 6	4	4	3.45	39	51	36.78	57	45	59.77
Grade 7	0	3	4.55	41	47	59.09	59	51	36.36
Grade 8		0	1.45		35	42.03		65	56.52
All Grades	4	4	3.39	42	45	44.56	53	50	52.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	5	3.70	59	52	58.33	35	44	37.96
Grade 4	8	7	6.67	61	61	43.81	32	31	49.52
Grade 5	10	10	2.88	60	56	65.38	30	34	31.73
Grade 6	3	7	5.75	73	69	64.37	23	25	29.89
Grade 7	0	4	4.55	44	58	57.95	56	38	37.50
Grade 8		0	2.90		59	65.22		41	31.88
All Grades	6	6	4.46	60	59	58.65	35	35	36.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	2	2	7.41	48	45	48.15	50	53	44.44
Grade 4	9	5	9.52	45	54	47.62	47	41	42.86
Grade 5	19	18	6.73	54	56	46.15	27	25	47.12
Grade 6	9	10	3.45	64	72	51.72	27	19	44.83
Grade 7	1	3	7.95	46	58	54.55	53	39	37.50
Grade 8		5	2.90		41	53.62		54	43.48
All Grades	8	8	6.60	51	55	49.91	41	38	43.49

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	147	111	108	144	110	108	138	110	108	98.0	99.1	100
Grade 4	127	140	105	126	140	105	121	140	105	99.2	100	100
Grade 5	118	121	104	113	119	104	107	119	104	95.8	97.5	100
Grade 6	95	102	87	95	102	87	91	102	87	100.0	100	100
Grade 7	81	80	88	80	79	88	76	79	88	98.8	98.8	100
Grade 8		75	69		74	69		74	69		98.7	100
All Grades	568	629	561	558	624	561	533	624	561	98.2	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.5	2378.5	2379.3	1	3	1.85	13	23	17.59	31	25	29.63	52	50	50.93
Grade 4	2399.4	2410.8	2415.9	2	0	1.90	7	10	18.10	32	43	30.48	56	47	49.52
Grade 5	2447.6	2419.4	2427.6	4	1	1.92	10	5	6.73	27	24	26.92	54	71	64.42
Grade 6	2441.0	2444.6	2401.5	0	1	0.00	7	9	3.45	31	31	12.64	58	59	83.91
Grade 7	2402.5	2442.6	2462.3	0	0	1.14	3	6	9.09	19	32	35.23	74	62	54.55
Grade 8		2437.3	2459.0		0	2.90		3	7.25		18	17.39		80	72.46
All Grades	N/A	N/A	N/A	1	1	1.60	8	10	10.87	28	30	26.02	57	60	61.50

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	6	8	9.26	35	37	34.26	59	55	56.48	
Grade 4	4	4	10.48	24	25	29.52	72	71	60.00	
Grade 5	7	2	5.77	22	16	22.12	71	82	72.12	
Grade 6	3	5	1.15	26	21	9.20	70	75	89.66	
Grade 7	1	1	2.27	16	30	25.00	83	68	72.73	
Grade 8		0	2.90		22	27.54		78	69.57	
All Grades	5	4	5.70	26	25	24.96	70	71	69.34	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	4	9	5.56	34	41	50.93	62	50	43.52
Grade 4	5	2	2.86	25	46	37.14	70	52	60.00
Grade 5	5	3	0.96	39	22	31.73	56	76	67.31
Grade 6	0	2	0.00	36	29	18.39	64	69	81.61
Grade 7	0	1	2.27	21	35	44.32	79	63	53.41
Grade 8		0	2.90		43	27.54		57	69.57
All Grades	3	3	2.50	32	36	35.83	65	61	61.68

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	5	0.00	57	50	50.00	40	45	50.00
Grade 4	3	3	5.71	38	45	43.81	59	52	50.48
Grade 5	9	2	1.92	48	36	32.69	43	62	65.38
Grade 6	1	5	0.00	43	56	28.74	56	39	71.26
Grade 7	0	0	3.41	67	38	51.14	33	62	45.45
Grade 8		1	1.45		35	40.58		64	57.97
All Grades	4	3	2.14	50	44	41.35	47	53	56.51

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		6		7	11	4	43	39	30	29	33	30	21	11	35
1			1	3	24	8	26	47	36	31	14	30	40	15	25
2	2		4	16	9	18	33	31	49	32	45	23	17	14	7
3	4		2	21	17	21	46	43	49	18	22	18	10	18	10
4	3	6	3	31	31	25	37	42	54	20	10	13	9	10	6
5	12	2	10	47	44	46	27	36	38	8	12	5	7	6	2
6	7	4	6	30	47	31	32	31	40	23	13	17	9	4	6
7	2		26	27	24	47	56	50	15	15	15	9		12	3
8			6		8	50		70	38		16	3		5	3
Total	4	2	5	22	25	26	36	42	42	23	20	17	16	11	10

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	1		2	2		22	14		28	26		48	57	
1	0			3	24		25	47		31	14		42	15	
2	2			15	9		32	31		30	45		21	14	
3	4			21	16		47	43		18	22		10	19	
4	3	6		30	31		37	42		21	10		9	10	
5	12	2		47	44		27	36		8	12		7	6	
6	7	4		31	47		31	31		22	13		9	4	
7	5			26	23		55	51		14	14		0	11	
8					8			70			16			5	
Total	3	2		19	22		34	38		23	21		21	18	

Appendix C - School Site Council Membership (Lemonwood K-8 School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Sally Wennes	Principal
Randi Culver	Classroom/Teacher
Maria Prado	Classroom/Teacher
Michelle Robledo-Canchola	Classroom/Teacher
Lydia Brackrog	Other School Staff
Maria Aspera	Parent or Community Member
Janelle Chairez	Parent or Community Member
Mayra Gutierrez	Parent or Community Member
Angela Ipatzi	Parent or Community Member
Jazmin Rocha	Parent or Community Member
	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 13, 2017.

Attested:

Sally Wennes
Typed Name of School Principal

Signature of School Principal

Date

Maria Prado
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Lemonwood K-8 School Home of the Lions



2200 Carnegie Street, Oxnard, California 93033 • (805)385-1551 • FAX (805) 487-7293
Principal: Ms. Sally Wennes
Assistant Principal: Ms. Allison Cordes
Assistant Principal: Mrs. Bethany Moore

School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning;

- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Lemonwood School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Lemonwood TK-8 School Parent Involvement Form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Lemonwood K-8 School Parent Involvement Form with their students and sign and return an acknowledgment form.
- ✓ Lemonwood K-8 School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Lemonwood K-8 School will make the School Parental Involvement Policy available to the local community.
- ✓ Lemonwood K-8 School Parent Involvement Form will be available on the school website, in the school office, handed out in the fall, and to parents who register after the start of the school year.
- ✓ Lemonwood K-8 School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

- ✓ Lemonwood K-8 School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Lemonwood K-8 School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I school wide program

Additionally, Lemonwood K-8 School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for ELA, Math, and other content areas.
- ✓ The School's Website provides information about the staff, classroom activities and parent resources
- ✓ PTA
- ✓ Student Achievement Assemblies
- ✓ Student Study Team (SST)
- ✓ Parent Workshops

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. Lemonwood K-8 School will communicate with parents via ConnectEd telephone call, marquis, information display case, and flyers.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: SSC, ELAC, Administrator Meetings, PTA, Back to School Night, Conferences and SST Meetings.



Lemonwood K-8 School

Home of the Lions

2200 Carnegie Street, Oxnard, California 93033 • (805)385-1551 • FAX (805) 487-7293

Principal: Ms. Sally Wennes

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Assistant Principal: Mrs. Bethany Moore



La Póliza de Participación Paternal Escolar

NOTE: en Apoyo del rendimiento académico de estudiante fortificante, cada escuela que recibe el Título I y/o, Parte A (Título I) fondos debe desarrollarse conjuntamente con, convenir con, y distribuir a, padres de niños participantes una Póliza de Participación Paternal Escolar que contiene la información requerida por la sección 1118 (b) del Acto de Educación Elemental y Secundario (ESEA). La póliza establece las expectativas de la escuela para la participación paternal y describe como la escuela pondrá en práctica varias actividades de participación paternales específicas. El compacto escolar entre padres y de la escuela es incorporado en la Póliza de Participación Paternal Escolar.

Las escuelas, en la consulta con padres, son animadas a incluir otras relevante y convinieron en actividades y acciones también que apoyarán la participación paternal eficaz y reforzarán el rendimiento académico de estudiante.

* * * * *

DECLARACIÓN DE OBJETIVO:

La participación de padres y miembros de comunidad es un componente esencial de nutrir a estudiantes. Cada esfuerzo para invitar y considerar a padre y entrada de comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrolló la póliza de participación de escuela/padre/comunidad siguiente. La participación paternal significa la participación de padres en la comunicación regular, de doble sentido, y significativa que implica al estudiante aprendizaje académico y otras actividades escolares, incluso asegurando —

- ✓ a que los padres desempeñan un papel integral en la asistencia del aprendizaje de su niño;
- ✓ a que los padres son animados a estar activamente implicados en la educación de su niño en la escuela;

Los padres son invitados a ofrecerse en el salón de su niño.

- ✓ a que los padres son compañeros enteros en la educación de su niño y son incluidos, como apropiados, en tomar decisiones y en comités asesores para asistir en la educación de su niño; Los padres son parte del Consejo de Sitio Escolar y Comité Asesor de Principiante de Inglés. La información sobre pólizas escolares y oportunidades de participación es comunicada por el contacto paternal directo en la manera siguiente:
- ✓ La Póliza de Participación de Padre/Comunidad Escolar y el Compacto de Padre a escuela son distribuidos a padres y estudiantes en la Forma de Participación Paternal Escolar Lemonwood, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Lemonwood y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal Escolar de Lemonwood con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)
- ✓ La Escuela Lemonwood notifica los padres sobre la Póliza de Participación Paternal Escolar de una forma comprensible y uniforme y, al grado practicable, distribuyen esta póliza a padres en una lengua que los padres pueden entender.
- ✓ La Escuela Lemonwood hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Lemonwood estará disponible

en el sitio Web escolar, en la oficina escolar, y a padres que se registran después del principio del año escolar.

- ✓ La Escuela de Lemonwood de vez en cuando actualiza la Póliza de Participación Paternal Escolar para encontrar las necesidades que traen los cambios de padres y la escuela.
- ✓ La Escuela Lemonwood ha adoptado el compacto de padre y de la escuela como un componente de su Póliza de Participación Paternal Escolar.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN, Y REUNIONES

La Escuela Lemonwood convoca una reunión anual y regular para informar a padres del siguiente (transporte, cuidado de niños, los tiempos de reunión flexibles serán dirigidos):

- ✓ La participación de la escuela de su niño/a en Título I
- ✓ Sobre los requisitos de Título I,
- ✓ De sus derechos para estar implicados, (una copia del distrito de la póliza del distrito amplia de participación paternal)
- ✓ Sobre la participación en un programa de Título I que abarca toda la escuela

Además, la Escuela Lemonwood conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Informacion de Voluntarios
- Información de Evaluación
- Descripciones de Plan de estudios para Lengua en ingles, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternales – está en el progreso.PTA
- ✓ Día de Campo
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

La Escuela/Padre/Estudiante Compacto es una parte de la Póliza de Participación Paternal Escolar. El compacto fue desarrollado por maestros, padres y administradores. Esto describe las responsabilidades de la escuela y padres para mejorar la interpretación de estudiante y los medios para lograrlo.

El edificio de la capacidad para la participación de padre/comunidad es puesto en una lista de Póliza de Participación de padres del Distrito. Las actividades específicas incluyen: SSC, ELAC, puntas con los administradoras, PTA, SST y la Noche de Regresar a Clases.

LEMONWOOD SCHOOL
2200 Carnegie Street
Oxnard, CA 93033
805-385-1551

SCHOOL COMPACT

Parent (Guardian) Section

I understand the importance of my child's education. Therefore, I agree to carry out the following responsibilities:

- Communicate with my child and his/her teachers regarding my child's education.
- Monitor my child's homework.
- Provide necessary materials and a quiet place for my child to do his/her homework.
- Send my child to school on-time and ready to learn.
- Volunteer my time to attend or participate in school programs.
- Assure that my child adheres to the school dress code policy.

Parent Signature _____ Date _____

Student Section

I understand the importance of school and learning. Therefore, I agree to carry out the following responsibilities:

- Communicate with my teachers and parents regarding my education.
- Complete and return all my homework and class assignments on time.
- Be responsible for my actions.
- Arrive at school on time, ready and prepared to learn.
- Read at least 20 minutes each day.
- Be responsible for dressing according to the school dress code policy.

Student Signature _____ Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as educator and parent liaison. Therefore, I agree to carry out the following responsibilities:

- Communicate with students and parents (guardians) regarding school expectations, program information and each student's progress.
- Teach to the needs of each individual student encouraging academic and social growth.
- Provide a safe, positive and healthy learning environment.
- Assign regular homework only after the necessary concepts have been taught.
- Promote and attend school programs and functions.
- Communicate to students, parents, and administration when the dress code policy is not being followed.

Teacher Signature _____ Date _____

LEMONWOOD SCHOOL
2200 Carnegie Street
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CONVENIO ESCOLAR

Sección de los Padres (o Guardianes)

Yo comprendo la importancia de la educación de mi niño(a). Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicaré con mi niño(a) y con sus maestros acerca de la educación de mi niño(a).
- Estaré al tanto de las tareas de mi niño(a).
- Proveeré los materiales necesarios y un lugar callado para que mi niño(a) haga su tarea.
- Enviare a mi niño(a) a la escuela a tiempo y preparado(a) para aprender.
- Prestare mis servicios voluntarios para asistir o participar en los programas de la escuela.
- Asegurar que mi niño(a) obedece la póliza del código de vestir escolar.

Firma de los Padres (Guardianes) _____ Fecha _____

Sección de el/la Estudiante

Yo comprendo la importancia de la escuela y el aprendizaje. Por lo tanto, estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con mis maestros y con mis padres acerca de mi educación.
- Completare y devolveré a tiempo todas mis tareas del hogar y mis trabajos en la clase.
- Seré responsable por mis propios actos.
- Llegare a la escuela a tiempo listo(a) y preparado(a) para aprender.
- Leeré por lo menos 20 minutos todos los días.
- Seré responsable por vestir de acuerdo con la póliza del código de vestir escolar.

Firma de el/la Estudiante _____ Fecha _____

Sección de el/la Maestro(a)

Yo comprendo la importancia de la experiencia escolar para todos los estudiantes y mi papel como maestro(a), modelo y enlace con los padres. Por lo tanto, yo estoy de acuerdo en realizar las responsabilidades siguientes:

- Me comunicare con los estudiantes y los padres (y guardianes) acerca de las expectativas de la escuela, acerca del programa y acerca de los adelantos de cada estudiante.
- Proveeré instrucción para satisfacer las necesidades individuales de cada estudiante y para promover su desarrollo académico y social.
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable.
- Asignare las tareas regulares solamente después que se hayas enseñado los conceptos necesarios.
- Promoveré y asistiré a los programas y las funciones escolares.
- Comunicarle a los estudiantes, a los padres, y a la administración cuando la póliza del código de vestir no se esta obedeciendo.

Firma de el/la Maestro(a) _____ Fecha _____

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Rosa Maria Torres de Ruiz
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 13, 2017.

Attested:

Sally Wennes

Typed Name of School Principal

Sally Wennes
Signature of School Principal

10/13/17

Date

Maria Prado

Typed Name of SSC Chairperson

Maria Prado
Signature of SSC Chairperson

10/13/17

Date



Single Plan for Student Achievement (SPSA) Template

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

School Name	Juan Lagunas Soria Elementary School		
CDS Code	56725380119412		
Revision Date	October 4, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Aracely Fox Principal	Email and Phone	a2fox@oxnardsd.org 805-385-1584
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

School Vision: Providing a happy, caring, stimulating environment through academics and the integration of Technology, Arts, and Language (Te.A.L) where children will believe in exceeding their potential.

School Mission: Educate and prepare confident students to become college and career ready in an ever changing global society.

SCHOOL PROFILE

Juan Lagunas Soria Elementary is a kindergarten through eighth grade school serving over one thousand students and their families of diverse socioeconomic and linguistic backgrounds. Soria's student population in the 2016-2017 school year included 32% English Language Learners (EL), 60% Reclassified Fluent English Proficient (RFEP), 60% Socioeconomically Disadvantaged (SED) students and approximately 7% Special Education Students (SPED); the unduplicated counts for EL, SED and foster youth included 692 students, 67% of the entire student population.

Since its inception in 2009, Soria School has been known for its innovations and high-quality educational opportunities. The California Department of Education recognized Soria as a 2016 Gold Ribbon School as well as a Title I Academic Achievement School. The school has an overall focus of Technology, the Arts, and Language through its Te.A.L Academy. In addition, Soria has developed a Spanish Dual Language Immersion (DLI) Instruction Program Strand, the school's DLI program follows an 80/20 model and spans from kindergarten through eighth grade.

Soria's staff and faculty strive to ensure a clean, safe and positive environment while fostering the ability for every child to grow personally, socially, and academically. Through high academic standards, enrichment activities, individualized instruction, and technology enhancements Soria provides a unique opportunity for every student to persevere and become academically successful. Students participate in student-centered lessons with a focus on real-life problem-solving skills, fulfilling the expectations outlined in the California State Common Core Standards. Soria follows a Multi-Tier System of Support, which allows all students to receive what they need when they need it. Students receive focused academic interventions and enrichment opportunities through Universal Access, Small Group, and Individual Instruction as well as before and after school activities and interventions. Aside from providing academic support and enrichment, Soria places special attention to students' social-emotional needs and promoting positive student behaviors through a Positive Behavior Intervention (PBIS) focus. A full-time Counselor and an Outreach Specialist support the students and families at Soria. The site has a school-wide CHAMPS approach to support positive behavior in and out of the classroom setting. Soria's staff and faculty are committed to promoting academic excellence as well as the respect and understanding for the diversity of others.

Aside from classroom instruction and projects based on Te.A.L, the school offers a variety of elective classes for seventh and eighth grade students such as AVID, STEM, Robotics, Multi-Media Applications, Spanish and Art Appreciation. The courses are designed to promote academic enrichment while fostering students' individual skills and interests. In addition, students from various grade levels have an opportunity to participate in after-school clubs such as Art, ASB, Music, Coding, Yearbook, Spanish and the Multicultural Club.

Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Learner Advisory Committee (ELAC). In 2016, the Ventura County Office of Education recognized the school's efforts in providing a welcoming environment for parents and the community by awarding Soria the recognition of a "Family Friendly School". All parent groups play an active role in developing and monitoring school goals. Thanks to the partnership with parents and community, Juan Soria School has been able to provide extracurricular and enrichment activities for students in the area of sports, technology, science, art, and music. Juan Soria staff and faculty pride themselves on offering a high-quality education for students while still creating a family environment of respect and understanding where all students and families feel welcome and respected.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

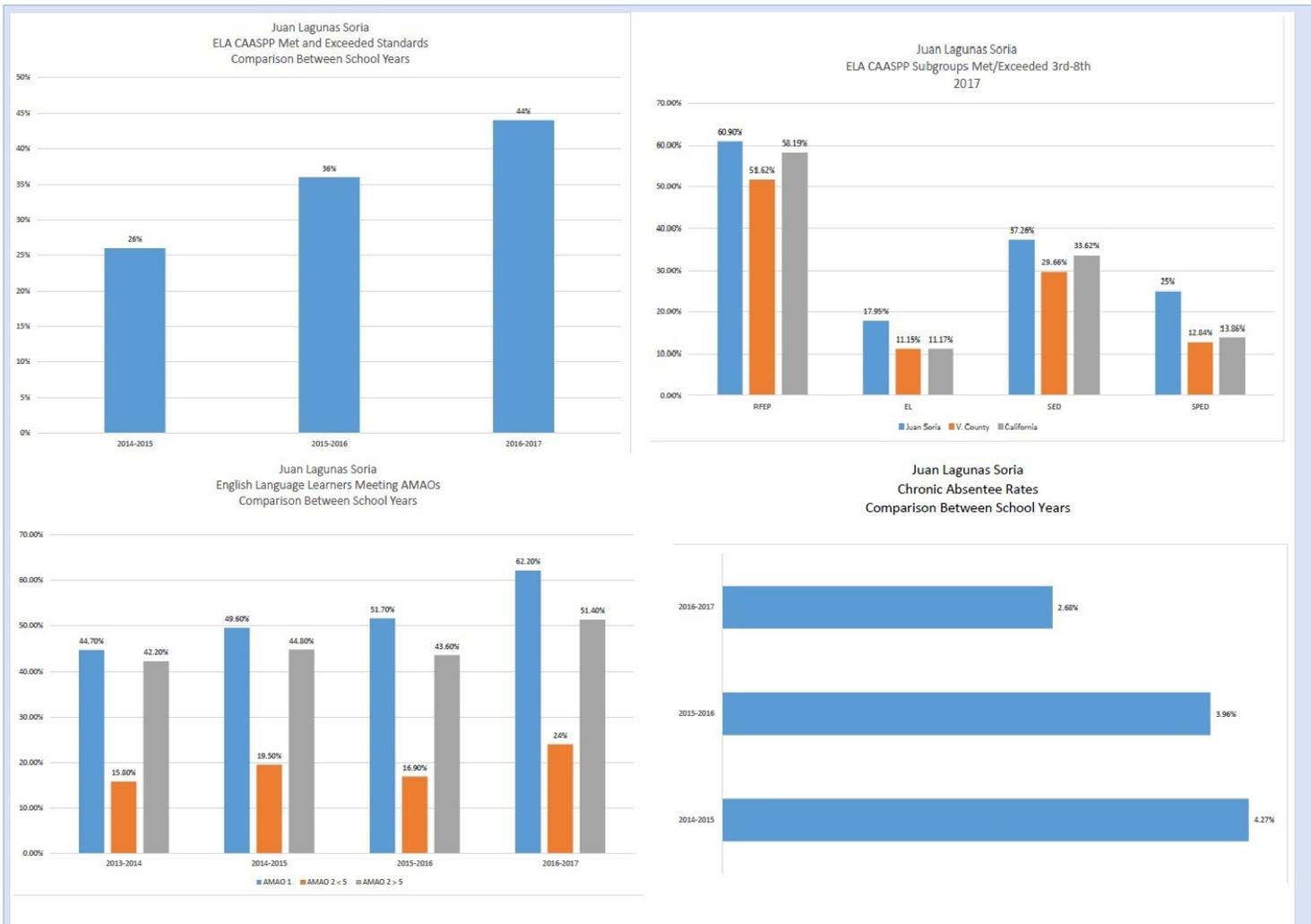
1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Juan Lagunas Soria has made great gains in the area of English language arts as measured by the Smarter Balanced Assessments. The percent of students who met or exceeded standards increased eighteen percentage points in a two-year span. In addition, four of Soria's major student subgroups had a greater percentage of students who met or exceeded standards when compared with the County of Ventura and the State of California. English language learners (EL) had an average of eight percentage points higher than the county and the state. Reclassified English proficient students (RFEP) had an average of five and a half percentage points higher than the county and the state. Socioeconomically disadvantaged (SED) students had an average of five percentage points higher than the county and the state. Students identified with a disability had an average of twelve percentage points higher than the county and the state. The four subgroups increased an average of seven percentage points from the 2015-2016 school year to the 2016-2017 school year.

English language learners made growth in meeting the state's Annual Measurement Achievement Objectives (AMAOs). In 2016-2017, 62.2% of the EL population met AMAO 1, an increase of ten and a half points when compared to the 2015-2016 school year and an increase of seventeen and a half points when compared to the 2014-2015 school year. In 2016-2017, 24% of ELs with five or less years enrolled in a school in the United States met AMAO 2, an increase of seven points when compared to the 2015-2016 school year and an increase of eight points when compared to the 2013-2014 school year. In 2016-2017, 51.4% of EL students with five or more years in a school in the United States met AMAO 2, an increase of eight points when compared to the 2015-2016 school year and an increase of nine points when compared to the 2013-2014 school year.

In order to continue to build upon the success in the area of English language arts (ELA) and English language development (ELD), the school will maintain focus in developing and improving the professional learning community structure. Teachers will continue to participate throughout the year in prescheduled collaboration opportunities in which data analysis will be at the forefront of all conversations and decision-making. Furthermore, teachers and administrators will have the opportunity to attend professional development activities in an effort to gain knowledge and implement best instructional practices.

Another area of progress has been the school's climate and the overall safety of the campus. Soria introduced the PBIS/CHAMPS approach in the 2014-2015 school year. Since then, there has been a substantial decrease of office referrals as well as the total amount of suspension days given to students. During the 2016-2017 school year Juan Soria School had 380 office referrals, a 25% decrease from the 2015-2016 school year and 70% decrease when compared to the 2013-2014 school year. Similarly, the total student suspensions days decreased during the 2016-2017 school year, Soria School had seven student suspension days, a 30% decrease when compared to the 2015-2016 school year and a 99% decrease when compared to the 2013-2014 school year. In addition, chronic absenteeism has continued to decrease, during the 2016-2017 school year 2.68% of students missed ten percent or more of the total number of school days. That is 1.28 points lower when compared to the 2015-2016 school year and 1.6 points lower when compared to the 2014-2015 school year.



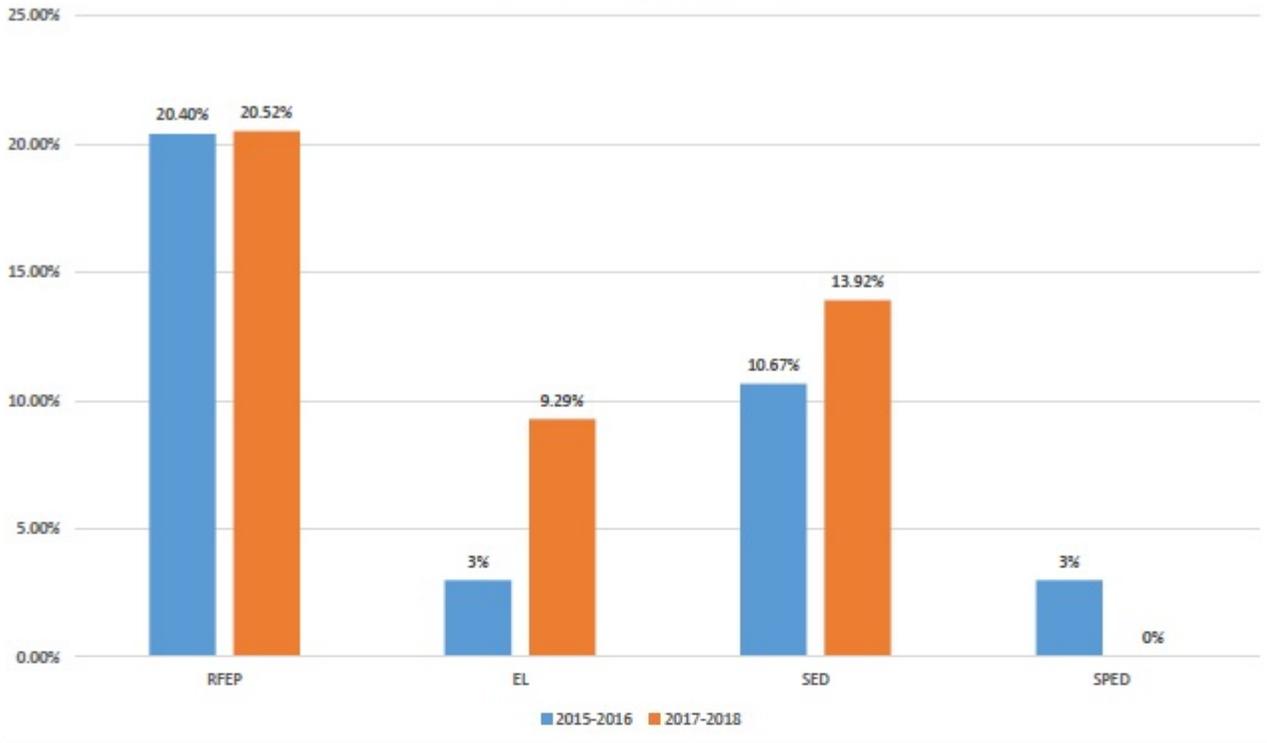
GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

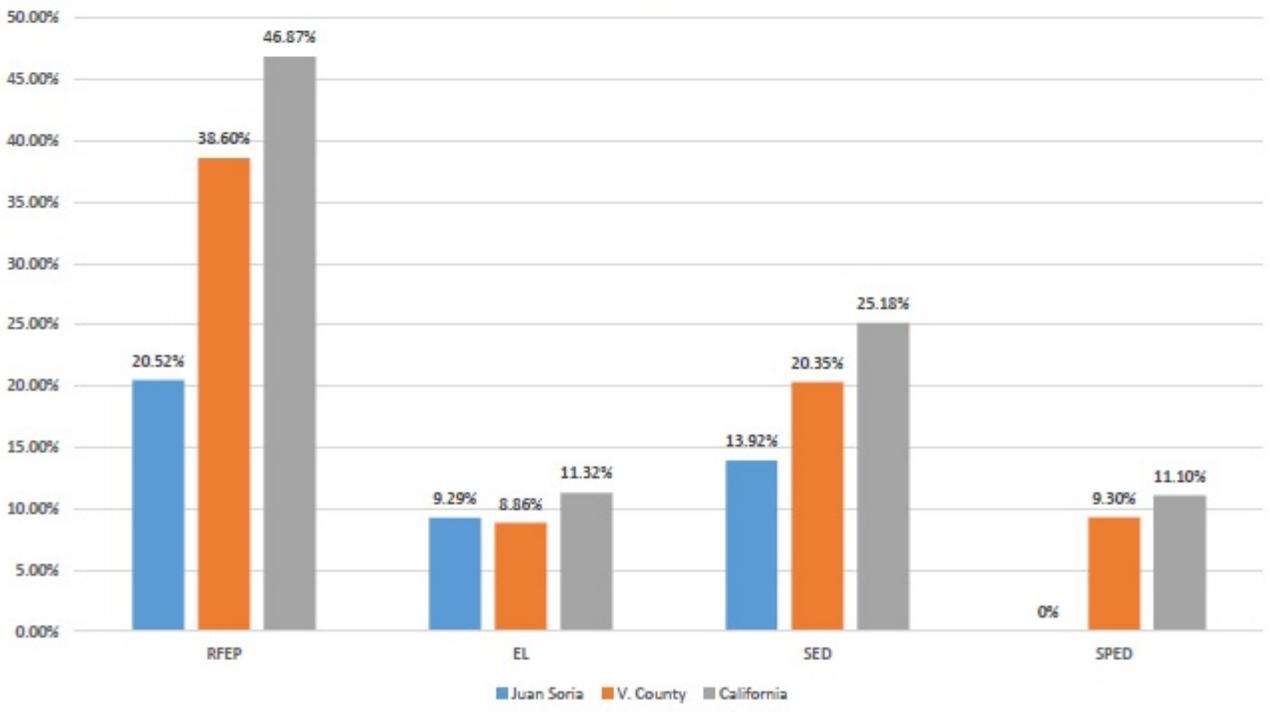
1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

The greatest area of need as demonstrated by the 2016-2017 School Year Smarter Balanced Data is in mathematics for all grade levels and subgroups. Although there was an overall improvement of two percentage points of students who met and exceeded the math standards as well as improvements by English language learners and socioeconomically disadvantaged students as measured by the CAASPP assessment between the 2015-2016 school year and the 2016-2017 school year there continues to be a gap between the percentage of Soria students who met or exceeded standards with the overall percentage of students who met or exceeded standards in Ventura County and in California.

Juan Lagunas Soria
 Math CAASPP Subgroup Comparison
 2015-2016 and 2016-2017

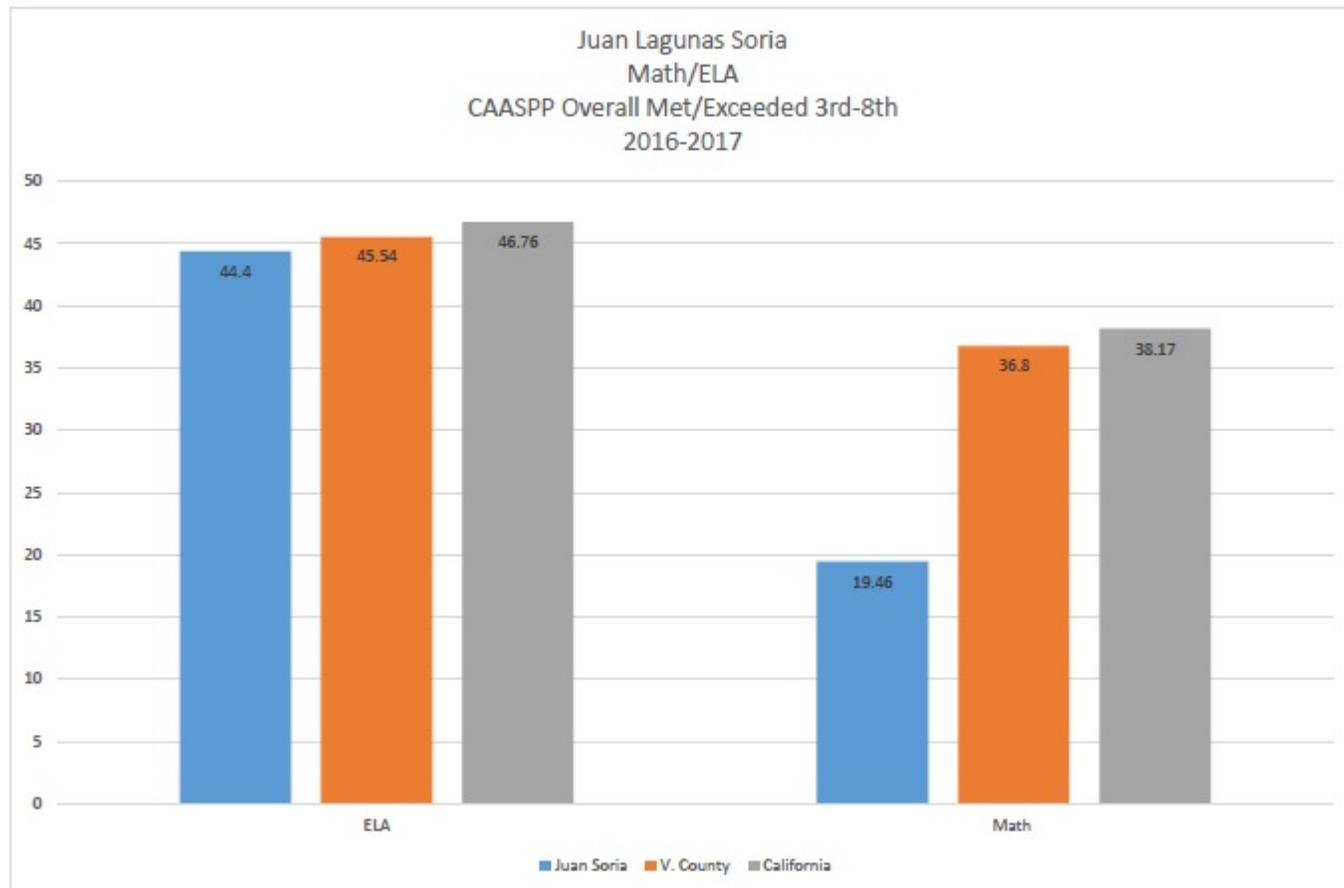


Juan Lagunas Soria
 Math CAASPP Subgroups Met/Exceeded 3rd-8th
 2017



2. What steps is the school planning to take to address these areas of greatest need for improvement?

In order to improve students' academic performance in mathematics, there will be a greater focus on best practices and professional development in this area. In addition, the site's mathematics teacher mentor will be assisting teachers in developing effective math lessons and providing necessary support in preparing and delivering high rigor instruction in this subject. The site's math mentor will have an opportunity to provide professional development at least three times a year during staff meetings. Furthermore, the topic of math instruction will be incorporated into all the professional learning community agendas, while developing a greater focus for math during data meetings including, grade level collaborations and student monitoring meetings.

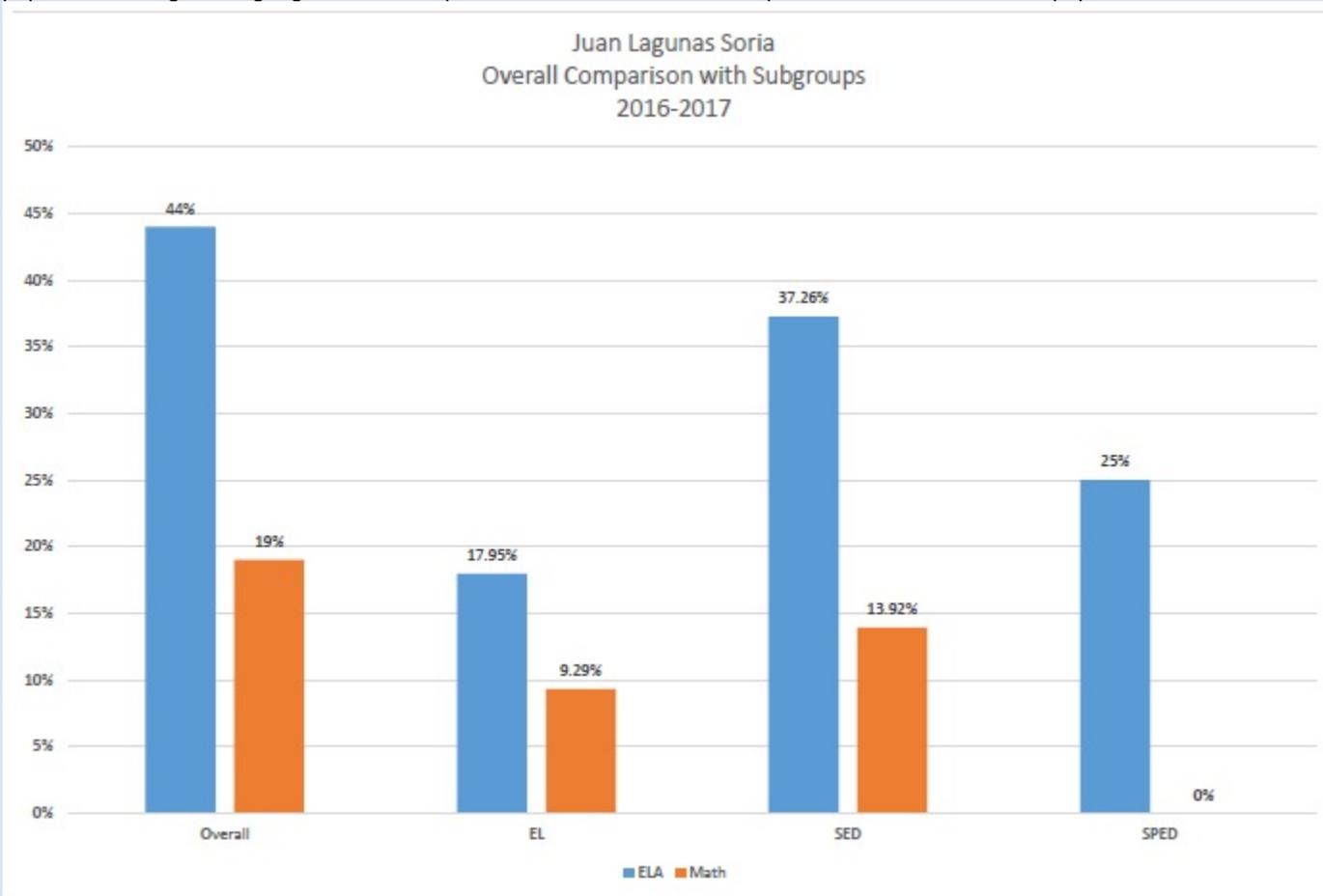


PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

English language learners (EL), students in special education (SPED) and socioeconomically disadvantaged (SED) students continue to perform below the overall student performance levels in both English language arts and math as measured by the Smarter Balanced Assessments. There was a 26.45-point difference in students who met and exceeded standards and between the performances of English language learners and a 10.17-point difference in math. Similarly, socioeconomically disadvantaged students scored below the percentage rate of the overall student population, in English language arts, they scored 7.14 points below the overall student population and a 5.54-point below the overall population in math. Students with special education needs scored 19 points below the overall student population in English language arts and 19 points below in math when compared to the overall student population.

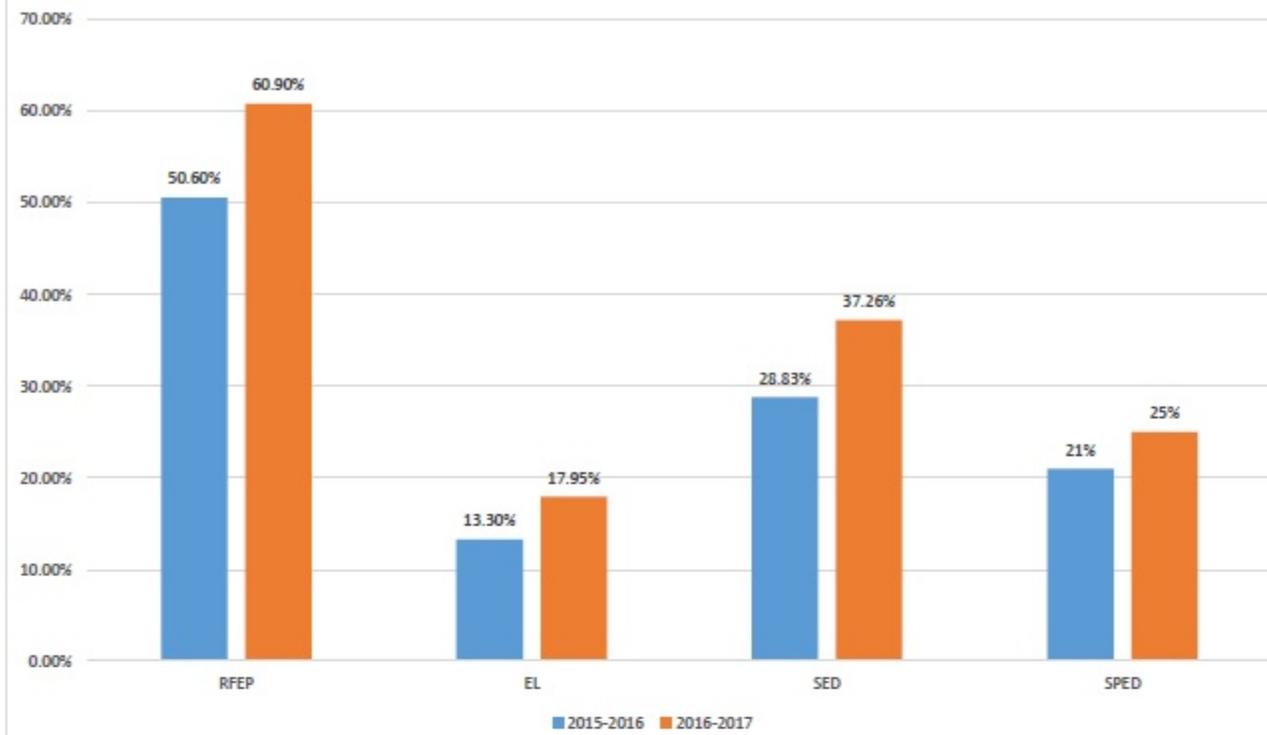


2. What steps is the school planning to take to address these areas with the greatest need for improvement?

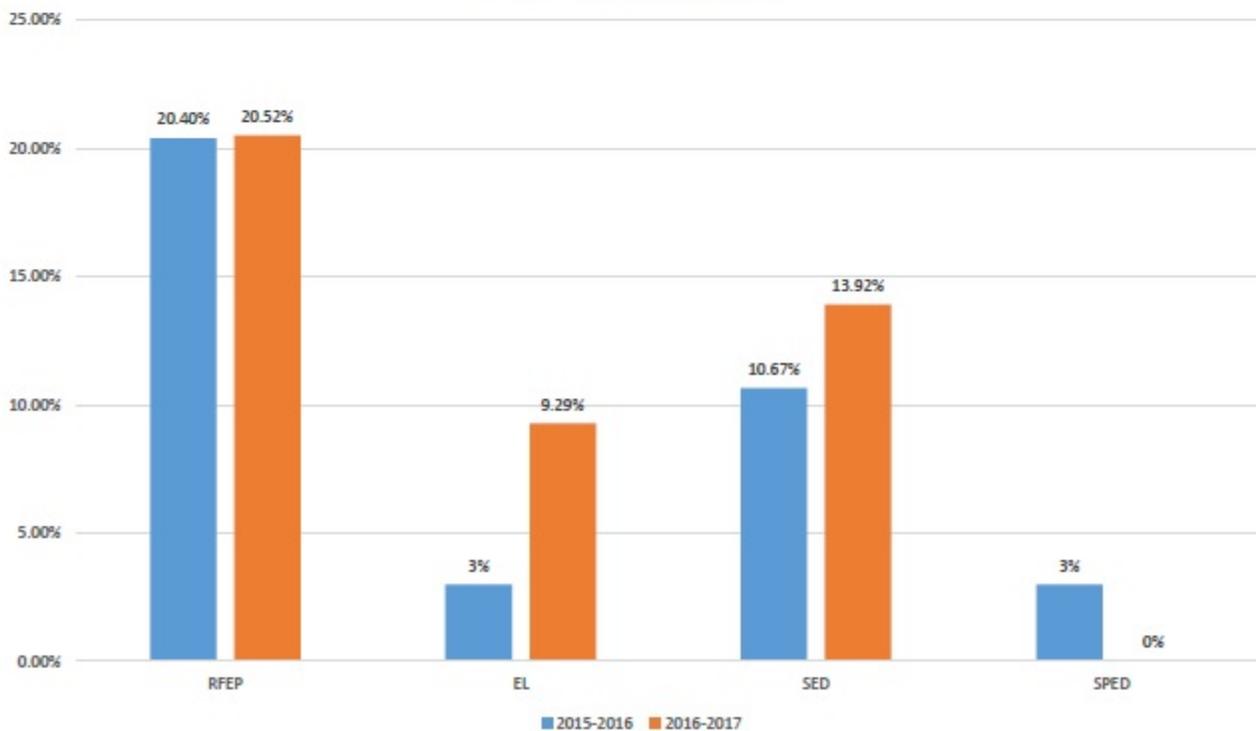
Although the EL and SED groups performed below the overall student performance levels, there was an improvement between the scores of these groups when compared to past years in both English language arts and math. EL students improved 4.7 points between the 2015-2016 school year and the 2016-2017 school year in English language arts and 6.29% in math. Students identified as socioeconomically disadvantaged improved 8.43 points in English language arts and 3.25 points in math when comparing the 2015-2016 school year and the 2016-2017 school year. Students in special education improved four points in English language arts in the 2016-2017 school year when compared to the 2015-2016 school year, but decreased 3 points in math.

The site will continue to provide the similar services and actions as the previous year with a specific focus on English language learners, students in special education and economically disadvantaged students. The services and actions the school will continue to implement include: classroom support through a paraeducator and an ISP, tutoring before and after school, clubs with a focus on technology, arts and language, before school and after school, accessibility to sports, the development and integration of technology, arts, and language activities, and the opportunity for teachers to participate in professional development as well as in professional learning communities in which the focus will be data analysis and the incorporation of research-based best instructional practices.

Juan Lagunas Soria
 ELA CAASPP Subgroup Comparison
 2015-2016 and 2016-2017



Juan Lagunas Soria
 Math CAASPP Subgroup Comparison
 2015-2016 and 2016-2017



INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Title I funding was utilized for the following actions: Parent Engagement through Family Nights, supporting Tier II interventions through the services of Para Educators, and providing all students additional access to technology arts, and language skills through the use of specific student materials.



OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

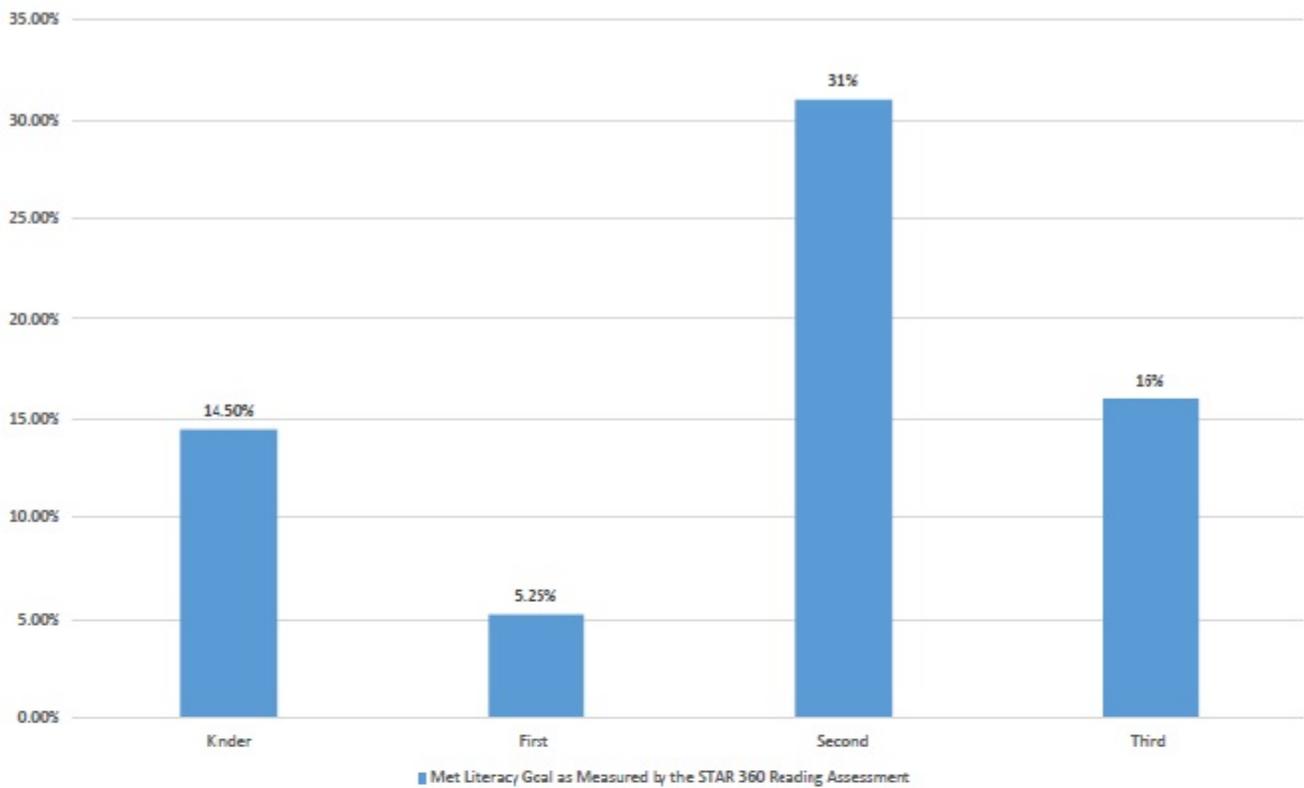
The ELA and math goals for the 2015-2016 school year were not met. Although there were gains in ELA and math as measured by the CAASPP assessment, there was not sufficient growth in reading and math to have all Soria students improve at least 1.5 years growth as measured by the STAR assessment.

The greatest barriers and challenges, which have minimized the effectiveness of actions and services, has been the restrictions and conflicts that arise when scheduling classroom support for students. In addition, there have been challenges in assuring all students with academic needs receive the additional support in the most effective and targeted manner. The data for the 2016-2017 school year demonstrated less than an average of 16.69 percent of students who were given additional classroom support by a para-educator met their literacy goal as measured by the STAR 360 Reading Assessment. Similarly, less than 1 percent of students in third grade, 66% of fourth graders and 45% of students in fifth grade who received additional support by an ISP met their literacy goal as measured by the STAR 360 Reading Assessment.

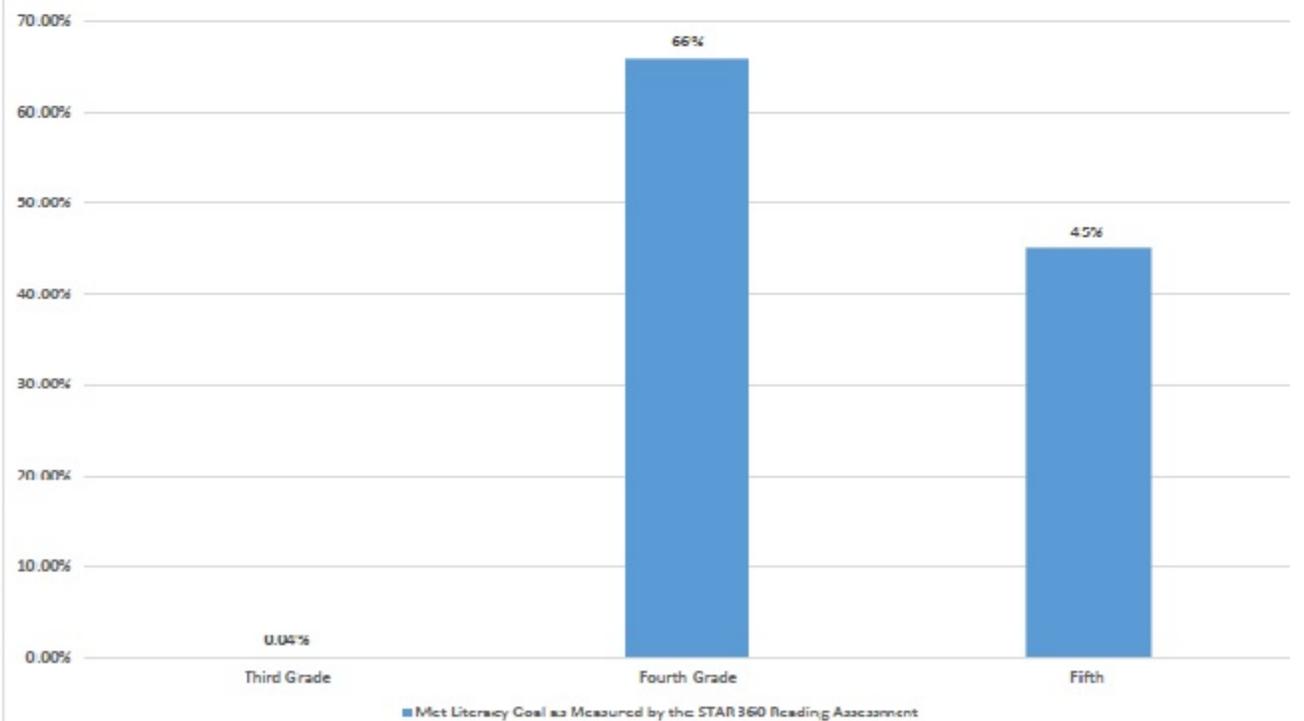
In order to improve the effectiveness of additional classroom support, there will be an awareness and focus of appropriate and effective research-based practices. Modifications will be made to assure that the design of the interventions is done as a push in model rather than a push out model.

Title I funds supported the implementation of a series of Family Nights. The series of workshops are designed to inform parents and guardians on how to support students at home. Topics that were covered included literacy, math, and technology. Although parents in attendance were able to receive information and resources to assist their students, there was limited attendance. In order to improve parent/guardian attendance, the site will provide incentives to parents and students who attend. In addition, a survey will be sent home to inquire which topics parents/guardians find most relevant to their current needs as well as times and days in which they are available to attend.

Juan Lagunas Soria
 Para Educator Support
 Met Literacy Goal as Measured by the STAR 360 Reading Assessment
 2016-2017



Juan Lagunas Soria
 ISP Support
 Met Literacy Goal as Measured by the STAR 360 Reading Assessment
 2016-2017



I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

All stakeholder groups were involved in providing recommendation and feedback in the development of the overall plan, goals, and objectives. In addition, all groups were given the opportunity to provide recommendations and feedback in regards to parent engagement. During an English Learner Advisory Committee (ELAC) meeting, the school principal provided the members specific actions and services that were funded through Title I, LCFF funds, and Title III funds in the 2016-2017 school year. The ELAC committee reviewed the actions and services and prioritized the actions and services they would like to see reinstated. In addition, ELAC members were given the opportunity to recommend additional actions and services not included in the previous year. The surveys were collected and analyzed by the school principal and the ELAC board. A priority list of services and actions was compiled to share with the School Site Council (SSC). The principal met with the SSC to review the proposed funding of services and actions for the 2017-2018 school year. During the meeting, 2016-2017 school data was reviewed with the council and the budget was explained. There was additional time for questions, comments, and additional recommendations. The recommendations from ELAC were also shared by the principal and by the ELAC president. The SSC approved the budget through a voting process. During a second SSC meeting, the Single Plan for Student Achievement (SPSA) was presented with the specific actions and services previously approved. The council reviewed the completed SPSA and approved the plan through a voting process.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

The site will incorporate standing items in all the agendas for School Site Council and the English Learner Advisory Committee, which will focus on the monitoring of actions and services outlined in the Single Plan for Student Achievement (SPSA). In addition, there will be an opportunity for ELAC to provide recommendations to SSC during every ELAC meeting and for the SSC to respond to ELAC during their scheduled meetings.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Thanks to the partnership with parents and community, Juan Soria School has been able to provide extracurricular and enrichment activities for students in the area of sports, technology, science, art, and music. In addition, parents and community members are able to participate in a variety of meetings, workshops, and family nights geared to inform and empower parents and guardians as they provide support to their students and as they become their greatest advocates. Topics for parent trainings include parenting classes, parent engagement, and advocacy, nutrition classes, A through G requirements and informational meetings on how to support students academically.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

- The school will hold Parent Night Meetings for families of entering kindergarten students for the DLI and SEI programs.
- The school will offer transition meetings to allow collaboration time between Elementary and Middle School Teachers to discuss students' overall academic needs including EL, SPED and Foster Youth students.
- Administration will hold parent and student meetings to address the upcoming transition from Elementary to Middle School/Middle School to High School.
- The site will offer a transition meeting for collaboration time between High School Counselors/Teachers and Middle School Teachers to discuss students' academic needs including EL, SPED and Foster Youth.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	64931	0.00
LCFF - Targeted	64700	0.00
LCFF - Intervention	36500	0.00
Title III	25392	0.00
Discretionary	278490	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$754,285.00

Goal 2 \$172,730.00

Goal 3 \$10,650.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To increase the capacity of teachers to deliver effective data-driven instruction
- To provide equipment, materials and technology resources that support high quality instruction
- To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
<ul style="list-style-type: none"> • STAR 360 Early Literacy (K-1st) 	<p>Percentage of students at or above benchmark as measured by the STAR 360 Early Literacy Assessment:</p> <ul style="list-style-type: none"> • Kinder - 44% <p>Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment:</p> <ul style="list-style-type: none"> • First Grade- 43% • Second Grade- 43% <p>Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment:</p> <ul style="list-style-type: none"> • First Grade- 82% • Second Grade- 38% 	<p>A. All kindergarten students will exit kindergarten at grade level or higher as measured by the STAR 360 Reading and Math Assessment.</p> <p>B. First and second-grade students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Reading and Math Assessment.</p> <p>C. First and second-grade students below grade level will attain at a minimum one and a half year's growth as measured by the STAR 360 Reading and Math Assessment.</p>
<ul style="list-style-type: none"> • ELA/Math CAASPP 	<p>Percent of students at or above benchmark as measured</p>	<p>The overall percentage of third through eighth-grade</p>

- by the ELA CAASPP:
- 3rd grade through 8th grade- 44%
- Percent of students at or above benchmark as measured by the Math CAASPP:
- 3rd grade through 8th grade- 19%

students meeting or exceeding standards as measured by the CAASPP assessment will increase six percent in ELA and ten percent in math.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Grade Level Collaboration Meetings: Grade levels will collaborate to analyze data and plan instruction with the focus of incorporating effective practices.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Teachers	Substitutes	Discretionary	19000
			Site Academic Coach Site Administration	Site Academic Coach Site Academic Coach	Centralized Services	121886
2. The site will provide coaching support for teachers in the implementation of best instructional practices.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Site Academic Coach Teachers Site Administration District EL TOSA	Site Academic Coach/ Previously Allocated District EL TOSA	District Funded	
3. The site will provide professional development for teachers in target content areas.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Site Administration Site Academic Coach District EL TOSA	Site Academic Coach/ Previously Allocated District EL TOSA		
4. The site and district will provide support to teachers in the implementation of the new Language Arts adopted materials	ELA Spanish Lang Arts	2017-2018 School Year	District Administration	Substitutes for Teachers Extra Teacher Pay	District Funded District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
(McGraw-Hill Wonders/Maravillas).						
5. School Leadership Meetings: The site's Leadership Team will meet regularly to discuss and collaboratively develop a school plan in order to improve students academic progress.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Leadership Team	Substitutes for Teachers	Discretionary	3000
6. Technology will be integrated consistently with the Common Core Standards: Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer-based programs Accelerated Reader, MyOn and CORE 5.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Site Administration Teachers	Yearly subscription to Accelerated Reader 360 Yearly Subscription to CORE 5 MyOn Axis 360-Ebooks/ No Additional Expenditure	District Funded Title I District Funded	8500
7. Technology will be integrated consistently with the Common Core Standards: Teachers will integrate iPad applications and e-books in their lessons in order to reinforce and enrich academic concepts.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Technology Mentor Teachers	Purchase academic applications and subscriptions for devices.	LCFF - Targeted	1000
8. Technology will be integrated consistently with the Common Core Standards: The site will provide and replenish technology equipment in order to enhance current technology for students (Student Headphones, Smart Board Adapters, etc.).	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Site Administration Teachers	Ink for student printers Student Headphones Replace technology equipment as needed (laptops, clickers, printers, etc.) Replace technology equipment as needed (projectors, smart board, etc.)	LCFF - Targeted LCFF - Targeted Discretionary Discretionary	1500 1500 2000 1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Funding Source	Amount	
				Student Laptops for MS Enrichment	LCFF - Targeted	2850	
9. The site will purchase materials and supplies to supplement the core instructional program.	ELA	2017-2018 School Year	Teachers	Materials and supplies for students-Office Depot	LCFF - Targeted	3000	
	Spanish Lang Arts		Site Administration	Classroom set of novels	Title I	13000	
	Math			Books other than textbooks	Title I	5000	
	ELD			Butcher Paper	Discretionary	650	
	Strand Focus						
10. Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce academic lessons.	ELA	2017-2018 School Year	Site Academic Coach	Maintenance Agreements/ Printech, Duplo Ink, Masters-Materials	Discretionary	2500	
	ELA		Teachers	Maintenance Agreements/ Printech, Duplo Ink, Masters-Service	Discretionary	2500	
	Math			Warehouse Charges	Discretionary	18960	
	ELD			Publications	Discretionary	1000	
	Strand Focus			Shred It Services	Discretionary	700	
					Copy Machines	Centralized Services	10433
11. Teachers and administration will attend academic conferences in order to enhance their current practice in the area of Language Arts (CAG, AVID, CABE).	ELA	2017-2018 School Year	Teachers	Conference Registration	Discretionary	4400	
	Spanish Lang Arts		District Office	Teacher Extra Pay	Discretionary	3500	
	Math		Site Administration	Hotel Accomodation	Discretionary	4600	
	ELD			Substitutes	Discretionary	2350	
	Strand Focus			Reinbursements	Discretionary	1800	
					Professional Memberships	Discretionary	500
12. The site will continue the implementation of a systematic writing process (K-5) based on the California Common Core Writing Standards.	ELA	2017-2018 School Year	Teachers	EST (2-5)	District Funded		
	Spanish Lang Arts		EST (2-5)				
	ELD						

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. The site will continue the implementation of systematic instruction of all subject areas using the district adopted curriculum materials.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers	Materials Professional Development	District Funded District Funded	
14. Technology will be integrated consistently with the Common Core Standards: The site will provide support to teachers in the area of educational applications in order to directly support students access to the required technology. The site's Technology Technician will maintain equipment and software to support student learning through technology.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Site Administration EST (2-5) Site Technology Technician	EST (2-5) Salary Site Technology Technician Extra Support for Site Technology Technician	District Funded Centralized Services Discretionary	 80978 1000
15. The site will provide the required clerical staff to support all of the school's goals and actions.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	Site Administration	Extra Clerical Support Clerical Substitutes Office Materials and Supplies- Office Depot Clerical Over Time	Discretionary Discretionary Discretionary Discretionary	5000 1000 13000 4000
16. Staff will monitor student's academic progress through the administration and data review of	ELA Spanish Lang Arts	2017-2018 School Year	Site Administration Site Academic Coach	Publications- Assessments	Discretionary	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>site, district and state assessments (STAR 360, CAASPP, CELDT, Curriculum-Embedded Assessments).</p> <p>3rd through 8th grade students will be given the SBAC Interim Assessment once during the first and second trimester to monitor students' progress and to identify areas of need.</p>	Math ELD		Teachers			
<p>17. Teachers and grade levels will implement Universal Access during the school day for their students including EL and Foster Youth Students.</p> <p>Supports for Universal Access include: PE Teacher, ParaEducators, and ESTs</p>	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers	Materials for Interventions	LCFF - Targeted	1000
<p>18. The site will conduct Coordinated Services (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at-risk students.</p>	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration ORC COST Team SST Team School Counselor	Substitutes for the Classroom Teachers School Counselor ORC	Discretionary Centralized Services Centralized Services	2000 116953 50875
<p>19. The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences.</p> <p>Identified students will participate in a focused, push-in model skill-based intervention program (Para Educators).</p>	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Teachers ORC Academic Coach ISP Para-Educator	ISP Para-Educators Para-Educators Training/Meeting Student Monitoring Substitute Floater	Title III LCFF - Intervention Discretionary LCFF - Intervention	25392 33000 500 1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
LTEs will participate in a focused, push-in model skill-based intervention program before and after school (Instructional Support Provider).			School Counselor			
20. Teachers and the Site Principal will hold meetings with 7th and 8th-grade students who are not meeting proficient academic levels.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Teachers ORC	Outreach Resource Specialist /Previously Allocated		
21. The site will provide students, including ELs and Foster Youth, the opportunity to access technology for intervention and/or enrichment opportunities(e-books, iPads, applications, programs, software, etc.).	ELA Spanish Lang Arts ELA Math ELD	2017-2018 School Year	Teachers Site Technology Technician	Site Technology Technician/Previously Allocated CORE 5/ Previously Allocated IXL	Title I	9295
22. EST (2-5) will develop a technology based enrichment program and activities for GATE students (2-5).	ELA Math	2017-2018 School Year	EST (2-5)	Materials for GATE Clusters	LCFF - Targeted	500
23. The site will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	ELA Spanish Lang Arts Math	2017-2018 School Year	Site Administration Special Education Team Parents	Floater Substitute	LCFF - Targeted	2000
24. The site will hold Awards Assemblies for students each trimester to recognize academic achievements. DLI students will be recognized	ELA Spanish Lang Arts Math	2017-2018 School Year	Site Administration Teachers	Academic Incentives/ Awards Hospitality Honor Roll T-Shirts	LCFF - Targeted LCFF - Targeted	2000 4000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
for meeting biliteracy benchmarks.						
25. The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.	ELA Spanish Lang Arts Math	2017-2018 School Year	Academic Coach Program Coordinator Teacher Liaison ASP Staff	Professional Development Training Materials	ASES ASES	
26. The site will actively promote students' attendance by offering each trimester rewards for attending school every day on time.	ELA Spanish Lang Arts Math ELD Wrap-Around Services	2017-2018 School Year	Site Administration ORC Attendance Technician	Attendance Incentives	LCFF - Targeted	500
27. The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students. Te.A.L Wheel Electives (STEM, Multi-Media, Robotics, Art Appreciation).	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Teachers	AVID Field Trips AVID Tutors AVID Materials AVID Agendas Transportation College Field Trips-Middle School Te.A.L Elective Materials	LCFF - Targeted District Funded LCFF - Targeted LCFF - Targeted LCFF - Targeted Grant	500 1000 6000 1500 1000 24987
28. The site will provide teachers the opportunity to take students on field trips to enrich academic units of study.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Teachers	Transportation Field Trip Fees	PTA/PTO PTA/PTO	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>29. The site will provide kinder through eighth-grade students the opportunity to participate in before/after school enrichment/extracurricular activities (clubs, sports).</p> <p>The site will support an active Association Student Body (ASB). ASB students will participate in the annual CADA Leadership Conference.</p>	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Teachers/Club Advisors After School Program Coordinator	Teacher Extra Hours Teacher Extra Hours Fees for Enrichment Programs Registration Fees, Uniforms, Transportation Materials for Clubs Sport Fees, Uniforms	LCFF - Targeted ASES ASES LCFF - Targeted LCFF - Targeted Grant	2000 4500 700 5000
<p>30. The site will promote reading by creating an AR incentive program.</p>	ELA Spanish Lang Arts ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers Library Tech	AR Incentives Library Tech Additional Books for the Library	LCFF - Targeted Centralized Services Grant	1500 50540 5000
<p>31. The site will identify GATE students and will place them in grade level GATE clusters in order to meet their academic and social/emotional needs.</p>	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	District Site Administration Teachers Site Academic Coach	Site Academic Coach/ Previously Allocated		
<p>32. The site will provide professional development for teachers including the incorporation of SIOP and EL strategies in order to make subject matter content accessible to all EL students.</p>	ELA Math ELD	2017-2018 School Year	Site Administration Site Academic Coach District EL TOSA	District Training	District Funded	
<p>33. Teachers, administration and support staff will attend workshops at VCOE in order to improve practice in ELA, ELD, SLD and Math.</p>	ELA Spanish Lang Arts	2017-2018 School Year	Site Administration Teachers	VCOE Registration Fees Teacher Substitutes	Discretionary	4000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math ELD					
34. Site Administration will work with the district's Dual Language Director to offer professional development and support to Dual Language Immersion Teachers in the area of ELD, SLD, ELA, and SLA as the biliteracy model of the Dual Language Immersion Program is further developed and implemented.	ELA Spanish Lang Arts ELD	2017-2018 School Year	Site Administration DLI Teachers District's DLI TOSA	DLI TOSA	District Funded	
35. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after-school staff.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Academic Coach Program Coordinator Teacher Liaison	ASP Liasion	ASES	
36. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Principal Teachers Academic Coach Program Coordinator Teacher Liaison ASP Staff	Extra Hours for Teachers Supplies Refreshments	ASES ASES ASES	
37. Grade levels will collaborate quarterly to analyze data and plan ELD instruction.	ELA ELD	2017-2018 School Year	Teachers Site Academic Coach District EL TOSA Site Administration	Substitute Teachers/ Previously Allocated	Discretionary	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
38. Site Administration and Teachers will follow the EL Master Plan when designing and implementing programs specific to EL students. K EL students will receive at least 30 minutes of targeted ELD instruction. 1-5 EL students will receive at least 45 minutes of targeted ELD instruction. Middle School EL students will be enrolled in an ELD elective. All EL students will receive integrated ELD instruction during all content areas.	ELA ELD	2017-2018 School Year	District EL TOSA Teachers Site Administration	District EL TOSA	District Funded	
39. The site and district will make available to teachers professional development in the area of SIOP and ELD.	ELA ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers District EL TOSA	District EL TOSA/Previously Allocated Site Academic Coach/Previously Allocated		
40. The site will hold ELRT meetings to monitor catch-up plans for all 3rd –8th grade ELL students identified at risk.	ELA ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers District EL TOSA School Counselor	Substitute Teachers/ Previously Allocated		
41. The site and district will provide professional development	ELA	2017-2018 School Year	Site Academic Coach	Site Academic Coach/ Previously Allocated		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and support for the ELD component of Wonders.	ELD		District EL TOSA	District EL TOSA/ Previously Allocated		
42. The site will provide coaching support to teachers in the implementation of Te.A.L. based lessons.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	EST Site Academic Coach Teachers Site Administration Tech TOSA Tech Mentor	Technology TOSA Technology Mentor	District Funded District Funded	
43. The site will provide sixth-grade students the opportunity to take students on field trips to further develop their knowledge in science.	Strand Focus	2017-2018 School Year	Teachers	Registration Fees Transportation Insurance Fees	PTA/PTO PTA/PTO LCFF - Targeted	1000
44. Materials and supplies will be purchased to support Soria's Te.A.L. Academy.	Strand Focus	2017-2018 School Year	Teachers Site Administration	Materials for TeAL	LCFF - Targeted	1000
45. The site will develop a middle school master schedule in which technology, art, and language-based electives will be offered.	Strand Focus	2017-2018 School Year	Teachers Site Administration	Materials	PTA/PTO	
46. Soria students will be able to participate in various Te.A.L based competitions (Science Fair, Cesar Chavez Contest , African American Speech Contest ,Spelling Bee, Robotics Competition, etc.).	Strand Focus	2017-2018 School Year	Site Administration Teachers	Registration Fees	LCFF - Targeted	1500
47. Second through fifth grade will participate in art classes (Artist in the Classroom).	Strand Focus	2017-2018 School Year	Art Teacher	Artist in the Classroom Fees Art Materials	LCFF - Targeted ASES	11000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
48. OMAG will provide music instruction to students K-5. Middle School Students (6-8) will have the opportunity to participate in a Music Club after school.	Strand Focus	2017-2018 School Year	OMAG	OMAG Fees Music Materials	PTA/PTO PTA/PTO	
49. Administration in conjunction with parents/community will promote the school's Te.A.L. Academy and its related events via the school's web-page, brochures, fliers, Twitter, and Facebook.	Strand Focus	2017-2018 School Year	Site Administration Site Technology Technician	Postage	Discretionary	300
50. The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences. Identified students will participate in a focused, skill-based intervention program with a credentialed teacher before and/or after school. 5th and 8th grade DLI students identified as needing support in the area of Spanish language arts will have the opportunity to participate in before/after school targeted intervention.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Teachers ORC Site Academic Coach School Counselor	Teacher Extra Pay Materials for Interventions Materials for DLI intervention Teacher Extra Pay	Title I LCFF - Intervention Title I Title I	19000 500 1000 5000
51. The site will hold incoming Parent Meetings for families of entering kindergarten students for the DLI and SEI programs.	ELA Spanish Lang Arts Math Attendance	2017-2018 School Year	Site Administration Kindergarten Teachers ORC	Teacher Extra Pay Materials ORC Extra Time	LCFF - Targeted Title I LCFF - Targeted	1000 636 500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
52. The site will offer transition meetings to allow collaboration time between Elementary and Middle School Teachers to discuss students' overall academic needs including EL, SPED and Foster Youth students.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers	Substitutes	Title I	500
53. The site dministration will hold parent and student meetings to address the upcoming transition from Elementary to Middle School/Middle School to High School.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration	No expenditures necessary		
54. The site will offer a transition meeting to allow for collaboration time between High School Counselors/Teachers and Middle School Teachers to discuss students' academic needs including EL, SPED and Foster Youth students.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Site Academic Coach Teachers	Substitutes	Title I	500
55. The site will assure that all staff members/teachers have the required tools to effectively perform their professional duties.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Site Administration Staff/Teachers	Conference Room Chairs	Discretionary	3200
				White Board-New Classroom -B3	Discretionary	1000
				Printers-RSP/Conference Room	Discretionary	1500
				Document Camera- Classroom	Discretionary	500
				Phones	Discretionary	500
				Thermometer/Health Office	Discretionary	300
56. The principal will meet individually with teachers three times during the year to review class data and to develop professional goals.	ELA Spanish Lang Arts	2017-2018 School Year	Site Administration Staff/Teachers	Substitute-Data Meetings	Discretionary	500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math ELD					
57. Teachers will be compensated for their time to relocate classrooms.		2017-2018 School Year	Teachers	Teacher Extra Time	Discretionary	1000
58. Grade levels will hold parent meetings at the beginning of the school year to inform parents of standards, procedures, and expectations.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety	2017-2018 School Year	Grade Levels	Teacher Extra Time	Discretionary	2000
59. The principal will meet with the site's academic coach, technology mentor, and math mentor on a biweekly basis to determine how to best support student achievement.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	Site Administration Site Academic Coach Technology Mentor Math Mentor	Math Mentor/Previously Allocated Technology Mentor/Previously Allocated		
60. The site's academic coach, math mentor, and technology mentor will be given time at the staff meetings to deliver professional development to teachers.	ELA Spanish Lang Arts Math Strand Focus	2017-2018 School Year	Site Administration Site Academic Coach Technology Mentor Math Mentor	Site Academic Coach/ Previously Allocated Technology Mentor/Previously Allocated Math Mentor/Previously Allocated		

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Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Office Referral Reports	Office Referrals- 380	Office referrals will be reduced by 5%
Suspension Reports	Suspensions- 7	Total suspensions will remain below ten days.
Chronic Absenteeism Reports	Chronic Absenteeism- 2.68%	Chronic Absenteeism will be reduced by .5%

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The site will provide a positive behavior support plan to encourage daily attendance and positive behavior (Shining Stars, Aztec Attendance Club, Second Step and Victim Proof).	Student Behavior Support Attendance	2017-2018 School Year	ORC Site Administration	Student Incentives Attendance Incentives/ Previously Allocated Assemblies	PTA/PTO PTA/PTO	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Safety Wrap-Around Services					
2. The site will provide Social Skills Building Groups targeting bullying, decision making and motivation.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	School Counselor Resource Officer ORC Site Administration	Anti-Bullying Assemblies- Tom Theilen Anti-Bullying Assemblies- SRO	PTA/PTO District Funded	
3. The site will support its positive behavior program by creating an anti-bullying school culture through the education of parents, teachers, and students. The site will offer support and resources to students, parents and teachers.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	School Counselor Resource Officer ORC Site Administration	Anti-Bullying Assemblies- Tom Thelen Anti-Bullying Assemblies- SRO	PTA/PTO District Funded	
4. The site will promote a drug-free school zone and will highlight Red Ribbon Week/Club Live (Friday Night Live).	Safety Wrap-Around Services	2017-2018 School Year	ORC Staff	Red Ribbon Week Materials	PTA/PTO	
5. Students, staff, and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Safety Wrap-Around Services	2017-2018 School Year	ORC School Counselor Site Administration	Resources	TUPE	
6. 6th-grade teachers will receive training to implement the Minnesota Smoking Prevention Program (MSPP) to 6th-grade students.	Safety Wrap-Around Services	2017-2018 School Year	ORC Site Administration Teachers	Materials	TUPE	
7. 7th & 8th-grade teachers will receive training to implement Project Alert (drug and alcohol	Safety Wrap-Around	2017-2018 School Year	ORC Site Administration	Resources	TUPE	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
prevention) to 7th & 8th-grade students.	Services		Teachers	ORC/ Previously Allocated		
8. 6th, 7th, and 8th-grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive training.	Safety Wrap-Around Services	2017-2018 School Year	ORC Site Administration Teachers	Resources	TUPE	ORC/ Previously Allocated
9. The site will refer students to outside Counseling Services : <ul style="list-style-type: none"> • Interface • New Dawn • Coalition • VCBH 	Wrap-Around Services	2017-2018 School Year	ORC School Counselor	ORC/ Previously Allocated School Counselor/ Previously Allocated		
10. The site will work with VCOE and the district to continue implementing the CHAMPS approach school wide.	Student Behavior Support	2017-2018 School Year	Teachers Site Administration School Counselor District Administration VCOE CHAMPS Committee	CHAMPS Training	District Funded	Teacher Extra Hours CHAMPS Materials District Funded
11. The site will work with the district and the PBIS school committee to monitor the implementation of the school-wide progressive discipline plan. Student discipline data will be monitored on a continuous basis.	Student Behavior Support Safety	2017-2018 School Year	Site Administration Teachers ORC School Counselor District Administration	ORC/ Previously Allocated School Counselor/ Previously Allocated Training for PBIS Committee	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
			PBIS Committee			
<p>12. The site will develop a monthly attendance incentive program in order to promote school attendance by rewarding students with perfect, monthly, trimester and yearly attendance.</p> <p>The site administration, ORC and the Attendance Clerk will conduct attendance mediation meetings with parents of high-risk students.</p> <p>The site administration, ORC and attendance clerk will make weekly phone calls to parents of high-risk students.</p>	Attendance Wrap-Around Services	2017-2018 School Year	ORC Site Administration	ORC/ Previously Allocated		
<p>13. The site will purchase/replenish Physical Education (P.E.) equipment to enrich the P.E. curriculum for students while maintaining a safe environment for students.</p> <p>Incorporate the SPARKS Physical Education Curriculum (K-6).</p>	Safety	2017-2018 School Year	PE Teachers Site Administration	PE Equipment SPARKS Resources	Discretionary District Funded	1500
<p>14. The site staff and students will participate in fire drills, lock-down drills, school evacuation drills and bi-monthly earthquake drills.</p> <p>Administration will work with the After School Director to coordinate similar trainings/drills with the after school staff.</p>	Safety	2017-2018 School Year	Site Administration Staff Students	After School Director	District Funded	
15. The site's Safety Committee will monitor the School's Safety	Safety	2017-2018 School Year	Site Administration	No Additional Expenditures		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Plan and make revisions as necessary.			Safety Committee			
16. School Administration will meet with Middle School Students at least once every two weeks in "town hall meetings" in order to hear their input and feedback and to reinforce rules and expectations.	Student Behavior Support Safety	2017-2018 School Year	Site Administration	No Additional Expenditures		
17. School Administration will meet with Elementary Students once every trimester to go over school rules and expectations.	Student Behavior Support Safety	2017-2018 School Year	Site Administration	No Additional Expenditures		
18. The school's Counselor and ORC will use the 2nd Step Curriculum with grades 5-8 grade to teach and promote positive behavior.	Student Behavior Support Safety	2017-2018 School Year	School Counselor ORC	School Counselor/ Previously Allocated ORC/ Previously Allocated		
19. The site will provide appropriate student supervision before school, after school, lunch, and recess. Campus Supervisors will receive ongoing training.	Student Behavior Support Safety	2017-2018 School Year	Campus Supervisors	Campus Supervisors Contract Positions	Discretionary	151730
				Campus Supervisors Extra Hours for Trainings	Discretionary	1000
20. Site Administration, ORC and School Counselor will remain visible and will connect with students and families before school, after-school and during recess.	Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Site Administration ORC School Counselor	ORC/ Previously Allocated School Counselor/ Previously Allocated		
21. The site will be clean and free of safety hazards.	Safety	2017-2018 School Year	Site Administration Site Staff Site Custodian	Custodial Extra Help	Discretionary	2000
				Custodial Over Time	Discretionary	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
			District Maintenance Department			
22. The site will continue to implement a closed campus policy.	Safety	2017-2018 School Year	Site Administration	No Additional Expenditures		
23. The ORC and Counselor will develop an implement an empowerment skills-based group for middle school girls using the "Mean Girls" training materials.	Student Behavior Support Safety Wrap-Around Services	2017-2018 School Year	ORC School Counselor Site Administration	ORC/ Previously Allocated School Counselor/ Previously Allocated		
24. The site will train Campus Supervisors on proper procedures and expectations. Campus Supervisors will be trained using the Safety Playground Course Certification Videos.	Student Behavior Support Safety	2017-2018 School Year	Site Administration Campus Supervisors	Campus Supervisors Extra Hours	Discretionary	2000
25. The site will purchase additional recess equipment to support structured recess activities as part of the PBIS school approach.	Safety	2017-2018 School Year	Campus Supervisors Site Administration	Playground Equipment	Discretionary	2000
26. The site will provide the necessary playground student supervision.	Safety	2017-2018 School Year	Site Administration	Campus Supervisors Extra Hours	Discretionary	
27. The site will provide the required administrative support.	Safety	2017-2018 School Year	Site Administration	Teacher In Charge	Discretionary	500
28. All staff will participate in Disaster Preparedness Training.	Safety	2017-2018 School Year	Site Administration	No Additional Expenditure		
29. All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Anti Bullying and Drug and Alcohol Policies.	Safety	2017-2018 School Year	Site Administration Staff ORC After School	No Additional Expenditure		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Administration will work with the After School Director to coordinate similar trainings with the after school staff.			Director			
30. The site will provide support staff with properly functioning two-way radios.	Safety	2017-2018 School Year	Site Administration	Replenish Two Way Radios	Discretionary	2000
31. Parents will be informed of the major components of CHAMPS and the schools' positive behavior plans and objectives.	Safety	2017-2018 School Year	Site Administration Parents/Community Teachers	No Additional Expenditures		
32. Parent workshops will be offered regarding social skills, behavior and discipline.	Safety	2017-2018 School Year	Site Administration ORC Parents	Overtime ORC	LCFF - Targeted	4000
33. A series of parent outreach/informational meetings will be held in order to inform parents/community of the site's safety procedures and guidelines.	Safety	2017-2018 School Year	Site Administration Parent Community	No Additional Expenditures		
34. The site will provide additional intervention behavior support to students.	Safety	2017-2018 School Year	Site Administration	Teacher Extra Help	LCFF - Intervention	2000
35. The site will provide every classroom with door window coverings to use in a lock-down event.	Safety	2017-2018 School Year	Site Administration	Door Window Coverings	Discretionary	3000

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Parent Volunteers	District Cleared Parent Volunteers: 113	Parent participation will increase by 5% as measured by the number of cleared parent volunteers.
Parent Participation in ELAC Meetings	Parent Participation in ELAC Meetings: Average of 24 parents per meeting	Parent attendance to ELAC meetings will increase 10% as measured by parents' sign-in sheets.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Administration will coordinate and hold Title I quarterly meetings for parents and community.	Wrap-Around Services	2017-2018 School Year	Site Administration	Child Care	LCFF - Targeted	2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Interpreting Services	LCFF - Targeted	1000
				Solicit Parent Involvement (Parent Hospitality)	Title I	1000
2. The site will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Wrap-Around Services	2017-2018 School Year	Site Administration	Child Care/ Previously Allocated Interpreting Services/ Previously Allocated Solicit Parent Involvement (Parent Hospitality)/ Previously Allocated		
3. School Administration and parents/community will jointly develop the school's Parent Compact.	Wrap-Around Services	2017-2018 School Year	Site Administration Parents/Community	No Additional Expenditures		
4. School Administration and parents/community will jointly develop a Parent Involvement Policy.	Wrap-Around Services	2017-2018 School Year	Site Administration Parents/Community	No Additional Expenditures		
5. The site will organize and conduct three family nights with the focus of engaging parents and families while supporting their efforts to assist their students with their academic work in the subject areas of math, language arts, and science.	Wrap-Around Services	2017-2018 School Year	Site Administration Teachers Parents	Teacher Extra Help	Title I	1500
6. The site will offer a series of parent outreach/informational meetings with a focus on student academic achievement.	Wrap-Around Services ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Site Administration Parents	Child Care/ Previously Allocated Interpreting Services/ Previously Allocated		
7. Parent/Teacher Conferences will be held to inform families of	ELA	2017-2018 School Year	Teachers	No Additional Expenditures		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students' progress.	Spanish Lang Arts Math ELD Student Behavior Support Attendance Wrap-Around Services					
8. The site will offer parents the opportunity to attend the Ventura County CABE Conference.	ELA ELD Spanish Lang Arts	2017-2018 School Year	Site Administration Parents	Registration Fees	Discretionary	1000
9. Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives.	Student Behavior Support	2017-2018 School Year	Site Administration Parents/Community	No Additional Expenditures		
10. Parent Workshops will be offered regarding social skills, behavior and discipline.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	ORC	ORC Extra Time ORC Over Time/Previously Allocated	LCFF - Targeted	2000
11. The site will conduct Coordinated Services; Weekly Team (COST) and Monthly Student Success Team (SST) meetings to address the emotional and academic needs of at-risk students.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	ORC COST Team SST Team School Counselor	ORC/ Previously Allocated School Counselor/ Previously Allocated Substitutes for Teachers/ Previously Allocated		
12. The school will schedule family events which showcase student work related to Te.A.L.	Strand Focus	2017-2018 School Year	Teachers Site Administrators Parents/Community	No Additional Expenditures		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Inform parents/community of the components of the school's Te.A.L. Academy and elicit their support during ELAC, PTA and SSC meetings.	Strand Focus	2017-2018 School Year	Site Administration Parents/Community	No Additional Expenditures		
14. The site will have an active English Learner Advisory Committee. ELAC will regularly make recommendations to the SSC.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal ELAC Members	No Additional Expenditures		
15. Parents/Guardians will be informed of the reclassification criteria and process during a reclassification meeting.	ELA ELD	2017-2018 School Year	Site Administration Parents/Community	No Additional Expenditures		
16. The site will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	ELA Spanish Lang Arts Math ELD Student Behavior Support	2017-2018 School Year	Site Administration Special Education Team Parents	No Additional Expenditures		
17. The site will continue its partnership with VCOE and Dr. Darnisa Amante to improve involvement and participation of parents, guardians and the overall community.	ELA Spanish Lang Arts Math ELD Student	2017-2018 School Year	Site Administration Parents/Community VCOE Dr. Darnisa Amante	Guest Speaker-Dr. Darnisa Amante Partnership with VCOE	Grant Grant	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Parent groups will be able to define what parent involvement means and looks like for the Soria Community.	Behavior Support Attendance Safety Wrap-Around Services					
18. A representative of Generation Ready will facilitate parent meetings with the goal of developing cultural proficiency. Parents will be aware of the diverse needs of the Soria Community and how it affects parent/community participation.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Administration Generation Ready Parents/Community	Generation Ready	District Funded	
19. The principal will meet with parents at least three times during the school year to develop policies and procedures which would facilitate the partnership with parents and community.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Principal Parents/Community	No Additional Expenditures		
20. El Centrito will deliver parent workshops that build leadership capacity and knowledge in order to build the capacity of parents to	ELA Spanish Lang Arts	2017-2018 School Year	Administration El Centrito	El Centrito-Padres Promotores	LCFF - Targeted	2150

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support their children's educational attainment and respond to school staff's assessment of parent needs.	Math ELD Student Behavior Support Attendance Safety Wrap-Around Services		Parents/Community			

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	142	117	113	140	113	113	140	113	113	98.6	96.6	100
Grade 4	139	147	120	137	144	118	137	144	118	98.6	98	98.3
Grade 5	122	148	147	119	141	147	119	141	147	97.5	94	100
Grade 6	108	112	145	105	110	143	105	110	143	97.2	98.2	98.6
Grade 7	117	112	111	117	108	108	117	108	108	100.0	96.4	97.3
Grade 8	109	117	113	108	115	112	108	115	112	99.1	98.3	99.1
All Grades	737	753	749	726	731	741	726	731	741	98.5	96.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2366.3	2394.7	2388.8	7	16	15.04	14	18	17.70	24	26	21.24	55	41	46.02
Grade 4	2404.6	2420.4	2440.6	7	9	16.95	10	17	23.73	21	24	19.49	61	49	39.83
Grade 5	2447.0	2480.9	2477.2	4	9	12.93	22	31	27.21	25	27	19.05	49	33	40.82
Grade 6	2502.0	2520.3	2533.2	10	12	14.69	30	34	39.86	32	32	31.47	28	23	13.99
Grade 7	2495.7	2528.5	2521.1	3	8	8.33	20	31	32.41	31	35	23.15	46	26	36.11
Grade 8	2535.2	2542.9	2562.1	5	3	8.93	31	35	47.32	37	42	21.43	27	21	22.32
All Grades	N/A	N/A	N/A	6	9	12.96	20	27	31.44	28	31	22.81	46	33	32.79

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	18.58	34	44	25.66	57	43	55.75
Grade 4	9	10	16.10	33	43	49.15	58	47	34.75
Grade 5	7	9	19.05	41	48	47.62	52	44	33.33
Grade 6	14	13	13.99	44	45	60.84	42	43	25.17
Grade 7	6	9	16.67	44	51	47.22	50	40	36.11
Grade 8	13	17	25.00	54	52	47.32	33	30	27.68
All Grades	10	12	18.08	41	47	46.96	50	41	34.95

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	15	10.62	37	43	46.02	55	42	43.36
Grade 4	7	7	17.80	45	54	46.61	48	39	35.59
Grade 5	10	16	16.33	39	49	49.66	50	35	34.01
Grade 6	13	17	23.08	52	56	54.55	34	26	22.38
Grade 7	9	16	19.44	54	68	50.00	37	17	30.56
Grade 8	10	12	16.07	57	63	59.82	32	24	24.11
All Grades	10	14	17.41	47	55	51.15	44	31	31.44

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	10	10.62	56	66	63.72	36	24	25.66
Grade 4	7	6	5.08	59	69	63.56	34	24	31.36
Grade 5	6	12	13.61	62	70	61.22	32	18	25.17
Grade 6	11	13	13.99	72	70	69.93	16	17	16.08
Grade 7	6	17	7.41	60	64	57.41	34	19	35.19
Grade 8	8	6	7.14	71	70	79.46	20	24	13.39
All Grades	8	10	9.99	63	68	65.86	29	21	24.16

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	8	20	12.39	42	39	49.56	50	41	38.05
Grade 4	7	10	21.19	39	47	50.85	34	43	27.97
Grade 5	14	26	19.05	45	61	42.18	40	13	38.78
Grade 6	20	32	38.46	58	58	50.35	22	10	11.19
Grade 7	7	16	27.78	56	58	41.67	38	26	30.56
Grade 8	10	15	31.25	60	59	45.54	30	26	23.21
All Grades	11	19	25.24	49	54	46.69	36	27	28.07

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	142	117	113	141	113	113	141	113	113	99.3	96.6	100
Grade 4	139	147	120	137	144	117	137	144	117	98.6	98	97.5
Grade 5	122	148	147	119	141	147	119	141	147	97.5	94	100
Grade 6	108	112	145	105	110	143	105	110	143	97.2	98.2	98.6
Grade 7	117	112	111	117	108	108	117	108	108	100.0	96.4	97.3
Grade 8	109	117	113	108	115	112	108	115	112	99.1	98.3	99.1
All Grades	737	753	749	727	731	740	727	731	740	98.6	96.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.0	2393.4	2398.5	4	2	5.31	21	18	23.01	23	46	35.40	53	35	36.28
Grade 4	2389.7	2423.2	2420.6	1	1	0.85	7	17	19.66	25	41	35.04	68	41	44.44
Grade 5	2437.8	2448.0	2440.5	2	3	2.04	10	9	6.12	26	28	31.97	62	60	59.86
Grade 6	2464.6	2489.9	2493.1	5	9	8.39	12	14	16.78	35	41	34.27	48	36	40.56
Grade 7	2483.2	2485.7	2471.6	3	6	2.78	9	14	16.67	41	36	26.85	47	44	53.70
Grade 8	2507.3	2498.1	2498.3	8	6	5.36	15	8	11.61	30	37	27.68	47	49	55.36
All Grades	N/A	N/A	N/A	4	4	4.19	12	13	15.27	29	38	32.03	55	45	48.51

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	6	11	11.50	35	42	44.25	59	48	44.25	
Grade 4	3	5	5.13	11	32	34.19	86	63	60.68	
Grade 5	4	6	3.40	22	22	21.77	74	72	74.83	
Grade 6	5	15	14.08	31	30	33.10	64	55	52.82	
Grade 7	4	7	6.48	36	32	23.15	60	60	70.37	
Grade 8	17	7	5.36	27	31	29.46	56	62	65.18	
All Grades	6	8	7.71	27	31	30.72	67	61	61.57	

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	

Grade 3	12	7	13.27	34	48	46.02	54	45	40.71
Grade 4	4	4	6.84	29	43	45.30	67	53	47.86
Grade 5	3	6	4.08	31	30	40.14	66	65	55.78
Grade 6	6	8	11.19	44	43	45.45	50	49	43.36
Grade 7	5	7	4.63	40	42	49.07	55	51	46.30
Grade 8	6	8	10.71	62	57	38.39	31	36	50.89
All Grades	6	7	8.38	39	43	43.92	55	50	47.70

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	7	9.73	50	63	52.21	43	30	38.05
Grade 4	3	7	3.42	28	51	46.15	69	42	50.43
Grade 5	2	4	4.08	44	43	42.86	55	53	53.06
Grade 6	9	9	8.39	49	56	51.75	43	35	39.86
Grade 7	4	9	5.56	75	44	51.85	21	47	42.59
Grade 8	7	4	2.68	50	55	51.79	43	41	45.54
All Grades	5	7	5.68	49	51	49.19	46	42	45.14

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				29	13	11	43	50	61	14	38	22	14		6
1	5			20	17	28	38	40	47	32	37	12	5	6	14
2		2	3	11	16	19	53	44	39	25	35	33	12	4	6
3	3		8	21	7	32	41	67	36	25	22	17	10	4	8
4		6	6	24	36	39	57	46	41	16	8	8	3	4	6
5	5		6	46	51	32	46	40	56	3	9	3			3
6	4		4	40	38	52	36	52	43	20	10				
7	16	6	7	32	28	67	47	44	20	5	11			11	7
8	11		6	50	42	50	28	58	38	11					6
Total	4	2	4	26	27	34	45	49	43	20	20	12	6	3	7

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				11	9		16	24		35	37		38	30	
1	5			20	17		38	40		32	37		5	6	
2		2		11	16		53	44		25	35		12	4	
3	3			21	7		41	67		25	22		10	4	
4		6		24	36		58	46		15	8		3	4	
5	5			46	50		46	41		3	9				
6	4			40	38		36	52		20	10				
7	16	11		32	26		47	42		5	11			11	
8	11			50	42		28	58		11					
Total	4	2		24	24		42	45		21	22		9	7	

Appendix C - School Site Council Membership (Juan Lagunas Soria Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Aracely Fox	Principal
Viviana Cortez	Classroom/Teacher
Elva Angel	Classroom/Teacher
Jennifer Beckwith	Classroom/Teacher
Gina Marie Alvarez-Lawson	Classroom/Teacher
Stephanie Coronado	Other School Staff
Diana Pelayo	Other School Staff
Eva Gomez	Parent or Community Member
Angela Knight	Parent or Community Member
Amanda Glover	Parent or Community Member
Nuria Fernandez	Parent or Community Member
Kelly McNaughten	Parent or Community Member
Maryanne Rodriguez	Parent or Community Member
Jennifer Johnson	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 4, 2017.

Attested:

Aracely Fox
Typed Name of School Principal

Signature of School Principal

Date

Eva Gomez
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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

www.oxnardsd.org



Juan Lagunas Soria School

3101 Dunkirk Drive, Oxnard, CA 93035
(805) 385-1584 Fax: (805) 815-4216



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ✓ that parents play an integral role in assisting their child's learning
- ✓ that parents are encouraged to be actively involved in their child's education at school
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in their child's education

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students annually at the beginning of the school year.
- ✓ Teachers review the policies with the students at the beginning of the year. Parents are asked to read and discuss the policies with their students and sign and return an acknowledgment form.
- ✓ Juan L. Soria notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Juan L. Soria will make the School Parental Involvement Policy available to the local community.
- ✓ Juan L. Soria periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Juan L. Soria has adopted the school's Parent Compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Juan Soria School convenes annually through regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved
- ✓ About the school's participation in Title I

Additionally, Juan L. Soria School conducts an open forum for parents and community members to further involve them in the joint development and joint agreement of its School Parental Involvement Policy. Parents



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are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

If requested by parents, opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy, it describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- Parent Volunteering:
 - ✓ Classroom Help
 - ✓ School Wide Events
 - ✓ Coaching/Volunteers

- Attending School Wide Informational Meetings:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)
 - ✓ Title 1 Meetings

- Become actively involved in School Committees:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)



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Póliza sobre la Participación de los Padres en la Escuela

DECLARACION DE PROPOSITO:

La participación de los padres y miembros de la comunidad es un componente esencial para los estudiantes. No se escatimaron esfuerzos en invitar a los padres y a la comunidad a dar su opinión para asegurar el éxito de nuestros estudiantes.

La participación de los padres es esencial para el aprendizaje académico del estudiante en actividades escolares, incluyendo las siguientes garantías:

- ✓ Los padres juegan un papel integral en el aprendizaje de sus hijos
- ✓ Se les anima a los padres a participar activamente en la educación de sus hijos(as) en la escuela
- ✓ Los padres son socios en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos

Información sobre las pólizas escolares y las oportunidades de participación se comunican a través del contacto directo de los padres, de la siguiente manera:

- ✓ La Notificación Anual de Derechos de los Padres y de la Comunidad Escolar se distribuye anualmente al inicio del año escolar.
- ✓ Los maestros repasan las pólizas con los estudiantes al comienzo del año escolar. Se les pide a los padres a leer y discutir las pólizas con sus estudiantes y firmar y devolver un formulario de reconocimiento.
- ✓ Juan L. Soria notifica a los padres acerca de la Póliza de Participación de los Padres en la escuela en un formato comprensible y uniforme y en la medida de lo posible, distribuye esta póliza a los padres en un idioma que puedan entender.
- ✓ Juan L. Soria hará la póliza de participación de los padres de la escuela disponible para la comunidad local.
- ✓ Juan L. Soria actualiza periódicamente la Póliza de Participación de los Padres para satisfacer las necesidades de los padres y la escuela.
- ✓ Juan L. Soria ha adoptado el Compacto Escolar de Participación en la Escuela como un componente de participación de los padres.

LAS POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION Y REUNIONES

La escuela Juan L. Soria convoca anualmente a través de reuniones periódicas a los padres para informarles de lo siguiente:



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- ✓ Que la escuela de su hijo(a) participa en el Título 1
- ✓ Sobre los requisitos del Título 1
- ✓ De sus derechos a estar involucrados
- ✓ Sobre la participación de la escuela en el Título 1

Adicionalmente, Juan L. Soria lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar a los padres en el desarrollo conjunto a su Póliza de Participación de Padres. Los padres cuentan con una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que se esperan que los estudiantes cumplan serán proporcionados. Si los padres solicitan, oportunidades para reuniones para sugerencias, o para participar en las decisiones relativas a la educación de sus hijos/as y responder a cualquier sugerencia tan pronto como sea posible serán discutidos. A los padres y miembros de la comunidad se les darán respuestas oportunas a las inquietudes y sugerencias.

La Póliza de Participación Escolar de Padres/Estudiantes, describe las responsabilidades de la escuela y de los padres para mejorar el rendimiento de los estudiantes y los medios en el cómo hacerlo.

Creando la capacidad para la participación de padres y la comunidad aparece en la Póliza de Participación de Padres del distrito. Las actividades específicas incluyen:

- Padres voluntarios
 - ✓ Ayuda en el salón
 - ✓ Eventos escolares
 - ✓ Entrenadores y Voluntarios
- Asistir a reuniones informativas de la escuela:
 - ✓ Comité Asesor del Idioma Inglés (ELAC)
 - ✓ Asociación de Padres y Maestros (PTA)
 - ✓ Consejo Directivo Escolar (SSC)
 - ✓ Reuniones sobre el Título 1
- Participa activamente en los comités escolares:
 - ✓ Comité Asesor del Idioma Inglés (ELAC)
 - ✓ Asociación de padres y maestros (PTA)
 - ✓ Consejo Directivo Escolar (SSC)

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee



 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on October 4, 2017.

Attested:

Aracely Fox		10-4-17
Typed Name of School Principal	Signature of School Principal	Date
Eva Gomez		10-4-17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name	Robert J. Frank Academy of Marine Science and Engineering		
CDS Code	56725386111850		
Revision Date	October 10, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Dr. Richard Caldwell Principal	Email and Phone	rcaldwell@oxnardsd.org (805) 385-1536
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Mission	To prepare students to be academically competitive and socially competent through the use of rigorous, relevant curriculum and positive relationships
Vision	Tomorrow's leaders through education, empowerment and inspiration.

SCHOOL PROFILE

R.J. Frank was established in 1994 and is one of 20 schools in the Oxnard Elementary School District. At the start of the 2014-2015 school year, R.J. Frank added 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 school year had 1,250 students and 2016-17 had 1,310 students. Currently the enrollment for the 2017-2018 school year is 1,245.

R.J. Frank Middle School also transitioned to an Academy of Marine Science and Engineering through the support of a Magnet School Assistance Program Grant. The addition of the academies has supported the increase in elective offerings for our students including: five robotics & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands University students, CSUCI professors and undergraduates. We are proud to announce that our school has recently won the prestigious Stem Golden Gear award for our excellent robotics program.

Our school is also the host of the Oxnard School District's Newcomers Academy (NCA) for students who have arrived into the United States within the last eighteen months. This NCA supports students' accelerated English Language Development in a supportive setting with the flexibility to allow students to move to higher level ELD classes as they show progress in their acquisition of English. Frank School of Engineering and Marine Sciences sciences is a culturally diverse school community serving students from Latin America, Philippines, Japan, Iran, with students coming from homes speaking thirteen different languages.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. The school is most proud of the formation of electives that directly align with the academy focus. Oceanography and Robotics elective were added in order to align with our Marine Science and Engineering focus. Combined with this is the partnership with CSU Channel Islands which has allowed our students to have hands on experience with Oceanography.

2. The master schedule is strategically designed so that English learner instruction is targeted by reading level. The most at risk EL learners are closely monitored by counselors and administration. The curriculum for EL learners involves the same rigor as non EL learners with added differentiation. Teachers utilize programs such as Accelerated Reader and Moby Max to increase literacy levels. Our EL Tosa also works with staff to develop SIOP strategies which are useful for EL learners. Additionally, we have quality intervention programs. EL learners have intervention programs which are made available after school. Lastly, EL learners who have been in the country for less than 18 months, have targeted instruction within our Newcomers Academy.

3. The Title I budget was used to hire some support positions for our students at Frank. An instructional assistant was funded to work directly with our newcomer academy students. This position allows Frank to have 5 instructional assistants who work directly with our EL population. Secondly, we hired AVID tutors using Title I funds. This helps to keep the fidelity of our AVID program which has the philosophy of a college pathway for all students. Lastly, we hired a clerical position to translate at IEP and 504 meetings and teacher parent conferences.

Title one funds were also used for professional development. The AVID team which consisted of teachers and an administrator went to the AVID Summer Institute. This professional development helped to further the legitimacy of our AVID program.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Our EL population showed a strong equity trap in Math and English across all grade levels. Seventh and Eighth grade EL students showed the largest deficit. In language arts, 94.57 percent of EL students did not meet standards and in math, 90.91% did not meet standards. For English only students, 56.85% did not meet standards in language arts while 53.3% did not meet standards in math. For eighth grade EL students, 94.26% did not meet standards in language arts while 94.78% of students did not meet standards in math. For English only eighth grade students, 27.5% did not meet standards in language arts while 37.5% did not meet standards in math. Both grade levels demonstrate a considerable achievement gap with 8th grade showing the largest gap between English only and EL learners.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Our approach to improve EL performance is strategic and multilevel. Our master schedule is designed so that it is grouped by reading level. This tiered approach allows for a more laser like focus on the EL students' needs. One of our TOSAs will be focusing on supporting teachers with their implementation of ELD standards. When followed with fidelity, this allows for a prescriptive approach when analyzing formative assessments to see where the deficits fall by standard. Our EL TOSA will provide teachers with professional development on differentiation for EL students. Our instructional coach's focus is on the analysis of data and the awareness of equity traps for EL students. He will then work to support teachers who are demonstrating equity traps within their classroom. Counselors will work with our EL 3 population to develop goals so that they can meet reclassification. Our math mentor will be working with teachers on teaching literacy through math, which in turn, will give EL students access to the language and thus the curriculum. Administrators will be working with struggling teachers to mimic best practices for ELD instruction across campus. Professional development opportunities will be made available for all teachers in regard to EL students. In particular, EL shadowing will be utilized for teachers. In EL shadowing teachers follow EL students throughout the school day without the student knowing. The observations are then used to create discussions about what they saw. The intended outcome is awareness and an equity consciousness towards EL learners.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

When looking at the SBAC scores it was evident that there is a considerable gap or equity trap for EL students as well as special education students. For example, in sixth grade, 37% of EOs scored Met or Exceed Standards on ELA SBAC while only 5% of students designated SPED and 19% of students designated EL did the same. EO students are 6 times more likely to meet the standards than SPED and twice as likely as EL. In seventh grade ELA, we have twice as many EO students scoring at Met or Exceed Standards than we do with students designated SPED and we have no EL students scoring at Met or Exceed Standards. We do have IFEP and RFEP students doing well on the test but 95% of students scoring Standard Not Met are students that are still designated EL. In seventh grade math, we have SPED and EO students both scoring about the same level on the SBAC in Met or Exceed Standards, but we only had 1 out of 143 EL students score in Exceed Standards. 8th grade students are showing success in ELA with 41% of students at Met or Exceed Standards. Unfortunately, we are not showing the same growth with SPED and EL. Our EO student scores at Met or Exceed Standards are 4 times higher than SPED and 40% higher than EL.

In math, eighth grade students are showing success at half the rate of ELA with 24% of E's being at Met or Exceed Standards and 10% of SPED and 1% of ELs being at Met or Exceed Standards.

This shows a considerable achievement gap.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

For all students, Frank staff will be taking a data driven approach in order to understand our deficits and work towards growth. The data will be examined through PLC meetings to determine trends and deficits. High leverage instructional practices based on John Hattie's and Dr. Ball's research will be utilized through great, initial first instruction in order to address the deficits. Furthermore, common formative assessments will be created by department in order to track student progress as well as adjust instruction.

For EL students, we have grouped EL 1 and 2 together by reading level. Frequent classroom visits will be utilized for quality assurance in regard to ELD instruction in all levels. Our EL TOSA will be utilized to work with struggling teachers as well as providing inservices for all teachers about EL differentiation. Counselors will routinely call up our EL 3 students in order to develop short term goals that can lead to reclassification. F grade rates will also be looked at in order to determine if we have disproportionality with F grades for EL learners.

All teachers will be given the proper accommodations for each special education student. Teachers will undergo numerous professional development opportunities in regard to equity. Teachers will be supported in their efforts to provide each and every student what they need to be successful regardless of their ability level.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

For low income students, Frank will continue its trend of upgrading technology so that students who would not normally have access to the most current technology will have the ability to build technological capacity through the use of technology. Additional student supplies will be purchased in case some students are not able to provide their own supplies. For English Learners, we will continue to utilize our TOSAs as well as our instructional coach. We will also purchase books that align with EL Shadowing which, in turn, will be used for job embedded professional development. For foster students, we will continue to form a mentorship with our Outreach Specialist. These students will also meet with counselors as needed. Academic interventions will be made available so that foster students can catch up on lost academic time due to transitional moving. Academic interventions will include, but are not limited to, having a pre and post assessment in order to measure effectiveness.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

During the 2016-2017 school year, our school had three interventions. One intervention included the Homework Club where students could have a quiet place and extra time to complete homework. The second intervention included after school credit recovery for 8th grade students who were falling behind. These students would work to improve their letter grades. Lastly, we had an intervention that was directly tied to EL students. This intervention utilized the computer program, Moby Max, to increase literacy. Even though these interventions created some success, some corrective measures can be added in order to make the interventions more focused and measurable. In order to do this, each intervention will have to have a specific targeted population with an established criteria. Additionally, each intervention must have a pre and a post test so that the administration can measure the intervention's success rate. By doing this, we can make data driven choices on how to adjust or stay the course with our particular interventions. Furthermore, the after school academic intervention ran three days a week for an hour and a half daily. This schedule proved to be too cumbersome for both staff and students. Administration chose to reduce the days to two days a week. This was more manageable and effective. The corrective measure would be for us to start at two days a week this year instead of three days a week.

Star 360 data shows that completion rates are not at 95% for mathematics in each grade level. This creates a challenge when trying to set up interventions due to the fact that a number of students were not assessed. In order to improve this, we are setting goals for teachers to raise the completion rate to 95% in all math classes in order to set up interventions as well as alter instruction as needed.

- I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

School Site Council and the English Language Advisory Committee are involved in providing input and recommendations for the Single Plan for Student Achievement. Furthermore, SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school which receives federal funds for qualifying student populations. Parents are encouraged at Back to School Night to participate in both the ELAC and SSC groups.

- II. INVOLVEMENT GOVERNANCE – MONITORING SPSA** – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder’s involvement in this process.

The SPSA is brought for approval to the SSC . However, once the approval is made the SPSA is still a living document. Any changes or alterations to the SPSA require SSC approval. Furthermore, ELAC makes recommendations to the SSC and for input to the SPSA throughout the year.

- III. PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

Our parents have a number of opportunities to get involved at Frank. Parents are provided classes through Parent Project. The program is called Loving Solutions and it is intended to build capacity for parents so they can help their children both academically and with behavior. We also have parent participation in our SSC, ELAC and our PTO. Parents collaborate with staff during parent conferences, IEPs and SSTs.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Counselors and APs visit our feeder elementary schools to give presentations about the programs that Frank has to offer. We hold a parent night in the spring, a web orientation in the summer and a parent night before school starts. For our Newcomers Academy, we also have a parent orientation and campus tour in Spanish.

For 8th grade transition into high school we have counselors from Pacifica and Channel Islands High Schools visit Frank and conduct presentations as well as enroll our students. Parent nights are also provided at both high schools to help with the transition from middle school to high school.

WEB (Where Everyone Belongs) leaders help sixth grade students transition into middle school. Each WEB leader is paired with a sixth grade student and each leader serves as a mentor for that sixth grade student.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	107100	0.00
Title III	38089	0.00
LCFF - Targeted	89000	0.00
LCFF - Intervention	41000	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$801,205.00
Goal 2	\$65,410.00
Goal 3	\$6,000.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA & MATH, STAR 360 Reading & Math,	2016-2017 CAASPP assessment data by grade level: Current 6th grade students: 22.5% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 7th grade students: 28.7% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 8th grade students: 30.8% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.	CAASPP ELA The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level.
CAASPP Math	2016-2017 CAASPP assessment data by grade level: Current 6th grade students: 11.4% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 7th grade students: 11.7% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 8th grade students: 12.03% of students scored	CAASPP Math: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level.

	"Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.	
STAR 360 Reading	<p>STAR 360 Reading Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 32 based on the May 2017 administration of the STAR 360 Reading assessment.</p> <p>Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 48 based on the May 2017 administration of the STAR 360 Reading assessment.</p>	<p>STAR 360 Reading This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2017-2018 school year on the STAR 360 Reading Assessment.</p>
STAR 360 Math	<p>STAR 360 Math Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 45 based on the May 2017 administration of the STAR 360 Math assessment.</p> <p>Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the May 2017 administration of the STAR 360 Math assessment.</p>	<p>STAR 360 Math: This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2017-2018 school year on the STAR 360 Math Assessment.</p>
Reclassification rates	CELDT/ELPAC/RECLASSIFICATION: In the 2016-2017 school year, 35.2% of English learners meeting CELDT criteria were Reclassified.	CELDT/ELPAC/RECLASSIFICATION: 37.2% of English Learners will meet ELPAC criteria.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student levels. District approved materials and curriculum implementation guides will be used. Time for	ELA	2017-2018 School Year	Admin Leadership team Instructional Coach Teachers	Instructional Coach salary	Centralized Services	124713
	Math			Substitutes	Title I	10482
	ELD			Substitutes	LCFF - Targeted	7000
	Strand Focus					

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
collaboration will be arranged by department for PLCs and new curriculum implementation.						
2. Use multiple data points to make appropriate course placements.	ELA Math ELD Strand Focus	2017-2018 School Year	Administration Counselors	School Counselors salaries (2) Counselor extra pay	Centralized Services Title I	248930 4000
3. Post Language and Content Objectives each day in each classroom.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers	No additional cost		
4. Increase academic success through the support of the Instructional Coach, EL TOSA, Math Mentor, and Tech Mentor, including release time for collaboration and professional development.	ELA Math ELD Strand Focus	2017-2018 School Year	Instructional Coach EL TOSA Math Mentor Tech Mentor Teachers	Instructional Coach salary (see goal 1, action 1) EL TOSA Math and Tech Mentors Substitutes	District Funded District Funded LCFF - Targeted	3115
5. Use data analysis of assessment results through EADMS to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, CELDT/ELPAC, and from curriculum embedded assessments.	ELA Math ELD Strand Focus	2017-2018 School Year	Administration Leadership Instructional Coach Teachers	Assessments	District Funded	
6. Implement STAR 360 program in all Advisory classes.	ELA ELD	2017-2018 School Year	Administration Teachers	AR contract	District Funded	
7. Teachers will calibrate writing, develop common rubrics, share instructional techniques and review pacing guides.	ELA Math	2017-2018 School Year	Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus					
8. Monitor the implementation and progress of the SPSA through SSC and ELAC meetings.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2017-2018 School Year	Administration Leadership SSC ELAC	No additional cost		
9. Instructional coach, EL TOSA, Tech Mentor and Math Mentor will provide professional development at staff meetings and other times as needed. The focus of the professional development will be on our growth areas that will be derived from data.	ELA Math ELD Strand Focus	2017-2018 School Year	Instructional Coach EL TOSA Math Mentor Tech Mentor Teachers	Coach, EL TOSA, Mentors (see goal 1, action 4) Substitutes	Title I LCFF - Targeted	6000 4753
10. Extra Clerical Support for translation at parent conferences and to process students.	ELA Math ELD Strand Focus Attendance	2017-2018 School Year	Clerical Staff	Extra time for translations Extra time to processing of students grades, attendance	Title I LCFF - Targeted	2000 3000
11. EL TOSA and Newcomer TOSA will work with ELD staff on SIOP strategies and differentiation for EL students.	ELA Math ELD	2017-2018 School Year	EL TOSA Newcomer TOSA	EL TOSA salary (see goal 1, action 4) Newcomer TOSA	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
12. Intervention Service Provider will work with EL TOSA in order to provide support and interventions for our struggling newcomer program students.	ELA Math ELD	2017-2018 School Year	ISP EL TOSA Teachers	Intervention Service Provider salary EL TOSA salary (see goal 1, action 4)	LCFF - Intervention	32100
13. AVID Tutors will be used to implement the AVID program.	ELA	2017-2018 School Year	AVID tutors	AVID Tutor salaries	LCFF - Targeted Title III	2000 4656
14. Materials/Software will be purchased (Moby Max, Brain Pop, Flocabulary, Lexia) to support intervention and enrichment activities.	ELA Math ELD	2017-2018 School Year	Administration	Technology/software /license Materials/Supplies to support programs	LCFF - Targeted LCFF - Intervention LCFF - Intervention	13000 3000 5900
15. After School Tutoring will be offered to provide additional support to students.	ELA Math ELD	2017-2018 School Year	Teachers	Teacher extra pay	LCFF - Targeted	5000
16. Grade and course specific collaboration and data analysis will occur during the school day.	ELA Math ELD Strand Focus	2017-2018 School Year	Administration Teachers	Teacher release time for collaboration	Title I	8583
17. Teachers will use ELPAC release questions in preparation for the 2017-2018 ELPAC testing cycle.	ELD	2017-2018 School Year	Teachers	No additional cost		
18. Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test preparation	ELD	2017-2018 School Year	Teachers	No additional cost		
19. CELDT Level 1s & 2s, who are less than two years in the US, are ability grouped in an academy to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.	ELA Math ELD	2017-2018 School Year	Administration Counselors Newcomer TOSA Teachers	Counselors' salaries (see goal 1, action 1) Newcomer TOSA (see goal 1, action 11)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
20. CELDT Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & ELD standards as quickly as possible in both Language Arts and Math.	ELA Math ELD	2017-2018 School Year	Administration Counselors Newcomer TOSA	Counselors' salaries (see goal 1, action 1) Newcomer TOSA (see goal 1, action 11)		
21. CELDT 3s, 4s & 5s are ability grouped in core ELA and Math curriculum with EOs where teachers are using SIOP Teaching strategies and Math, ELA, ELD standards to reach proficiency as quickly as possible.	ELA Math ELD		Administration Counselors Newcomer TOSA	Counselors' salaries (see goal 1, action 1) Newcomer TOSA (see goal 1, action 11)		
22. Maximize use of Promethean Board and ipads to reach English Learners.	ELA Math ELD	2017-2018 School Year	Teachers	No additional cost		
23. EL TOSA will be utilized to help with staff and students. EL TOSA will provide professional development and support. Clerical services for EL students will be provided.	ELA Math ELD	2017-2018 School Year	EL TOSA	PD collaboration release time	Title III Title I	2000 4492
24. Use AVID strategies to instruct students school-wide on study skills, Students will use and participate in: Cornell notes, goal setting, character building activities, tutoring and service-oriented projects.	ELA Math ELD	2017-2018 School Year	Teachers	Professional development	LCFF - Targeted Title I	3000 7000
25. Continue positive reinforcement of academic and attendance success through AR program.	ELA ELD	2017-2018 School Year	Administration Teachers	Academic Incentives	LCFF - Targeted Title I Title III	22132 11891 3533
26. Students will participate in academic based field trips.	ELA Math ELD	2017-2018 School Year	Administration Teachers	Field Trips	Title I LCFF - Targeted	11000 6000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus					
27. Students will participate in Robotics Competitions.	Strand Focus	2017-2018 School Year	Administration Teachers	Competition, transportation	LCFF - Targeted	3000
28. Students will participate in oceanography field trips.	Strand Focus	2017-2018 school year	Administration Teachers	Transportation	LCFF - Targeted	3000
29. Bilingual para educator will support students.	ELA	2017-2018 school year	Bilingual para educator	Bilingual para educator salary	Title III	26900
	Math				Title I	33152
	ELD					
30. Site Technology tech provides technology support to teachers and staff. Support includes one to one device support as well as accessory and app support.	ELA Math ELD	2017-2018 school year	Site Technology Tech	Site Technology Technician salary	Centralized Services	112537
31. Library Tech provides support for students in accessing literacy through the use of books and media resources.	ELA ELD	2017-2018 school year	Library Tech	Library Tech salary	Centralized Services	63336
32. Students will read books using the MyOn program in order to increase reading lexile levels, Accelerated Reader proficiency and literacy across all content areas.	ELA ELD	2017-2018 school year	Teachers	MyOn contract	District Funded	

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Rate	Suspension rate is for 2016-2017 was 8.8%.	Suspension rate will be lowered by 2% to equal a total suspension rate of 6.8%.
Discipline Referral Totals	The overall number of discipline incidents was 2,948.	The overall number of discipline incidents will drop by 500 to equal a total 2,448 incidents.
Attendance Rate	The attendance rate for 2016-2017 was 96.96%.	The attendance rate will increase .05 % to equal a total attendance rate % of 97.1%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.	Student Behavior Support Safety	2017-2018 School Year	Administration PBIS committee Teachers	Professional development	LCFF - Targeted	3000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. School Counselors will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success.	Wrap-Around Services	2017-2018 School Year	Counselors Outreach Consultants	Counselor salary (see goal 1, action 2) ORC salary Professional development for Counselor & ORC Extra help after hours	Centralized Services Title I LCFF - Targeted	47910 1000 3000
3. Administration monitors discipline data on a regular basis and develops action plans when necessary in response to equity traps and over use of exclusionary discipline measures.	Student Behavior Support	2017-2018 School Year	Administration	No additional cost		
4. Fire and lock down drills are conducted periodically in order to promote efficient safety practices.	Safety	2017-2018 School Year	Admin All staff	No additional cost		
5. Safety Committee meets periodically to monitor the safety plan and make adjustments as needed.	Safety	2017-2018 School Year	Safety Committee	No additional cost		
6. Attendance Incentives are provided for students who have perfect attendance or show improvement in attendance.	Attendance	2017-2018 School Year	Admin ORC	Perfect Attendance Incentives ORC (see goal 2, action 2)	LCFF - Targeted Title I	5000 2500
7. Campus supervisors are trained in de-escalation techniques.	Safety Strand Focus	2017-2018 School Year	Administration Campus supervisors	Classified salaries	District Funded	
8. COST/SST process is utilized in order to support at-risk students.	Wrap-Around Services	2017-2018 School Year	Administration Counselors Outreach Consultants Teachers Clerical	Translations	Title I	3000
9. Continued use of Risk of Sexual Activity Curriculum in Science.	Safety	2017-2018 School Year	Teachers	No additional cost		
10. Continued use of Project ALERT as part of the science	Safety	2017-2018 School Year	Teachers	Project ALERT curriculum	TUPE	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
curriculum.						
11. Teachers identify students with a below 2.0 GPA or 5 or more referrals more than 10 absences to the office to monitor their progress.	Student Behavior Support Attendance	2017-2018 School Year	Teachers	No additional cost		

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Parent participation rates at meetings/activities: Back to school night, ELAC, SSC, PTO

Not applicable. New administration.

The 2017-2018 school year will be the baseline.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Title I parent information presented at Back to School Night.	ELA Math ELD	2017-2018 School Year	Administration	No additional cost		
2. Parent compact distributed to all parents.	Student Behavior Support	2017-2018 School Year	Administration	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Safety					
3. Outreach coordinator teaches parent empowerment classes in the evening throughout the school year.	Student Behavior Support Wrap-Around Services	2017-2018 School Year	ORC Clerical staff	Parent Project Material Extra time for clerical staff Extra time for ORC	LCFF - Targeted Title III Title I	3000 1000 2000
4. Parent conferences are held throughout the year in order to communicate student progress.	ELA Math ELD Strand Focus Student Behavior Support	2017-2018 School Year	Teachers	No additional cost		
5. Staff works in collaboration with parents during IEP and SST meetings.		2017-2018 School Year	Teachers/Admin	No additional cost		
6. ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.	ELA Math ELD	2017-2018 School Year	Admin	No additional cost		
7. ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in need.	Wrap-Around Services	2017-2018 School Year	ORC	ORC salary (see goal 2, action 2)		
8. Counselors routinely meet with parents to review students academic progress as well as their social emotional well being.	ELA Math ELD Wrap-Around Services	2017-2018 School Year	Counselors	Counselors' salaries (see goal 1, action 2)		
9. PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.	Wrap-Around Services	2017-2018 School Year	Administration	No additional cost		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	390	411	429	377	400	406	377	399	405	96.7	97.1	94.6
Grade 7	418	415	436	395	403	414	394	403	414	94.5	97.1	95
Grade 8	536	414	429	515	402	416	512	400	416	96.1	97.1	97
All Grades	1344	1240	1294	1287	1205	1236	1283	1202	1235	95.8	97.1	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2469.5	2465.1	2459.1	6	5	3.70	20	20	18.77	27	29	28.40	47	45	49.14
Grade 7	2492.7	2494.1	2480.2	5	7	7.73	22	26	21.01	27	21	21.01	46	46	50.24
Grade 8	2504.2	2524.5	2505.9	3	5	5.29	23	30	25.48	32	32	26.20	41	34	43.03
All Grades	N/A	N/A	N/A	4	6	5.59	22	25	21.78	29	27	25.18	44	42	47.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	8	7.41	40	37	43.46	53	55	49.14
Grade 7	12	12	11.62	37	41	35.35	51	48	53.03
Grade 8	11	15	11.11	40	47	41.06	49	39	47.83
All Grades	10	11	10.06	39	41	39.94	51	47	50.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	10	9	5.94	40	41	38.12	51	50	55.94
Grade 7	13	15	16.79	47	42	34.55	41	44	48.66
Grade 8	8	10	10.90	48	50	42.13	44	40	46.97
All Grades	10	11	11.24	45	44	38.27	45	45	50.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	8	7.65	59	58	56.30	33	34	36.05
Grade 7	5	8	5.81	56	56	47.22	40	36	46.97
Grade 8	4	8	7.97	59	64	59.90	37	28	32.13
All Grades	6	8	7.14	58	59	54.46	37	33	38.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	11	15	10.37	57	53	45.68	32	32	43.95
Grade 7	13	16	14.32	52	47	41.99	36	37	43.69
Grade 8	11	13	14.53	51	56	44.31	38	31	41.16
All Grades	12	15	13.09	53	52	43.98	36	34	42.93

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	390	411	429	384	408	421	384	407	421	98.5	99	98.1
Grade 7	418	415	436	410	413	428	407	412	428	98.1	99.5	98.2
Grade 8	536	414	429	526	407	424	525	405	424	98.1	98.3	98.8
All Grades	1344	1240	1294	1320	1228	1273	1316	1224	1273	98.2	99	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2453.7	2448.4	2435.7	6	5	3.33	9	11	8.08	31	29	26.37	54	54	62.23
Grade 7	2467.9	2462.1	2449.0	4	3	4.44	10	10	7.24	30	31	23.13	56	56	65.19
Grade 8	2470.7	2470.3	2451.5	5	4	4.72	10	8	7.31	24	23	19.10	61	65	68.87
All Grades	N/A	N/A	N/A	5	4	4.16	10	9	7.54	28	28	22.86	58	58	65.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	8	4.99	25	26	22.80	67	66	72.21
Grade 7	5	6	7.26	29	29	18.27	65	64	74.47
Grade 8	9	5	5.44	25	22	19.86	67	72	74.70
All Grades	7	7	5.90	26	26	20.30	66	68	73.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	6	7	5.23	35	33	26.84	59	61	67.93
Grade 7	5	5	6.31	53	38	32.01	42	57	61.68
Grade 8	7	7	7.55	42	44	25.00	50	49	67.45
All Grades	6	6	6.36	43	38	27.97	50	56	65.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 6	6	7	3.56	46	47	35.87	47	46	60.57
Grade 7	5	7	7.01	65	44	39.49	30	49	53.50
Grade 8	4	4	4.96	41	50	37.12	55	46	57.92
All Grades	5	6	5.19	50	47	37.50	45	47	57.31

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	3	5	5	22	25	33	43	41	30	19	8	15	14	21	17
7	4	7	4	30	43	27	42	30	40	8	12	15	16	9	15
8	4	4	7	42	35	40	34	38	28	12	6	12	8	17	13
Total	4	6	5	32	33	33	39	36	33	13	9	14	12	16	15

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	3	5		20	23		40	37		18	8		18	27	
7	4	6		27	39		38	27		7	11		24	18	
8	4	4		38	31		30	34		11	6		17	25	
Total	3	5		29	30		36	33		12	8		20	24	

Appendix C - School Site Council Membership (Robert J. Frank Academy of Marine Science and Engineering)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Dr. Richard Caldwell	Principal
Christine Simonson	Classroom/Teacher
Darlene Killgore	Classroom/Teacher
Pamela Pond	Classroom/Teacher
Jana Cannon	Classroom/Teacher
Amber Pergeson	Other School Staff
Cindy Hernandez	Parent or Community Member
Monique Simental	Parent or Community Member
Elsa Zavala	Parent or Community Member
Jayleen Lopez	Secondary Student
Diance Hererra	Secondary Student
Elsa Zavala	Secondary Student

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on September 18, 2016.

Attested:

Dr. Richard Caldwell
Typed Name of School Principal

Signature of School Principal

Date

Christine Simonson
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



701 North Juanita Avenue, Oxnard, CA 93030
Tel: (805) 385-1536 Fax: (805) 981-1754 www.oxnardsd.org/Frank

Parent Involvement Policy

2017-2018

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the student agenda which is distributed annually at the beginning of the school year. Teachers review the student agenda and policies with the students at the beginning of the year. Parents are asked to read and discuss the student agenda with their students and sign and return an acknowledgment form.
- ✓ Frank School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Frank School makes the School Parental Involvement Policy available to the local community.
- ✓ Frank School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Frank School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS:

Frank School convenes annual and regular meetings to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Frank School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided. This information will include

- School Parent Involvement Policy
- Parent/Student Handbook
- Volunteer Applications/Information
- Assessment Information
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources, including the school calendar
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy.

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Ana Garcia
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 10, 2017

Attested:

Dr. Richard Caldwell
Typed Name of School Principal

[Signature]
Signature of School Principal

10/10/17
Date

Christine Simonson
Typed Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10/10/17
Date

Single Plan for Student Achievement (SPSA) Template

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

School Name	Fremont Academy of Environmental Science and Innovative Design		
CDS Code	56725386055313		
Revision Date	October 13, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Chantal Anderson Witherspoon Principal	Email and Phone	candersonwitherspoon@oxnardsd.org (805) 385-1539
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Fremont Academy of Environmental Science and Innovative Design is committed to providing a safe and positive environment for students to achieve their full academic potential as well-rounded individuals. We are dedicated to collaborating with parents and community leaders to prepare students to be productive, socially responsible, and able to participate in a global, diverse, and technological society.

Fremont's mission will be propelled through a vital system distinguished by:

Diverse cultural competencies
 Creative partnerships and relationships
 High expectations for rigorous, relevant, and engaging learning
 Social, emotional, physical, and character building
 Cultivation of individual strengths

Objectives:

1. Every student will maximize their academic potential and pursue their personal pathway
2. Every student will develop their social, emotional, and physical well-being
3. Every student will engage as a productive member of the global community.

Service Promise

We promise to provide professional services to students, parents/guardians, community members, visitors and district personnel. We further promise to interact in a courteous, caring, and positive manner that ensures all people will be treated with dignity and respect.

SCHOOL PROFILE

Fremont Academy of Environmental Science and Innovative Design was established in 1961 and is one of 21 schools in the Oxnard School District. During the 2016-2017 school year, Fremont Academy of Environmental Science and Innovative Design served approximately 1120 students in grades 6-8 on a traditional schedule. The school is situated in Oxnard along a beautiful stretch of the Pacific coastline. Oxnard is the largest city in Ventura County and Fremont mirrors its ethnically diverse population.

As a result of the district's open enrollment policy, Fremont Academy draws students from all K-5 elementary schools and offers the opportunity for students in the K-8 schools to attend Fremont Academy as well. With a focused attention on providing a strong instructional program that incorporates environmental science and innovative design in the areas of technology, robotics, and coding..

Fremont Academy embraces STEAM-centered education and provides educational opportunities for all students that promote college and career readiness. Fremont strives to meet the needs of all students through a diverse offering of educational settings and courses. Students with special needs are served in a variety of settings. Fremont currently supports three Mild to Moderate classes and three Resource teachers who provide academic support in a co-teaching model, with students who are able to access general education courses as appropriate. Students needing designated ELD support are placed in leveled classes to provide for maximum targeting of instruction in English language development. Students are placed according to CELDT scores in order to maximize targeted instruction. Students receive 180 days of instruction during 7 daily class periods, including a daily Advisory period designed to encourage independent reading. Academic support and interventions are offered to students before, during, and after school using Fremont's TOSA as well as instructional assistants. Grade level teams collaborate to optimize instructional time and provide intervention in small groups.

Parent involvement at Fremont Academy includes the encouragement of parent volunteers, becoming members of the Fremont PTA, as well as a variety of parent trainings and workshops. Workshops and parent trainings include PIQE, Parent Project, as well as 2nd Cup of Coffee with the Principal. Parents are also encouraged to become active participants in ELAC and School Site Council. The school also offers several activities throughout the year in which parents participate, such as: Back-to-School Night, Title 1 meeting, Open House, GATE Parent Night, AVID Parent night, Grade 6 Orientation, Student-led Parent/Teacher conferences, and an 8th Grade Celebration. In addition, the school encourages parent participation in the Annual District Parent Unification summit coordinated by the District in September 2017.

Fremont's school day is from 8:30 a.m. - 2:58 p.m. for all grades 6-8. This includes a nutritional break period and a 30 minute lunch. Teachers participate in collaboration after-school (PLCs) which includes: data analysis, curriculum planning, and the development of instructional strategies with their subject departments. Staff meetings are held once per month. Fremont has several intervention programs in place to assist students who are not meeting grade level standards in ELA and/or Mathematics, including both after school and during intersession (held during instructional breaks such as Winter Break). Teachers provide after school tutoring as necessary.

Providing a safe learning environment for our students is paramount and one of our major goals. Fremont has a supervision schedule which lends to the "all hands on deck" philosophy of all staff members leaving nothing to chance. All staff members, teachers, and the school administration continually monitor the campus. Visitors must obtain a visitors pass and are usually escorted by a campus supervisor to ensure they reach their destination on campus. Regular disaster drills are scheduled and all teachers are issued a disaster handbook and a first aid kit.

Fremont Academy is in the process of implementing the Positive Behavior Interventions and Supports Program (PBIS). The

site PBIS committee will facilitate the implementation to further decrease behavior incidences and increase a positive atmosphere and school culture.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Fremont Academy of Environmental Science and Innovative Design is most proud of the collaborative effort to design an elective wheel for all students to maximize their potential and tap into their interests. With the academy strand focus in mind, students are offered the opportunity for electives in the areas of robotics, journalism (which includes broadcasting), newscasts, among many others. The master schedule is strategically designed so that all students regardless of ability are reflected in the content areas.

Along with the increased focus on ELD support and instruction, intervention and intersession were offered for EL students who were at the cusp of being reclassified. With a targeted focus on the specific areas that the students needed to increase their language development, vocabulary, as well as building on their background, data results showed these students showed growth both on the CELDT and CAASPP in the area of English/language arts. It is Fremont's goal to continue to offer these services this year and to expand intersession for not only EL students, but students who are at-risk or in the almost met level of CAASPP.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Overall student achievement in Mathematics has been identified as an area of need based on 2016-2017 CAASPP assessment data.

According to 2016-2017 CAASPP assessment data, all assessment claims are an area of significant need. All students declined significantly in the area of mathematics by 10.3 points. Significant subgroups show a decline in performance as well. English Learners declined significantly by 12.3 points in math. The SED subgroup declined by 7.6 points in the area of math. The greatest decline in math occurred with the African American subgroup by 13.4 points. The White subgroup declined by 6.3 points while the Students with Disabilities subgroup maintained their performance at 0.9 points. EL students declined in the area of mathematics by 9.4 points.

Student achievement in ELA has been identified as another area of need based on 2016-2017 CAASPP data. According to the 2016-2017 ELA CAASPP data, all students declined by 1.3 points. English Learners declined by 1.2 points, the African American subgroup declined by 11.7 points, the Filipino subgroup declined by 21.6 points. Positive gains were made with Students with Disabilities by maintaining performance with a 1.4 point gain, as well as the Hispanic subgroup maintaining at 1.6 points. The White subgroup

maintained with a gain of 1.4 points.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Staff meeting, department meeting, and grade level PLCs will be dedicated to creating a data-driven culture at Fremont. In building a strong Leadership Team with Teacher Leaders who are able to facilitate discussions and data analysis, teachers will be able to review assessment data on a school-wide, class-wide and individual student basis throughout the year. This data will be utilized to identify areas of strength and weakness to drive instructional decisions. Data conferences between ELA and math teachers and administrators will be held to review student data and the creation of SMART goals. Furthermore, common formative assessments will be created by department in order to track student progress as well as adjust instruction.

Teachers will have the opportunity for professional development through collaboration days as well as conferences, workshops, and trainings provided by the district. Teachers will be supported in their efforts to provide each and every student what they need in order to be successful regardless of their ability level.

Students will also have access to academic support through homework club and tutoring opportunities. Academic incentives will be provided to students demonstrating academic success in courses throughout the year. Teachers and administrators will participate in Academic Conferences to analyze data and create long and short term goals targeting grade level student needs as well as department needs. Through collaboration and common assessments, data will be utilized throughout the school year to address learning gaps and effectively target instruction. Actions identified in Goal 1 support student achievement with the goals of making significant gains in the number of students meeting or exceeding standards on the 2017-2018 CAASPP assessment.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

According to 2016-2017 CAASPP Data, 77.2% of all students Did Not or Nearly Met grade-level standards in ELA. Similarly, 85.1% of all students Did Not or Nearly Met grade-level standards in Math. As a result, there was no specific student group whose scores were two or more performance levels below "all student" performance. Attention to English Learners and significant subgroups like African American, Hispanic, and SED will be given, in order to improve student success outcomes across all programs.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Increased student achievement for our English Learner subgroup will be supported through multiple strategies. There will be an increase in hours for the instructional assistant supporting designated ELD classes to help facilitate gains in English language proficiency. Content area teachers have participated in ELD content support trainings to enhance integrated ELD instruction in all core classes. Intervention opportunities will target English Learners for support and EL progress is monitored throughout the school year.

The SED subgroup represents 77% of students in the current school year. Students have access to academic support through homework club and tutoring opportunities. Academic incentives will be provided to students demonstrating academic success in courses throughout the year. Teachers and administrators will participate in Academic Conferencing to review progress toward meeting grade level standards in both ELA and Math. Through collaboration and common assessments, data will be utilized throughout the school year to address learning gaps and effectively target instruction. Actions identified in Goal 1 support academic achievement with the goals of making significant gains in the number of students meeting or exceeding standards based on the 2017-2018 CAASPP assessment.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Interventions and academic support will be available to all students. Priority will be given to EL students as well as those students identified as homeless or foster. Students who fell within the nearly met will be monitored and supported as well to target specific content areas to move them into the Met band. Title 1 funds were used to provide intervention to at-risk students in the areas of reading, language arts, and math. Intersession was also held to target students in math and will be continued in the 2017-2018 school year. Targeted students will be invited to attend intersession during the Winter Break which will target specific claim areas of the CAASPP as well as STAR360 Math. Academic support and intervention includes teacher-provided support before and after school, targeted math tutoring and homework club, After School Program homework support, and instructional assistants provide academic support within the school day during instructional time.

Fremont's Advisory period is structured to support reading growth. All students will participate in the Accelerated Reader program. Students will utilize the AR Program to track reading progress and ensure that reading materials are within the students' readability level. Library resources, including supplemental books to target struggling readers will be purchased through Title 1 funds. Incentives for students meeting AR reading goals will be provided each trimester to encourage student growth in reading.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

There were no state indicators for student performance where the English learner sub-group or SED sub-group performed two or more performance levels below the "all student" performance as explained in the Plan Summary: Performance Gaps section. However, opportunities for collaboration and data analysis did not have the desired impact on student achievement in the 2016-2017 school year. Data analysis and collaboration was not consistently supported through teacher and administrator Academic Conferences due to access of subs. Academic Conferences can be implemented to reinforce PLC work and analyze specific successes and struggles, identifying support administration can provide for classroom teachers.

Data conferences will be conducted between administrators and ELA and math teachers in the 2017-2018 school year. To ensure sufficient time for collaboration and academic conferences, subs will be secured to support the development of Fremont's data-driven culture.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The development of the SPSA includes involvement from all stakeholder groups including the Leadership Team. Fremont's Leadership Team were given the opportunity to review the SPSA in detail including proposed budget for the 2017-2018 school year. Explanations were given on budget allocations and how they are made according to student, staff, and parent needs. A "Keep, Fix, Stop, Start" form was provided for Leadership Team members to get input from the grade level as well as department team members on proposed expenditures and programs. In addition to the Leadership Team, the SPSA was shared with the ELAC committee and ELAC provided feedback regarding the school plan, specifically relating to the planned actions. The SPSA, along with the site budget, will be reviewed and approved by the School Site Council. Both ELAC and School Site Council will be provided opportunities for parent feedback and engagement. Stakeholder feedback is utilized to enhance the SPSA.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA is monitored through School Site Council meetings throughout the year. The monitoring process provides opportunities to review the implementation of actions, determine the effectiveness of actions, and update the plan throughout the year. Significant changes to the school plan and budget are approved by the School Site Council.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Fremont parent involvement includes the encouragement of becoming a parent volunteer. The Fremont PTA provides parents an opportunity to participate in supporting school programs such as Family Nights, PTA Reflections, Skate Nights, as well as participating in fundraising opportunities and deciding ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on concerns and ways to provide growth opportunities for English Learners.

Parent trainings and workshops are offered throughout the year. They include Parent Project, 2nd Cup of Coffee with the Principal workshops, as well as 8th parent/student workshops to assist the students in developing goals and an action plan to ensure the student promote at the end of the year.

Parents are also encouraged to attend school events such as Back to School Night, student-led parent/teacher conferences, Open House, sporting events, as well as Family Nights provided by the Fremont PTA. A Career Day is held annually and parents are recruited to present and volunteer to discuss and present their career to the Fremont students.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Students transitioning from elementary to middle school are introduced to Fremont Academy through site visits to elementary schools and campus tours are offered at Fremont. Students and parents are familiarized with the programs offered at Fremont and a description given to the specific strand focus of the academy. This allows parents and students to make informed decisions during the open enrollment process. Once student have select to attend Fremont, parents are invited in for an orientation to meet school administration and learn more about the instructional and elective programs, school expectations, and school services. Brochures are made available as well to give a snapshot to what Fremont Academy has to offer. Prior to the start of the school year, all incoming 6th graders participate in the WEB (Where Everybody Belongs) orientation where they work with 8th grade mentors to assist with a smooth and comfortable transition from elementary to middle school. WEB leaders conduct monthly activities with 6th grade students throughout the year. 6th grade students participate in a multi-subject educational program, with core classes scheduled in a dual-content blocks. Fremont participates in transition meetings for students with IEPs to ensure student needs are met and student is appropriately placed according

to the current IEP.

Fremont Academy staff works closely with high school staff to assist with the transition from 8th grade to high school. High school counselors come on site to conduct registration for high school based on feedback from 8th grade teachers. Fremont counselors provide parent education in conjunction with high school staff regarding the transition to high school. High school orientation events are promoted by Fremont to enhance parent awareness of upcoming events. Fremont special education staff will host transition IEPs and invite high school staff to ensure that appropriate services are in place for transitioning students.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	311,834	0.00
Title I	82,764	0.00
Title III	17,897	0.00
LCFF - Targeted	75,992	0.00
LCFF - Intervention	39,308	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$714,450.53

Goal 2 \$311,006.47

Goal 3 \$67,203.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA Assessment	All Students: 22.8% Met/Exceeded 6th Grade: 21.1% Met/Exceeded 7th Grade: 21.9% Met/Exceeded 8th Grade: 25.3% Met/Exceeded	Increase Met/Exceeded percentage by 3% for All Students.
CAASPP Math Assessment	All Students: 14.9% Met/Exceeded 6th Grade: 16.1% Met/Exceeded 7th Grade: 13.7% Met/Exceeded 8th Grade: 14.7% Met/Exceeded	Increase Met/Exceeded percentage by 3% for All Students
STAR 360 Reading 2017-2018 Baseline Data	50.9% of all students in Grades 6-8 are below the 25th percentile	Decrease percentage of students below 25th percentile by 10%
STAR 360 Math 2017-2018 Baseline Data	57.8% of all students in Grades 6-8 are below the 25th percentile	Decrease percentage of student below 25th percentile by 10%.

CELDT / ELPAC / Reclassification
 Due to a change in assessments from CELDT to ELPAC, this metric will be measured through Reclassification data.

In the 2016-2017 school year, 31 total EL students were reclassified (7%).

Increase Reclassification percentage by 3%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide collaboration time for ELA and Math teachers (supported by the Instructional Coach or Math Mentor) to develop common assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans.	ELA Math	2017-2018 School Year	ELA Teachers Math Teachers Instructional Coach Math Mentor Administrators	Sub Costs	Title I	9,000
				Instructional coach salary	Centralized Services	126051
				Math Mentor salary	District Funded	
2. Hold grade/department collaboration meetings to review data- including STAR 360, CAASPP and CELDT- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction.	ELA Math ELD	2017-2018 School Year	ELA Teachers Math Teachers Instructional Coach Math Mentor Administrators	Extra Duty - Certificated	Discretionary	2500
				Instructional coach salary (see goal 1, action 1) Math Mentor salary (see goal 1, action 1)		
3. Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and support writing instruction. The Instructional Coach will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum.	ELA	2017-2018 School Year	ELA teachers Tech Mentor Instructional Coach	Instructional coach salary (see goal 1, action 1) Professional Development - Study Sync	District Funded	
				Tech Mentor salary (see goal 1, action 1) Instructional Assistants - Salary	Title I	6345

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
4. Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math.	ELA Math	2017-2018 School Year	ELA Teachers Math Teachers RSP Teachers	No additional cost		
5. The Instructional Coach will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes.	ELA	2017-2018 School Year	All Teachers Instructional Coach	Instructional coach salary (see goal 1, action 1) AR Program	District Funded	
6. Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. The Math Mentor will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum.	Math	2017-2018 School Year	Math Teachers Math Mentor Tech Mentor	Professional Development Extra Duty hours - certificated Math Mentor salary (see goal 1, action 1) Tech Mentor salary (see goal 1, action 1)	District Funded Discretionary	10,000
7. An instructional assistant will be assigned to 7th and 8th grade ELD classes to provide additional academic support in classroom to English Learners levels 1-3 for 50 minutes daily.	ELD	2017-2018 School Year	Instructional Assistant	Classified salaries - Instructional Assistant	Title III	14411
8. Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math.	ELD Math	2017-2018 School Year	ELD Department Core Content Teachers	Professional development	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
9. Administer formative district assessments, including STAR 360, to collect data for analysis during department collaboration meetings.	ELA Math	2017-2018 School Year	Teachers Instructional Coach Admin	Assessments	District Funded	
10. Use AVID strategies, including Cornell note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.	ELA Math	2017-2018 School Year	AVID Teachers Advisory Teachers Administrators AVID Tutors	AVID materials and supplies	LCFF - Targeted	5276
					Discretionary	3,000
				AVID Tutor salaries	District Funded	
11. Provide on-going professional development for teachers and staff through staff meetings and attendance at conferences.	ELA Math Strand Focus ELD	2017-2018 School Year	Teachers Administrators Instructional Coach	Travel and Conference costs	Title I	8336
				Sub costs	Title I	10,000
				Travel and Conference costs	Discretionary	6,000
12. The Instructional Coach/Tech Mentor and Site Technology Techs will support teachers with the implementation managements systems and technology based programs (i.e., Google Classrooms coding, etc.) and various learning applications to facilitate technology-based classroom environments and the EADMS data management system to facilitate data-driven planning.	ELA Math ELD Strand Focus	2017-2018 School Year	Instructional Coach Tech Mentor Lab Techs	Classified Salaries - Computer Lab Techs (2)	Centralized Services	113,793
				Extra hours - lab tech	LCFF - Targeted	1000
				Tech Mentor salary (see goal 1, action 1)		
13. Instructional materials, technology and software/apps/subscriptions will support implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus. Agendas will be utilized to support organization.	ELA Math ELD Strand Focus	2017-2018 School Year	Office Staff Administrators Instructional Coach Lab Techs	Instructional Supplies/Materials	LCFF - Targeted	2,500
				Supplemental materials	Title I	4,310.53
				Classified Salaries - Computer Lab Techs (2) (see goal 1, action 12)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
14. Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program , and intervention and enrichment opportunity targeting English Learners, at-risk students, and Homeless/Foster youth.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers Administrators ASP	Extra Hours - HW Club - certificated staff Extra Hours - Math Intervention/Certificated Staff After School Program - staff Extra Hours - Classified staff	LCFF - Intervention LCFF - Intervention District Funded Title I LCFF - Intervention	15,000 14,000 9,000 4308
15. Implement incentive programs for students to recognize academic achievement.	ELA Math ELD	2017-2018 School Year	Outreach Specialist Administrators Teachers	Academic Incentives Classified Salaries - Outreach Specialist	LCFF - Targeted Centralized Services	9,500 50,130
16. Monitor student progress toward meeting promotion criteria and conference with at-risk students to assist in the development of goal-setting and identifying opportunities for academic support.	ELA Math ELD	2017-2018 School Year	Counselors Administrators	Certificated Salaries - Counselors Supplemental materials	Centralized Services Title III	241,404 3486
17. Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	ELA Math ELD Strand Focus	2017-2018 School Year	Office Staff Administrators	Duplo Maintenance Agreements & Xerox Maintenance Agreements	Centralized Services	8100
18. Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.	ELA Math ELD	2017-2018 School Year	Teachers Administrators	Sub Costs	LCFF - Targeted LCFF - Intervention	5000 6,000
19. Provide field trips and enrichment opportunities to support and enhance the academy focus.	Strand Focus	2017-2018 School Year	Leadership Team Elective Teachers Administrators	Field Trips-Admission and Transportation Sub costs	LCFF - Targeted LCFF - Targeted	25,000 1000

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To decrease the suspension rate

To increase positive behavior

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Data	A total of 119 students were suspended during the 2016-2017 school year (suspension rate = 10.72%)	Decrease the total number of students suspended during the 2017-2018 school year to 100 (suspension rate = 9 %)
California Healthy Kids Survey	Spring 2017 results from our Healthy Kids Survey taken by 7th grade students indicated that we had growth and were below the Oxnard School District average in the areas of School Connectedness, no growth and at or above OSD in high expectations, and had growth and were at or above OSD in meaningful participation.	Make growth and be at or above the OSD average in the areas of School Connectedness and High Expectations.
Attendance Data	Fremont Academy's 2016-2017 Average Daily Attendance Rate was 95.45%.	Increase Fremont Academy's Average Daily Attendance Rate to 95.75% in 2017-2018.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus.	Student Behavior Support	2017-2018 School Year	All Teachers CHAMPS Committee Administrators	CHAMPS Posters	Title I	2200
2. Implement TUPE curriculum ((MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.	Safety	2017-2018 School Year	Science Teachers	MSPP and Project ALERT Curriculum	TUPE	
3. Develop a PBIS committee to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.	Student Behavior Support	2017-2018 School Year	PBIS Committee	Extra Hours - PBIS Committee/Certificated staff	District Funded	
4. Safety Committee will review and update the Comprehensive School Safety Plan and the wite will conduct monthly safety drills to ensure emergency preparedness for staff and students.	Safety	2017-2018 School Year	Safety Committee Administrators	No additional cost		
5. Provide attendance incentives to encourage daily and timely attendance by all students to all classes.	Attendance	2017-2018 School Year	ORC Administrators	Attendance Incentives	LCFF - Targeted Discretionary	1000 1500
6. Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.	Attendance Safety Student Behavior Support	2017-2018 School Year	Campus Supervisors Administrators	Classified salaries - Campus Supervisors Extra hours - Campus supervisors	Discretionary Discretionary	170,461 3,000
7. Maintain the SST/Cost process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance	Student Behavior Support Attendance Wrap-Around Services	2017-2018 School Year	ORC Counselors Teachers Instructional Coach Administrators	Extra Duty hours ORC (see goal 1, action 15) Counselor (see goal 1, action 16) Instructional Coach (see goal 1, action 1)	Discretionary	2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
8. Survey students and staff regarding school climate and utilize feedback to guide the CHAMPS and PBIS Committees in developing plans for ensuring an environment conducive to teaching and learning		2017-2018 School Year	PBIS Team Administrators Teachers	No additional cost		
9. Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.	Wrap-Around Services	2017-2018 School Year	Counselors Outside Agencies	Counselor (see goal 1, action 16)		
10. Monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.	Student Behavior Support	2017-2018 School Year	Administrators	No additional cost		
11. Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.	Wrap-Around Services	2017-2018 School Year	Counselors AVID Teachers Administrators	Extra Hours - Certificated Staff	Title I	2700
				Extra Hours - Classified Staff	Title I	2200
				Counselor (see goal 1, action 16)		
12. Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participation in special education transition meetings.	Strand Focus Wrap-Around Services	2017-2018 School Year	Counselors Elective Teachers WEB Coordinators	Extra hours - Certificated staff	Discretionary	11,000
				Extra Hours - WEB Coordinators	MSAP	
				Promotional Items	Title I	3000
				Counselor (see goal 1, action 16)		
13. Recognize students meeting school expectations through monthly character trait awards.	Student Behavior Support	2017-2018 School Year	Outreach Specialist Teachers Administrators	Character Incentives	LCFF - Targeted	1000
14. Provide a variety of extracurricular options to increase	Attendance	2017-2018 School Year	Club Sponsors Athletic Director and	Extra hours - Certificated staff	Title I	8572.47

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
student connectedness, including sports, ASB, MESA club, and Art Club.	Student Behavior Support		coaches ASB Staff	Supplemental materials	Discretionary	29,873
15. Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.	Safety	2017-2018 School Year	Office Staff Custodians Administrators	Clerical substitutes, Extra Help, and Overtime	Discretionary	45,000
	Attendance			Custodial Extra Help	Discretionary	18,500
16. School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.	Safety	2017-2018 School Year	Office Staff Custodians	Supplies	Discretionary	9,000

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

[SITE EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

2016-17 Baseline

2017-18

Attendance at parent meetings/workshops

No data available

2017-18 will be baseline data

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Continue providing essential programs and support services (e.g. parent training and education) to identified students and families.	Wrap-Around Services	2017-2018 School Year	Outreach Coordinator Administrators Counselors	ORC	District Funded	50,103
2. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to	Wrap-Around Services	2017-2018 School Year	Office Staff Administrators Outreach Coordinator	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
parents to strengthen home-school partnerships.						
3. Invite parents to attend student-led parent/teacher conferences in October and February to discuss student progress and review promotion criteria.	Student Behavior Support	2017-2018 School Year	Teachers Principal Instructional Coach Outreach Coordinator	No additional cost		
4. Schedule "Coffee with the Principal" meetings with parent to improve home-school partnerships.	Safety	2017-2018 School Year	Principal Office Staff ORC	No additional cost		
5. Prepare events to highlight site programs and accomplishments and share student learning opportunities with parents and community members.	Strand Focus	2017-2018 School Year	Administrators Teachers AVID Teachers	Extra Hours - Certificated Staff	Title I	7300
6. The Instructional Coach will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.	Strand Focus	2017-2018 School Year	Instructional Coach Administrators	Instructional coach salary (see goal 1, action 1)		
7. Host campus tours and parent orientation events to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement.	Strand Focus	2017-2018 School Year	Counselors ORC Administrators Elective Teachers WEB Coordinators	Extra Hours - Certificated Staff	Title I	6500
				Extra Hours - Classified Staff	Title I	3300
8. Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey and CHAMPS survey.	Wrap-Around Services Attendance Safety	2017-2018 School Year	Administrators	No additional cost		
9. Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.	ELA Math Student Behavior Support	2017-2018 School Year	Administrators Special Education Teachers Outreach Specialist	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Attendance					
10. Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.	Wrap-Around Services	2017-2018 School Year	Principal Teachers Office staff	No additional cost		
11. Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.	Attendance	2017-2018 School Year	Counselors	No additional cost		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	384	375	352	380	363	351	380	361	351	99.0	97.1	99.7
Grade 7	375	387	379	372	375	379	372	375	379	99.2	96.9	100
Grade 8	393	382	378	381	377	374	381	373	374	96.9	99.2	98.9
All Grades	1152	1144	1109	1133	1115	1104	1133	1109	1104	98.4	97.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2470.4	2462.0	2456.5	8	2	4.84	17	18	16.81	27	35	24.50	49	45	53.85
Grade 7	2483.2	2493.4	2474.4	3	6	1.85	19	22	18.73	24	27	27.70	53	45	51.72
Grade 8	2507.6	2502.4	2513.9	5	4	6.68	24	21	22.19	25	28	29.14	46	47	41.98
All Grades	N/A	N/A	N/A	5	4	4.44	20	20	19.29	25	30	27.17	49	45	49.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	4	6.27	37	40	37.32	55	56	56.41
Grade 7	6	10	7.65	40	35	41.95	53	54	50.40
Grade 8	13	10	14.44	34	38	37.70	52	52	47.86
All Grades	9	8	9.51	37	38	39.04	54	54	51.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	7	7.98	37	41	32.76	51	52	59.26
Grade 7	11	14	6.86	38	49	45.12	50	38	48.02
Grade 8	11	10	12.30	45	46	43.32	44	44	44.39
All Grades	11	10	9.06	40	45	40.58	48	44	50.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	4	4.84	60	69	59.26	33	27	35.90
Grade 7	5	6	4.22	58	59	54.09	38	35	41.69
Grade 8	7	7	8.29	57	57	60.70	36	37	31.02
All Grades	6	6	5.80	58	61	57.97	36	33	36.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	10	9.69	54	59	43.30	32	31	47.01
Grade 7	8	13	6.60	47	45	45.12	46	42	48.28
Grade 8	12	11	13.64	50	44	45.19	38	45	41.18
All Grades	11	11	9.96	50	49	44.57	38	39	45.47

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	384	375	352	379	365	350	379	365	350	98.7	97.1	99.4
Grade 7	375	388	379	373	375	379	370	375	379	99.5	96.6	100
Grade 8	393	382	378	382	377	373	381	375	373	97.2	99.2	98.7
All Grades	1152	1145	1109	1134	1117	1102	1130	1115	1102	98.4	97.6	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2459.7	2439.0	2434.0	8	2	2.86	13	7	9.14	24	30	23.43	56	61	64.57
Grade 7	2471.6	2475.0	2458.5	6	7	3.17	9	12	8.18	31	31	28.23	53	50	60.42
Grade 8	2484.3	2472.4	2482.7	9	6	10.46	11	10	10.19	19	23	16.09	61	61	63.27
All Grades	N/A	N/A	N/A	8	5	5.54	11	10	9.17	24	28	22.60	57	58	62.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	3	6.00	24	21	19.14	66	77	74.86
Grade 7	9	10	5.80	29	27	24.80	62	62	69.39
Grade 8	14	9	13.71	20	22	20.16	64	69	66.13
All Grades	11	7	8.54	24	23	21.44	64	69	70.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	3	3.43	39	30	26.29	53	67	70.29
Grade 7	6	9	4.49	55	35	36.68	39	55	58.84
Grade 8	9	7	10.22	47	49	32.26	44	45	57.53
All Grades	8	6	6.09	47	38	31.88	45	56	62.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 6	11	4	4.86	38	52	32.57	51	44	62.57
Grade 7	7	10	4.22	63	46	47.49	30	44	48.28
Grade 8	8	6	10.22	39	46	36.29	52	48	53.49
All Grades	9	7	6.45	47	48	38.96	44	45	54.59

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	3			23	20	16	52	49	57	9	24	15	13	7	12
7	5		1	40	22	33	33	49	49	15	21	7	7	9	9
8	5	4		37	34	35	43	43	49	5	7	13	9	12	3
Total	4	1	0	33	25	26	43	47	53	10	17	12	10	9	8

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	4			22	20		51	49		9	24		13	7	
7	6			39	23		33	47		15	20		7	10	
8	5	4		37	34		44	42		5	8		9	11	
Total	5	1		32	26		43	46		10	18		10	9	

Appendix C - School Site Council Membership (Fremont Academy of Environmental Science and Innovative Design)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Chantal Anderson Witherspoon	Principal
Sylvia Carrillo	Parent or Community Member
Lorena Arroyo	Parent or Community Member
Angela Padilla	Parent or Community Member
Guadalupe Giron	Other School Staff
Robert Brown	Classroom/Teacher
Joan Hoskins	Classroom/Teacher
Bill Milton	Classroom/Teacher
Sam Reveles	Classroom/Teacher
Omar Barraza	Secondary Student
Cecily Pelayo	Secondary Student
Brooklynn Young	Secondary Student

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

Appendix D - Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-25-17.

Attested:

Chantal Anderson Witherspoon

 Typed Name of School Principal

 Signature of School Principal

 Date

Sylvia Carrillo

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date



School Parental Involvement Policy

STATEMENT OF PURPOSE

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, staff members and administrators developed the following Parental Involvement Policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ Parents play an integral role in assisting their child's learning by reviewing the student agenda daily, monitoring grades/progress via Parent Connect and/or Student Connect, communicating with your child's teachers, and attending Parent-Teacher Conferences, Back to School Night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school by being welcomed as classroom volunteers and visitors and participating in PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child by attending School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, Parent Advisory Committee (PAC) meetings, parent information meetings, and being welcomed to meet with school administrators.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental Involvement Policy and School-Parent Compact are distributed to parents and students annually and additional information is distributed to students and parents in the Student Agenda/Handbook, which is distributed at the beginning of the school year. Teachers review the Student Agenda/Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda/Handbook with their students and sign and return an acknowledgment form.
- ✓ Fremont Academy notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Fremont Academy will make the School Parental Involvement Policy available to the local community on request and on the school website.
- ✓ Fremont Academy periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Fremont Academy has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Fremont Academy

1130 North M Street • Oxnard, CA 93030

Phone: (805) 385-1539 • Fax: (805) 485-2486 • fremont.oxnardsd.org



Fremont Academy convenes regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I, and
- ✓ Of their rights to be involved.

Additionally, Fremont Academy offers opportunities to involve parents and staff in the joint development of and joint agreement in its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- ✓ Parent and Community Resources will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Student Agenda/Handbook
 - Volunteer Applications and Information
 - Assessment Information for All Classes and State Assessments
 - Curriculum Descriptions for All Classes
- ✓ The school's website provides information about the staff, classroom activities and parent resources.
- ✓ The school's website provides a link to the standards which will be taught at each grade level.
- ✓ Weekly ConnectEd messages (automated telephone calls), the marquee calendar of events, and parent letters provide information for parents.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible, will be discussed. Parents and community members will be given timely responses to any concerns and suggestions. The principal conducts weekly automated telephone calls to inform parents of upcoming events and activities. The administrative staff maintains an open door policy to discuss any questions or concerns parents may have.

The School-Parent Compact is a part of the School Parent Involvement Policy. The compact was developed by staff members, parents and administrators. It describes the responsibilities of the school, parents and students to improve student performance and the means by which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings
 - ELAC/DELAC
 - School Site Council
 - PTA
 - Title 1 Meetings
 - GATE Advisory Committee
 - Parent Advisory Committee
- ✓ Student Recognition Assemblies
- ✓ Annual Needs Assessment
- ✓ Parent Volunteer Opportunities

Fremont Academy

1130 North M Street • Oxnard, CA 93030

Phone: (805) 385-1539 • Fax: (805) 485-2486 • fremont.oxnardsd.org

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Davis

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10-25-17.

Attested:

Chantal Anderson Witherspoon
Typed Name of School Principal

10/23/17
Chantal Anderson Witherspoon

Signature of School Principal

Date

Sylvia Carrillo
Typed Name of SSC Chairperson

Sylvia Carrillo

Signature of SSC Chairperson

10/23/17

Date

SPSA Year 2017-18

Single Plan for Student Achievement (SPSA) Template

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

School Name	Richard B. Haydock Academy of Arts and Sciences		
CDS Code	56725386055305		
Revision Date	October 9, 2017		
Superintendent	Dr.Cesar Morales		
Contact Name and Title	Greg Brisbine Principal	Email and Phone	gbrisbine@oxnardsd.org (805) 385-1545
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision Statements

Vision Statement - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens
 Mission Statement - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

SCHOOL PROFILE

Haydock Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Haydock Academy draws students from all K-5 elementary schools in the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Haydock's enrollment has continued to grow to approximately 950 students during the 2017-2018 school year.

Haydock strives to meet the needs of all students through a diverse offering of educational settings and courses. Students with special needs are served in a variety of settings: Three Mild to Moderate classes, one Moderate to Severe class, and three Resource teachers who provide academic support in a co-teaching model, with students able to access general education courses as appropriate. Students needing designated ELD support are placed in leveled classes to provide for maximum targeting of instruction. Students receive 180 days of instruction during 7 daily class periods, including a daily Advisory class added this school year. Academic support and interventions are offered to students before, during, or after school. Teacher teams are able to collaborate during common planning time to provide quality instruction to students.

Haydock Academy of Arts and Sciences is focused on providing a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students. Some important aspects of our program include:

- * Student-Led Conferences: Student-led parent conferences help our students develop communication and leadership skills while identifying their own academic strengths and areas for growth. This allows them to take an active role in their education while creating a student portfolio and communicating to their parents their academic achievements and goals.

- * Designated English Language Development: ELD instruction is provided for all students at CELDT levels 1-3 for 50 minutes daily in a designated ELD class.

- * Access to Technology: A Computer Lab and 1:1 iPads with iPad apps and web-based subscription services assist with and supplement classroom instruction. The library is catalogued to support the Accelerated Reader program. Promethean Boards are utilized in classrooms and our teaching staff is supported by a Technology Coach to further their professional growth and effectively utilize technology.

- * Student Incentives: Haydock rewards student academic success, improvement, attendance, and behavior on a weekly and monthly basis. Students meeting the expectations of our CHAMPS school-wide Guidelines for Success are recognized through the JAGS (Jaguars show respect and kindness, Are responsible and safe, Give their best, and Seek a growth mindset) incentive program.

- * After School Program: In coordination with the City of Oxnard, the Oxnard Scholars After School Program (ASP) offers additional support for students throughout the year. The ASP provides homework assistance, enrichment activities, and a year-long sports program.

- * Academy Focus: Haydock is an arts and sciences academy. Students access environmental science through core classes; dance through the physical education department; and chorus, piano, band, and art through elective classes. In the 2016-2017 school year, Haydock added dramatic arts and mariachi elective classes to further expand our academy offerings.

Parents are provided various opportunities to become involved at Haydock. Workshops and parent trainings, including PIQE (Parent Institute for Quality Education), are offered throughout the year. Parents are also encouraged to become active participants in ELAC, School Site Council, and PTA. All officer positions for these groups have been filled for the 2017-2018 school year; however, additional parent participants are welcome.

More information about Haydock Academy is available through the school website, as well as social media platforms such as Twitter and Facebook.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Haydock Academy staff work diligently to support English learners to reach English language proficiency. In 2016-2017, 41% of English Learners scored Advanced or Early Advanced on the CELDT assessment and 50 students were reclassified. Students with CELDT levels 1-3 receive support through a designated ELD class for 50 minutes daily. An instructional assistant is assigned to several ELD classes to provide additional in-class support to maximize the number of students able to reach language proficiency before exiting the Oxnard School District. During the 2017-2018 school year, the hours for the ELD instructional assistant position are being extended for an additional class period. Content teachers are participating in ELD trainings to enhance the delivery of integrated ELD instruction in all core subjects.

Along with the increased focus on ELD support and instruction, Haydock's Saturday School program helped students struggling academically to meet promotion requirements. Additional Saturday School sessions, as well as before and after school academic support opportunities will help students attain academic achievement.

PIQE classes for parents were integral in increasing parent involvement in the educational process and will be continued in 2017-2018, funded by Title 1. Title 1 funds are used to provide opportunities for teacher collaboration for the purpose of analyzing data to drive instructional decisions will allow for greater targeting of specific gaps in student learning.

Haydock Academy has made great strides in reducing student suspension rates over the past three years. Suspensions have decreased from 6.78% during the 14-15 school year to 5.66% during the 15-16 school year and 3.35% during the 16-17 school year. This progress can be attributed to the successful implementation of the school-wide CHAMPS/PBIS (Positive Behavioral Interventions and Support) program to promote positive behavior, as well as the increased use of alternate means of correction to address student behavior using responses that preserve student attendance.

School-wide implementation of CHAMPS/PBIS has resulted in consistent practices being utilized in classrooms across campus and the development of clear expectations for behavior in common areas. Guidelines for Success were developed by the CHAMPS committee and are included in daily announcements. Students are recognized through JAGS (positive behavior) incentive tickets for exhibiting the ideals captured in the Guidelines for Success. Through a partnership with VCOE and ongoing training for site staff, CHAMPS/PBIS has become an integral component of the Haydock culture.

In the 2017-2018 school year, Haydock will continue to build upon this progress. New teachers will be provided with CHAMPS training. The CHAMPS Committee will determine next steps for implementation and will utilize CHAMPS survey feedback to identify areas for continued improvement. Two CHAMPS site visits are scheduled this school year, providing an opportunity for feedback and collaboration with county staff.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Overall student achievement in English Language Arts has been identified as an area of need based on 2016-2017 CAASPP assessment data and 2016-2017 STAR 360 Reading assessment data.

According to 2016-2017 CAASPP assessment data, all assessment claims are areas of significant need.

Claim 1 (Reading): 45.2% of students scored above or near standard, while 54.8% of students scored below standard. Over 50% of students were below standard in each grade level.

Claim 2 (Writing): 45.1% of students scored above or near standard, while 54.9% of students scored below standard. Around 50% of 7th and 8th grade students scored above or near standard in this claim, while fewer than 40% of 6th grade students score above or near standard.

Claim 3 (Listening): 58.5% of students scored above or near standard, while 41.5% of students scored below standard. Nearly 70% of 8th grade students scored above or near standard in this claim.

Claim 4 (Research & Inquiry): 52.4% of students scored above or near standard, while 47.6% of students scored below standard. More than 50% of 6th grade students scored below standard in this claim.

STAR 360 Reading data from 2016-2017 shows similar need in the area of reading.

6th grade students demonstrated scale score growth of 47 points, a .2 Independent Reading Level growth from 3.8 to 4.0, and a Student Growth Percentile of 36.

7th grade students demonstrated scale score growth of 66 points, a .5 Independent Reading Level growth from 3.9 to 4.4, and a Student Growth Percentile of 47.

8th grade students demonstrated scale score growth of 36 points, a .2 Independent Reading Level growth from 4.4 to 4.6, and a Student Growth Percentile of 41.

Student achievement in Math has been identified as another area of need based on 2016-2017 CAASPP assessment data and 2016-2017 STAR 360 Math assessment data.

2016-2017 CAASPP assessment data identified all claims as areas of need.

Claim 1 (Concepts & Procedures): 23.3% of students scored above or near standard, while 76.7% of students scored below standard. All grade levels had more than 70% of students performing below standard.

Claims 2 & 4 (Problem Solving & Data Analysis): 33.8% of students scored above or near standard, while 66.2% of students scored below standard. Data was similar across grade levels.

Claim 3 (Communicating Reasoning): 43.7% of students scored above or near standard, while 56.3% of students scored below standard. This claim represented the highest scores in all three grade levels.

STAR 360 Math data from 2016-2017 also identifies math as an area of need.

6th grade students demonstrated a scale score growth of 35 points, a .6 Grade Equivalent growth, from 4.6 to 5.2, and a Student Growth Percentile of 41.

7th grade students demonstrated a scale score growth of 35 points, a .6 Grade Equivalent growth, from 5.1 to 5.7, and a Student Growth Percentile of 46.

8th grade students demonstrated a scale score growth of 23 points, a .4 Grade Equivalent growth, from 5.3 to 5.7, and a Student Growth Percentile of 44.

While overall English Learner progress improved in 2016-2017, it is still an area for growth based on 2016-2017 CELDT data. 37% of students performed at the intermediate CELDT level and 22% of students performed at the early intermediate or beginner CELDT levels. Additionally, based on 2016-2017 CAASPP data, English learners performed approximately .3-.5 overall performance levels below "all student" data in both English Language Arts and Math.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Haydock Academy has restructured the master schedule for the 2017-2018 school year to include a daily Advisory period to bolster student reading skills. 50% of this class period will be dedicated to supporting growth in reading, as all students will participate in the Accelerated Reader program and access non-fiction reading material through Newsela. Students will have access to digital reading materials through MyOn that will enable outside reading opportunities. The Accelerated Reader program will also be utilized in ELA classes to better monitor independent reading goals and overall growth in reading skills. A school-wide incentive program will encourage and recognize student achievement as demonstrated through Accelerated Reader data.

Both staff meeting and department meeting time will be dedicated to creating a data-driven culture at Haydock. Teachers will review assessment data on a school-wide, class-wide and individual student basis throughout the year. This data will be utilized to identify areas of strength and weakness to drive instructional decisions. Data conferences between ELA and math teachers and administrators will be held to review student data and instructional plans to address learning gaps.

Core content teachers will participate in ELD content trainings to enhance delivery of integrated ELD instruction throughout the school day and professional growth opportunities will be supported throughout the school year. Intervention and academic support opportunities will be provided before school, after school, and during the school day. Targeted math tutoring will identify specific standards for growth, with progress monitored through pre- and post-tests.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

There were no significant sub-groups of students who scored two or more performance levels below "all student" performance in any of the state performance indicators. During the 2016-2017 school year, significant sub-groups at Haydock included: English learners (EL) and socio-economically disadvantaged students (SED). Foster youth was not a significant sub-group at Haydock during the 2016-2017 school year.

CAASPP assessment data is grouped by student performance level, with level 4 representing "Standard Exceeded", level 3 representing "Standard Met", level 2 representing "Standard Nearly Met" and level 1 presenting "Standard Not Met". The following performance level data represents the average of student scores.

In the area of English Language Arts, the "all student" average performance level was 1.6 based on 2016-2017 CAASPP assessment data. The EL sub-group at Haydock during the 2016-2017 school year included 257 students, or 29.0% of the student population. Within this sub-group, 41% of students were at CELDT levels 4 or 5, 37% were at CELDT level 3, and 22% were at CELDT levels 1 or 2. Students in this sub-group had an average performance level of 1.1 on the 2016-2017 CAASPP assessment in ELA. The SED sub-group during the 2016-2017 school year included 795 students, or 89.8% of the student population. Students in this sub-group had an average performance level of 1.6, which was on par with the "all student" average performance level.

In the area of Math, the "all student" average performance level was 1.4 based on 2016-2017 CAASPP assessment data. Students in the EL sub-group had an average performance level of 1.1 on the 2016-2017 CAASPP assessment in math. Students in the SED sub-group had an average performance level of 1.4, which was equal to the "all student" average performance level in math.

Although there is not a significant gap in student performance for the significant sub-groups as compared to "all student" data, the student achievement results for both sub-groups remain areas for growth in both English Language Arts and Math.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Increased student achievement for our English learner sub-group will be supported through multiple strategies. There will be an increase in hours for the instructional assistant supporting designated ELD classes to help facilitate gains in English language proficiency. Content area teachers have participated in ELD content support trainings to enhance integrated ELD instruction in all core classes. Intervention opportunities will target English learners for support and EL progress is monitored throughout the school year.

The SED sub-group represents 87.1% of students in the current school year. Students have access to academic support through homework club and tutoring opportunities. Academic incentives will be provided to students demonstrating academic success in courses throughout the year. Teachers and administration will participate in data conferences to review progress toward meeting grade level standards in both ELA and math. Through collaboration and common assessments, data will be utilized throughout the school year to address learning gaps and effectively target instruction. Actions identified in Goal 1 support student achievement with the goals of making significant gains in the number of students meeting or exceeding standards based on the 2017-2018 CAASPP assessment.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Support for English learners will include an increase in hours for the instructional assistant position supporting designated ELD courses as outlined in the Plan Summary: Greatest Needs section.

Interventions and academic support will be available to all students; however, priority will be given to students identified as EL, SED or foster youth. Additionally, priority will be provided to students identified as homeless. Academic support and intervention includes teacher-provided support before or after school, targeted math tutoring, homework club, After School Program homework support, and Saturday School math and ELA intervention. Enrichment opportunities will be expanded through Saturday School offerings and after-school clubs to increase student connectedness.

As reading skills are integral for student success in all content areas, Haydock's Advisory program will be structured to support reading growth. All students will participate in the Accelerated Reader program. Students will utilize the AR program to track reading progress and ensure that reading materials within the students' optimal reading level or ZPD (zone of proximal development). Additional lexile-based, non-fiction reading opportunities will be provided through Newsela content that will connect to relevant issues throughout the year. These bi-weekly readings include a comprehension component and high-interest topics. Access to reading materials is available through MyOn, as well as through the school library. Library resources, including classroom libraries, will be expanded through Title 1 funds. Incentives for students meeting AR reading goals will be provided each trimester to encourage student growth. The impact of the Advisory program on Haydock's student reading performance will be tracked throughout the 2017-2018 school year to determine program effectiveness.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

There were no state indicators for student performance where the English learner sub-group or SED sub-group performed two or more performance levels below the "all student" performance as explained in the Plan Summary: Performance Gaps section. However, opportunities for collaboration and data analysis did not have the desired impact on student achievement in the 2016-2017 school year. Data analysis and collaboration was not consistently supported through teacher and administrator data conferences due to access to subs. Data conferences can be implemented to reinforce PLC work and analyze specific successes and struggles, identifying support administration can provide for classroom teachers.

Data conferences will be conducted between administrators and ELA and math teachers in the 2017-2018 school year. To ensure sufficient time for collaboration and data conferences, subs will be secured in district-defined PLC windows to support development of Haydock's data-driven culture.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The development of the SPSA includes involvement from all stakeholder groups. The Haydock leadership team reviewed the three SPSA goals and provided feedback on how to effectively meet these goals. Leadership discussed both the continuation of existing actions as well as the implementation of new actions. Leadership team feedback was reviewed by administration to determine alignment with the school's budget. The SPSA was shared with the ELAC committee and ELAC provided feedback regarding the school plan, specifically relating to the planned actions. The SPSA, along with the site budget, will be reviewed and approved by the School Site Council. Both ELAC and School Site Council will provide opportunities for parent feedback and engagement. Stakeholder feedback is utilized to enhance the school plan.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The SPSA is monitored through School Site Council meetings throughout the year. The monitoring process provides opportunities to review the implementation of actions, determine the effectiveness of actions, and update the plan throughout the year. Significant changes to the school plan and budget are approved by School Site Council.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are invited to participate in the Haydock community throughout the year. PTA provides parents an opportunity to participate in supporting school programs, such as PTA Reflections, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council requires the election of 6 parent representatives and approves the school's budget and school plan. School Site Council meets with the principal directly and provides feedback on issues relevant to school governance and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy.

Parent trainings and workshops are offered throughout the year. Workshops opportunities include PIQE, Mother-Daughter workshops, and parent education nights conducted at the school site.

Parents are also encouraged to attend school events such as Back to School Night, student-led conferences, arts performances including the winter and spring showcases, and the Haydock Vision Expo and College Fair that highlights project-based learning and Haydock's commitment to helping students become college ready.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

Students transitioning from elementary school to middle school are introduced to Haydock Academy through site visits to elementary schools and campus tours offered at Haydock. Students and parents are familiarized with programs the school offers to help make informed decisions during the open enrollment process. Once students have selected to attend Haydock, parents are invited in for an orientation to meet school administration and learn more about instructional and elective programs, school expectations, and school services. Prior to the start of the school year, all incoming 6th graders participate in the WEB (Where Everybody Belongs) orientation where they work with 8th grade mentors to assist with a smooth and comfortable transition. WEB leaders conduct monthly activities with 6th grade students throughout the year. 6th grade students participate in a multi-subject educational program, with core classes scheduled in dual-content blocks, and have nutrition, lunch and PE separate from 7th and 8th grade students to help create a smaller school atmosphere. Haydock staff participates in transition meetings for students with IEPs to ensure student needs are met.

Haydock staff works closely with high school staff to assist with the transition from 8th grade to high school. High school counselors come on site to conduct registration for high school based on feedback from 8th grade teachers. Haydock counselors provide parent education in conjunction with high school staff regarding the transition to high school. High school orientation events are promoted by Haydock to enhance parent awareness of upcoming events. Haydock special education staff hosts transition IEPs and invites high school staff to ensure that appropriate services are in place for transitioning students.

TITLE I SCHOOL SECTION ONLY

Place an “X” in the box next to each statement to signify completion.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	264286	0.00
Title I	81820	0.00
Title III	24092	0.00
LCFF - Targeted	66511	0.00
LCFF - Intervention	30489	0.00
Centralized Services		

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$815,286.00
Goal 2	\$173,399.00
Goal 3	\$49,448.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

All students will reach high academic standards in reading and mathematics.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
CAASPP ELA Assessment	2016-2017 CAASPP assessment data by grade level: Current 6th grade students: 14.6% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 7th grade students: 12.7% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 8th grade students: 21.4% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level. 19.6% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. 17.7% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. 26.4% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.
CAASPP Math Assessment	2016-2017 CAASPP assessment data by grade level: Current 6th grade students: 5.9% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data. Current 7th grade students: 7.3% of students scored "Met Standard" or "Exceeded Standard" based on 2016-	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level. 10.9% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018

	<p>2017 CAASPP assessment data. Current 8th grade students: 12.3% of students scored "Met Standard" or "Exceeded Standard" based on 2016-2017 CAASPP assessment data.</p>	<p>CAASPP assessment data. 12.3% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. 17.3% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p>
<p>STAR 360 Reading Assessment</p>	<p>Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 36 based on the May 2017 administration of the STAR 360 Reading assessment.</p> <p>Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 47 based on the May 2017 administration of the STAR 360 Reading assessment.</p>	<p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2017-2018 school year on the STAR 360 Reading Assessment.</p>
<p>STAR 360 Math Assessment</p>	<p>Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 41 based on the May 2017 administration of the STAR 360 Math assessment.</p> <p>Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 46 based on the May 2017 administration of the STAR 360 Math assessment.</p>	<p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2017-2018 school year on the STAR 360 Math Assessment.</p>
<p>CELDT/ELPAC/Reclassification Due to a change in assessments from CELDT to ELPAC, this metric will be measured through Reclassification data.</p>	<p>In the 2016-2017 school year, 38.8% of English learners meeting CELDT criteria were Reclassified.</p>	<p>In the 2017-2018 school year, 40.8% of English learners meeting ELPAC criteria will be Reclassified.</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Implement district-adopted ELA curriculum and provide	ELA	2017-2018 School Year	ELA Teachers Instructional Coach	Certificated Salaries- Instructional Coach	Centralized Services	101402

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and support writing instruction. The Instructional Coach will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum.			Tech Mentor	Extra Hours- Tech Mentor Professional Development- Study Sync	District Funded District Funded	
2. ELA and Math teachers will create and administer common interim assessments reflecting the rigor of CAASPP assessments twice yearly, allowing for data analysis and data-driven planning in all grade levels.	ELA Math	2017-2018 School Year October/November Assessment February/March Assessment	ELA Teachers Math Teachers Instructional Coach Math Mentor	Extra Hours- Math Mentor	District Funded	
3. Provide collaboration time for ELA and Math teachers (supported by the Instructional Coach or Math Mentor) to develop common assessments, analyze assessment data and develop data-driven plans to support student learning. Hold teacher/administrator data conferences to review data and instructional plans.	ELA Math	2017-2018 School Year October/November Data Conferences February/March Data Conferences	ELA Teachers Math Teachers Instructional Coach Math Mentor Administrators	Sub Costs	Title I	6396
4. Administer the STAR 360 ELA and Math assessments three times yearly to monitor student growth and progress toward standards.	ELA Math	2017-2018 School Year September January April	ELA Teachers Math Teachers Instructional Coach Administrators	Renaissance Program	District Funded	
5. Implement a daily Advisory program and utilize the class for monitoring students' reading progress through the Accelerated Reader and MyOn programs. An incentive program will be implemented to reward and encourage students to meet reading goals.	ELA	2017-2018 School Year Incentives once per trimester	All Teachers Instructional Coach	Books for Classrooms Books for Library AR Incentives Classified Salaries- Library Tech	Title I Title I LCFF - Targeted Centralized Services	2000 2000 3000 51970

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. The Instructional Coach will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes.	ELA	2017-2018 School Year September	All Teachers Instructional Coach	No additional costs		
7. Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math.	ELA Math	2017-2018 School Year	ELA Teachers Math Teachers Resource Teachers	No additional costs		
8. Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. The Math Mentor will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum.	Math	2017-2018 School Year	Math Teachers Math Mentor Tech Mentor	Professional Development- CMP3	District Funded	
9. Create a master schedule based on multiple measures that addresses student need and provides access to a full instructional program. Schedule designated ELD time in the master schedule for all English Learners levels 1-3 for 50 minutes daily.	ELD ELA Math	2017-2018 School Year January-August	Counselors Administrators	Extra Hours- Counselors	Discretionary	14806
10. An Instructional Assistant will be assigned to 7th and 8th grade ELD classes to provide additional academic support in the classroom to English Learners levels 1-3.	ELD	2017-2018 School Year	Instructional Assistant	Classified Salaries- Instructional Assistant	Title III	24092
11. Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math.	ELD Math	2017-2018 School Year September	ELS Department Core Content Teachers	ELS Staff	District Funded	
12. Implement district-adopted ELD curriculum and provide professional development opportunities for ELD teachers	ELD	2017-2018 School Year	ELS Department ELD Teachers EL Coach	Professional Development- English 3D	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
with the support of the district EL Coach.				Certificated Salaries- EL Coach	District Funded	
13. Integrate ELD instruction and SIOP strategies into all content areas to support English Learners.	ELD	2017-2018 School Year	All Teachers EL Coach	No additional costs		
14. Conduct progress monitoring of English learners and recently redesignated students as outlined in the EL Master Plan with the support of the district EL Coach and site Instructional Coach.		2017-2018 School Year	ELD Teachers Instructional Coach EL Coach	Extra Hours- ELD Teachers & Instructional Coach	Title I	1629
15. Provide on-going professional development for teachers and staff through staff meetings and attendance at conferences.	ELA	2017-2018 School Year	Teachers Administrators Instructional Coach Counselors	Travel and Conference Costs	Title I	10000
	Math			Sub Costs	Title I	5330
	ELD			Travel and Conference Costs	Discretionary	5000
Strand Focus						
16. Support arts integration through the utilization of media arts technology in the classroom supported by the instructional coach/tech mentor to enhance learning, the offering of elective courses (including band, chorus, art, piano, dance and mariachi), extra duty hours to elective teachers supporting after-school programs, and access to arts programs through the Oxnard Scholars After School Program.	Strand Focus	2017-2018 School Year	Elective Teachers ASP Liaison Oxnard Scholars Staff	Extra Hours- Elective Teachers After School Program Extra hours- ASP Liaison	Title I ASES ASES	7818
17. Develop the AVID program through two AVID elective classes and the implementation of school-wide AVID strategies, including binder checks and academic goal-setting, through Advisory classes. Hire AVID tutors to support the AVID elective classes, provide materials for AVID classes, provide incentives for school-wide AVID strategies, and send the AVID team to the AVID Summer	ELA	2017-2018 School Year August Summer Institute Binder Checks Weekly Goal-Setting Bi-weekly	AVID Teachers Advisory Teachers Administrators AVID Tutors	Materials for AVID Elective Classes	LCFF - Targeted	500
	Math			Incentives for School-wide AVID	LCFF - Targeted	500
				Classified Salaries- AVID Tutors	District Funded	
				Professional Development- Summer Institute	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Institute.						
18. Promote and implement the TRIO Talent Search program through Cal Lutheran University to provide students with academic support and to promote college and career readiness.	ELA Math ELD	2017-2018 School Year	Cal Lutheran TRIO Staff Administrators	TRIO Staff-no cost		
19. Provide opportunities for additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with pre- and post-assessments, and the Oxnard Scholars After School Program, as well as Saturday School intervention and enrichment opportunities targeting English learners (including LTELs), students identified as at-risk, and Homeless/Foster youth.	ELA Math ELD Strand Focus	2017-2018 School Year	Teachers Administrators ASP Staff	Extra Hours- HW Club/Certificated Staff Extra Hours- Saturday School/Certificated Staff Extra Hours- Math Intervention/Certificated Staff	LCFF - Intervention LCFF - Intervention LCFF - Intervention	6254 19544 4691
20. The Instructional Coach/Tech Mentor and site lab techs will support teachers with the implementation of learning management systems (i.e. Google Classroom, Edmodo, etc.) and various learning applications to facilitate technology-based classroom environments and the EADMS data management system to facilitate data-driven planning.	ELA Math ELD Strand Focus	2017-2018 School Year	Instructional Coach Tech Mentor Lab Techs	Classified Salaries- Lab Techs Classified Salaries- Lab Techs	Centralized Services MSAP	119404
21. Provide collaboration time and training supported by a consultant, MSAP Coordinator, and a supply budget for continued implementation of Project-Based Learning opportunities for all students.	Strand Focus	2017-2018 School Year	PBL Consultant MSAP Coordinator	Professional Development- PBL Certificated Salaries- MSAP Coordinator PBL Materials and Supplies	MSAP MSAP MSAP	
22. Instructional materials, technology and software/apps/subscriptions will support implementation of core curriculum and state standards,	ELA Math	2017-2018 School Year	Office Staff Administrators Instructional Coach Lab Techs	Instructional Supplies/Materials Discretionary	LCFF - Targeted Discretionary	10181 44990

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
intervention programs, enrichment activities and the site academy focus. Agendas will be utilized to support organization.	ELD Strand Focus			Technology	Title I	2000
				Technology/Apps/Subscriptions	LCFF - Targeted	15000
				Copy Machines	District Funded	8100
				Agendas/Materials	Title I	12790
23. Implement incentive programs for students to recognize academic achievement.	ELA	2017-2018 School Year	Outreach Specialist Administrators	Academic Incentives	LCFF - Targeted	5000
	Math			Classified Salaries- Outreach Specialist	Centralized Services	48655
	ELD					
24. Monitor student progress toward meeting promotion criteria and conference with at-risk students to assist in the development of goal-setting and identifying opportunities for academic support.	ELA	2017-2018 School Year Each trimester	Counselors Administrators	Certificated Salaries- Counselors	Centralized Services	241404
	Math					
	ELD					
25. Provide field trips and enrichment opportunities to support and enhance the academy focus.	Strand Focus	2017-2018 School Year	Leadership Team Elective Teachers Administrators	Field Trips- Admission and Transportation	LCFF - Targeted	22000
				Sub Costs	LCFF - Targeted	5330
26. Provide appropriate operating costs to ensure full access to equipment and services to support the instructional program, including duplo machines and instrument repairs.	ELA	2017-2018 School Year	Office Staff Administrators	Instrument Maintenance & Repair	Discretionary	5000
	Math			Instrument Maintenance & Repair	LCFF - Targeted	2000
	ELD			Maintenance Agreements	Discretionary	3000
				Publications, Services	Discretionary	3500

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Suspension Data	Suspension Rates for 2016-2017 were 3.35%.	Suspension Rates for 2017-2018 will be 3.00%
California Healthy Kids Survey	School Climate and Student Well-Being is measured through the California Healthy Kids Survey. The following Key Indicators are based on 2016-2017 CHKS data: 47% of students feel a high level of school connectedness. 50% of students perceive the school as very safe or safe. 34% of students have experienced chronic sadness or hopelessness.	The following Key Indicators will be monitored based on 2017-2018 CHKS data: The number of students feeling a high level of school connectedness will increase by 10% to 57%. The number of students perceiving the school as very safe or safe will increase by 10% to 60%. The number of students experiencing chronic sadness or hopelessness will decrease by 5% to 29%.
Attendance Data	2016-2017 attendance data identified attendance as an area for growth. 10.49% of students had Chronic Absenteeism based on 2016-2017 attendance data. 32 students referred to the School Attendance Review Board (SARB) in the 2016-2017.	Attendance data for 2017-2018 will be monitored with the following goals: The number of students with Chronic Absenteeism will decrease by 2% to 8.49% based on 2017-2018 attendance data. The number of students referred to SARB in 2017-2018

will decrease by 10% to 29 or fewer students based on 2017-2018 attendance data.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Continue implementation of the CHAMPS/PBIS model both in the classroom and throughout the campus, with the CHAMPS Committee identifying next steps for school-wide CHAMPS implementation.	Student Behavior Support	2017-2018 School Year	All Teachers CHAMPS Committee Administrators	CHAMPS Posters	Title I	500
2. Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.	Safety	2017-2018 School Year	Science Teachers	TUPE Curriculum	TUPE	
3. Develop a PBIS committee to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior, and provide feedback on MTSS behavior strategies.	Student Behavior Support	2017-2018 School Year	PBIS Committee	Extra Hours- PBIS Committee/Certificated Staff	District Funded	0
4. The Safety Committee will review and update the Comprehensive School Safety Plan and the site will conduct monthly safety drills to ensure emergency preparedness for staff and students.	Safety	2017-2018 School Year	Safety Committee Administrators	No additional costs		
5. Develop and utilize MTSS behavior plan and district discipline matrix to support positive student behavior.	Student Behavior Support	2017-2018 School Year	Administrators	No additional costs		
6. Provide professional development in topics that impact school climate, including	Student Behavior Support	2017-2018 School Year	Teachers Campus Assistants Instructional	Professional Development	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Restorative Justice, CHAMPS and NCPI.	Safety		Assistants Administrators Counselors			
7. Provide attendance incentives to encourage daily and timely attendance by all students to all classes.	Attendance	2017-2018 School Year Monthly Incentives for Attendance	Outreach Specialist Administrators	Attendance Incentives	LCFF - Targeted	1000
8. Employ multiple campus assistants to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.	Attendance Safety Student Behavior Support	2017-2018 School Year	Campus Assistants Administrators	Classified Salaries- Campus Assistants Extra Hours- Campus Assistants	Discretionary Discretionary	149108 1258
9. Utilize COST and SST processes to identify students' needs and develop strategies for supporting students.	Wrap-Around Services Student Behavior Support Attendance	2017-2018 School Year	Outreach Specialist Counselors Teachers Instructional Coach Administrators	No additional costs		
10. Survey students and staff regarding school climate and utilize feedback to guide the CHAMPS and PBIS committees in developing plans for ensuring an environment conducive to teaching and learning.	Student Behavior Support Safety Attendance	2017-2018 School Year	CHAMPS Committee PBIS Committee Administrators	No additional costs		
11. Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.	Wrap-Around Services	2017-2018 School Year	Counselors Outside Agencies	Certificated salaries - Counselor (see goal 1, action 24)		
12. Monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.	Student Behavior Support	2017-2018 School Year	Administrators	No additional costs		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.	Wrap-Around Services	2017-2018 School Year January-May	Counselors AVID Teachers Administrators	Extra Hours- Certificated Staff	Title I	2369
				Extra Hours- Classified Staff	Title I	628
14. Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary school visits to promote Haydock and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participating in special education transition meetings.	Strand Focus Wrap-Around Services	2017-2018 School Year December-May	Counselors Elective Teachers WEB Coordinators	Promotional Items	Title I	1000
				Extra Hours- Certificated Staff	Discretionary	11845
				Extra Hours- WEB Coordinators	MSAP	
15. Recognize students meeting school expectations through monthly character trait awards and student of the week awards and provide incentives for positive student behavior through the JAGS recognition program.	Student Behavior Support	2017-2018 School Year	Outreach Specialist Teachers Administrators	Character Incentives	LCFF - Targeted	1000
16. Provide opportunities for student leadership through after-school ASB and the elective Leadership class.	Safety Attendance	2017-2018 School Year Monthly activities through ASB	ASB Coordinators Leadership Teacher	No additional costs		
17. Students will participate in the Friday Night Live program to promote awareness of health risks associated with tobacco, drugs and alcohol, including the promotion of monthly activities (i.e. Red Ribbon Week, Tobacco Bus of Horrors, Kick Butts Day).	Safety	2017-2018 School Year	Outreach Specialist	Friday Night Live Events	District Funded	
18. Provide a variety of extracurricular options to increase student connectedness, including sports, Earth Club, ASB, Video	Strand Focus	2017-2018 School Year	Club Sponsors ASP Staff	Extra Hours- Certificated Staff	Title I	4691

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Production Club and After School Program groups.						

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
EL Needs Assessment Survey	Data not available	2017-2018 will serve as baseline data.
Average Attendance at ELAC	Based on sign-in rosters, average attendance at ELAC meetings in 2016-2017 was 14.	Attendance at ELAC meetings will increase by 20% to 17 based on 2017-2018 ELAC sign-in rosters.
Parent Attendance at Fall Conferences	Data not available	2017-2018 will serve as baseline data for parent attendance at Fall Conferences.
Parent Attendance at Back to School Night	Data not available	2017-2018 will serve as baseline data for parent attendance at Back to School Night.

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

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide workshops for parents, including a Mother-Daughter workshop series that focuses on health, wellness and making positive choices, PIQE workshops to encourage and promote parent involvement in the educational process and Triple P workshops that focus on positive parenting skills. The Outreach Specialist will disseminate information regarding parent workshop opportunities and promote parent participation, including the Strengthening Our Families event.	Wrap-Around Services Safety	2017-2018 School Year	Outreach Specialist	PIQE Contract	Title I	7500
2. Prepare and host the Haydock Vision Expo and College Fair, winter and spring arts showcases, and other site events to highlight site programs and accomplishments and share student learning opportunities with parents and community members.	Strand Focus	2017-2018 School Year March Vision Expo	Administrators MSAP Coordinator Teachers AVID Teachers	Extra Hours- Certificated Staff	Title I	7818
3. The Instructional Coach will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Haydock.	Strand Focus	2017-2018 School Year	Instructional Coach Administrators	No additional cost		
4. Host campus tours and parent orientation events to promote Haydock Academy, introduce parents to educational programs and encourage parent involvement.	Strand Focus	2017-2018 School Year	Counselors Outreach Specialist Administrators Elective Teachers WEB Coordinators Administrators	Extra Hours- Certificated Staff	Title I	5093
				Extra Hours- Classified Staff	Title I	1258
5. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.	Wrap-Around Services	2017-2018 School Year	Administrators School Site Council ELAC	No additional cost		
6. Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and	ELA Math	2017-2018 School Year November Conferences	Teachers Administrators Office Staff	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
review promotion criteria.	ELD Student Behavior Support Attendance	February Conferences				
7. Hold Title 1 meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.	ELA Math ELD	2017-2018 School Year	Administrators	Hospitality	Title I	250
8. Provide forums for parent involvement in the school community including PTA, ELAC and School Site Council.	Wrap-Around Services	2017-2018 School Year	Administrators ELAC School Site Council PTA	Hospitality	Title I	750
9. Invite parents of English learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.	ELD	2017-2018 School Year May Celebration	Administrators	Reclassification Celebration	LCFF - Targeted	1000
10. Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.	ELA Math ELD Student Behavior Support Attendance	2017-2018 School Year	Administrators Special Education Teachers Outreach Specialist	No additional cost		
11. Seek parent feedback about academic programs, EL needs and school climate through surveys including the EL Needs Assessment survey and CHAMPS survey.	Attendance Safety	2017-2018 School Year	Administrators	No additional cost		
12. The Outreach Specialist will coordinate support for grocery distribution for families at monthly MICOP meetings hosted at Haydock.	Wrap-Around Services	2017-2018 School Year	Outreach Specialist	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.	Attendance	2017-2018 School Year	Counselors	No additional cost		
14. Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.	Wrap-Around Services	2017-2018 School Year	Clerical Staff Classified Staff Administrators	Extra Hours- Classified Staff	Discretionary	25779

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for All Students

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	251	300	312	249	295	309	249	295	309	99.2	98.3	99
Grade 7	279	273	296	272	269	294	272	266	294	97.5	98.5	99.3
Grade 8	339	274	279	330	265	277	329	265	277	97.3	96.7	99.3
All Grades	869	847	887	851	829	880	850	826	880	97.9	97.9	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2449.3	2455.2	2441.0	2	3	0.65	14	18	11.33	32	24	31.39	53	56	56.63
Grade 7	2465.7	2485.2	2473.4	3	3	3.74	15	21	17.01	24	30	27.89	58	46	51.36
Grade 8	2506.7	2499.4	2492.5	2	4	2.17	22	22	20.22	37	25	29.96	39	49	47.65
All Grades	N/A	N/A	N/A	2	3	2.16	17	20	16.02	31	26	29.77	49	50	52.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	3	3	2.27	37	35	40.78	60	62	56.96
Grade 7	3	6	8.84	36	41	39.12	61	53	52.04
Grade 8	8	9	7.58	44	38	37.18	48	52	55.23
All Grades	5	6	6.14	39	38	39.09	56	56	54.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	8	1.29	37	37	36.57	58	56	62.14
Grade 7	5	10	6.80	42	50	43.54	53	39	49.66
Grade 8	7	8	3.97	49	40	43.68	43	52	52.35
All Grades	6	8	3.98	43	42	41.14	51	49	54.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2	4	2.59	59	60	53.07	38	35	44.34
Grade 7	5	5	5.44	50	62	47.96	44	32	46.60
Grade 8	3	5	3.97	62	58	63.18	35	37	32.85
All Grades	4	5	3.98	58	60	54.55	39	35	41.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	13	5.50	58	57	41.75	34	31	52.75
Grade 7	7	8	10.88	43	53	42.86	50	40	46.26
Grade 8	10	10	11.91	51	48	44.77	38	42	43.32
All Grades	8	10	9.32	51	53	43.07	41	37	47.61

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	251	300	312	249	295	309	249	295	309	99.2	98.3	99
Grade 7	279	273	296	271	266	293	270	265	293	97.1	97.4	99
Grade 8	339	274	279	329	265	277	329	263	277	97.1	96.7	99.3
All Grades	869	847	887	849	826	879	848	823	879	97.7	97.5	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2424.7	2435.8	2422.0	0	3	1.29	9	8	5.50	27	24	23.95	64	65	69.26
Grade 7	2454.8	2460.4	2447.7	4	2	4.78	10	13	6.83	28	30	24.57	57	55	63.82
Grade 8	2472.6	2473.2	2461.2	5	6	3.61	9	12	8.66	23	18	19.49	63	64	68.23
All Grades	N/A	N/A	N/A	3	4	3.19	10	11	6.94	26	24	22.75	61	61	67.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	3	6	2.27	20	20	16.83	77	74	80.91
Grade 7	6	5	7.51	26	31	17.06	67	65	75.43
Grade 8	8	11	7.22	23	19	19.49	69	69	73.29
All Grades	6	7	5.57	23	23	17.75	71	69	76.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2	3	2.27	34	32	29.13	64	65	68.61
Grade 7	6	4	5.46	34	43	34.13	60	53	60.41
Grade 8	7	8	4.33	45	43	25.99	48	48	69.68
All Grades	5	5	3.98	38	39	29.81	57	56	66.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 6	2	5	1.29	43	41	33.98	55	54	64.72
Grade 7	6	6	5.80	62	45	44.71	33	49	49.49
Grade 8	5	5	5.78	40	44	40.07	55	51	54.15
All Grades	4	5	4.21	48	43	39.48	48	52	56.31

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	1	3	2	23	22	26	50	50	45	20	16	12	5	9	15
7	7	7	5	43	38	48	34	34	27	12	12	14	5	8	6
8	6	6	5	43	45	43	36	32	38	10	11	12	4	5	2
Total	5	5	4	37	35	37	40	39	37	14	13	13	5	8	9

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	1	4		23	21		50	49		20	16		5	10	
7	7	7		43	38		34	34		12	12		5	8	
8	6	6		43	45		36	32		10	11		4	5	
Total	5	6		37	34		40	39		14	13		5	8	

Appendix C - School Site Council Membership (Richard B. Haydock Academy of Arts and Sciences)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Brisbine, Greg	Principal
Dempsey, Suzanne	Classroom/Teacher
Garcia, Mariana	Classroom/Teacher
Hawk, Stacey	Classroom/Teacher
Reyes, Wendy	Classroom/Teacher
Chavez, Luz	Other School Staff
Sanchez, Cristina	Parent or Community Member
Vargas, Jessica	Parent or Community Member
Barragan, Soledad	Parent or Community Member
Carrillo, Jessica	Parent or Community Member
Deal Garcia, Elizabeth	Parent or Community Member
Ramirez, Maria	Parent or Community Member

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

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10-9-17.

Attested:

Greg Brisbine
Typed Name of School Principal

Signature of School Principal

Date

Suzanne Dempsey
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix D - Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee



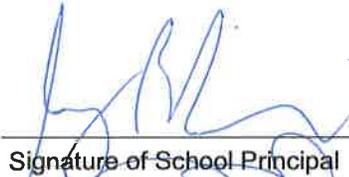
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10-9-17.

Attested:

Greg Brisbane

Typed Name of School Principal



Signature of School Principal

10/9/17

Date

Suzanne Dempsey

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/09/2017

Date



School Parental Involvement Policy

STATEMENT OF PURPOSE:

Haydock Academy is committed to being a resource for, and reflection of, the community, focusing on the education, well-being and success of our students. The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents have multiple opportunities to be active volunteers during the school day and in extracurricular activities;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parental Involvement Policy and School-Parent Compact are distributed to parents at the beginning of each school year. Teachers review the School policies, including those in the Student Agenda, with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda with their students and sign and return an acknowledgment form.
- Parents are notified of the Student/Parent Directory of Information annually (available on the Oxnard School District website (www.oxnardsd.org) under "For Parents," "Directory of Information." The Student/Parent Directory of Information notifies parents about the School Parental Involvement Policy in an understandable and uniform format. To the extent practicable, the Policy is distributed to parents in a language the parents can understand.
- Haydock Academy will make the School Parental Involvement Policy available to the local community; it will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of school.
- Haydock Academy periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The Oxnard School District's Parent Rights and Responsibilities and the Student /Parent /Staff Directory of Information are components of Haydock's School Parental Involvement Policy, which is adopted through the school's School Site Council.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Haydock Academy holds annual and regular meetings to inform parents of the following:

- That their child's school participates in Title I,
- The requirements of Title I,
- Their rights to be involved, a copy of the District's district-wide parental involvement policy
- Their options to be involved in School Site Council (SSC), English Learners Advisory Council (ELAC), and Parent Teacher Association (PTSA)

Additionally, Haydock Academy conducts an annual survey of parents and community members to further involve parents in the development of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- A Parent and Community Resource Binder will be available in the office, which includes:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Student/Parent Directory of Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math and other content areas.
- The School's website provides information about the staff, classroom activities and parent resources.
- A syllabus/course outline is distributed for each class describing which standards will be taught for the year at Back to School Night each fall.
- Student-Led Conferences

If requested by parents, there can be opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Response to any such suggestions will be discussed as soon as practicably possible. Parents/community members will be given timely responses to any concerns and suggestions via Connect-Ed message, PTSA, SSC, ELAC as well as topic-specific notifications.

The School Parent Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means by which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities at Haydock Academy include:

- SSC—School Site Council: Involves those most affected by decisions to have a say in the decisions that affect the school. The group monitors, and provides input for, the Single Plan for Student Achievement (SPSA). It meets approximately six times a year. It is composed of parents, teachers and staff elected to two-year terms.
- ELAC—English Learners Advisory Council: Composed of Haydock Academy parents elected by parents of English Learners. Meets monthly to assist parents regarding English Learner programs and needs. Provides input on Single Plan for Student Achievement.
- Parent Volunteer Involvement Opportunities Form: All parents receive a form to indicate their willingness to serve on the various committees or volunteer for projects at the school at the beginning of the school year, or upon enrollment.
- Volunteer Applications/Information. Parents or guardians can apply to volunteer as coaches, or in other areas not normally covered by employees of the school district. They can register to be Parent Assistants in their child's classrooms.
- Student-Led Conferences—Give parents an opportunity to discuss their student's education, strengths and weaknesses with their teachers.
- PTSA—Parent Teacher Association: The Executive Board will meet monthly and the General Association will meet three times per year to involve parents in increasing the educational opportunities at school and at home, identify needs, and cultivate the school/home relationship. All parents and guardians are encouraged to join.



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Póliza de Participación de Padres

DECLARACIÓN DE PROPOSITO:

La Academia Haydock está comprometida ser un recurso para, y una reflexión de, la comunidad, enfocando en la educación, bienestar, y éxito de nuestros estudiantes. La participación de padres y miembros de la comunidad es una parte esencial del apoyo a nuestros estudiantes. Hacemos todo lo posible para invitar y considerar contribuciones de padres y miembros de la comunidad para asegurar el éxito de nuestras estudiantes. Un equipo de padres, maestros y administradores desarrolló la siguiente póliza de participación para padres y miembros de la comunidad en la escuela.

“Participación de Padres” significa la participación de padres con comunicación mutua y significativa sobre el aprendizaje de estudiantes y otras actividades de la escuela incluyendo:

- que los padres sean parte integral del aprendizaje de sus niños.
- que los padres se animen a estar activamente involucrados en la educación de sus hijos en la escuela.
- que los padres tengan oportunidades múltiples para ser voluntarios activos durante horas de escuela y en actividades extra-escolares.
- que los padres sean socios completos en la educación de sus hijos. Que se incluyen, como sea apropiado, en decisiones y comités asesores para asistir en la educación de sus hijos.

Información sobre pólizas y oportunidades para participación son comunicadas a través de contacto directo a los padres de las siguientes maneras:

- La Póliza de Participación de Padres y Convenio entre Escuela y Padres de Familia se distribuyen a los padres y estudiantes al principio de cada año escolar. Maestros revisan las pólizas de la escuela, además de las que se encuentren en la Agenda Estudiantil, con los estudiantes al principio del año. Se les pide a los padres y tutores que lean la Agenda de su estudiante y platiquen de las pólizas con ellos antes de firmar y regresar el formulario indicando que lo han recibido.
- El Directorio Informativo Para los Padres, Estudiantes y Personal (que se encuentra en la página del Internet del Distrito (www.oxnardsd.org), debajo de “For Parents”, y después “Directory of Information”) notifica a los padres sobre la Póliza de Participación de Padres de una manera uniforme y comprensible. Hasta donde sea posible, se distribuye la póliza a padres en un idioma que pueden entender.
- La Academia Haydock tendrá la Póliza de Participación de Padres disponible para la comunidad local en la página del Internet de la escuela, en la oficina de la escuela, diseminada en la Noche de Regreso a la Escuela en el otoño, y a los padres que se registren después del comienzo del año escolar.
- La Academia Haydock actualiza periódicamente la Póliza de Participación de los padres de la escuela para satisfacer las necesidades y cambios de los padres y la escuela.
- Los documentos del Distrito Escolar: “Derecho de los Padres y Responsabilidades / Directorio Informativo para los Estudiantes, Padres y Personal son partes de la Póliza de Participación de Padres de la Academia Haydock, cual se adopta a través del Consejo Escolar.

POLIZAS DE LA ESCUELA, OPORTUNIDADES PARA PARTICIPACIÓN, Y JUNTAS

La Academia Haydock tiene juntas anuales y habituales para informar a los padres lo siguiente:

- Que la escuela de su estudiante participe en “Título I.”
- Los requisitos de Título I
- Sus derechos de estar involucrados (una copia de la Póliza de Participación de Padres del Distrito Escolar).
- Sus opciones de estar involucrados en el Consejo Escolar (SSC), Consejo de Asesoría de Aprendizaje de Inglés (ELAC), y la Asociación de Padres, Maestros (PTSA).

También la Academia Haydock realiza una encuesta anual de padres y miembros de la comunidad para que estén más involucrados en el desarrollo de, y de acuerdo con, la Póliza de Participación de Padres.

A los padres se les da una descripción y explicación del currículum que se usa en la escuela, las formas de asesoría académica que se usan para medir progreso de estudiantes, y el nivel de competencia que se espera de los estudiantes.

- Un libro de Recursos Para Padres y Miembros de la Comunidad, estará disponible en la oficina que incluye:
 - Póliza de Participación de Padres
 - Calendario de la Escuela / Juntas
 - Directorio de Información Para Estudiantes y Padres
 - Información de Asesoría
 - Descripciones de Currículum de Artes de Lenguaje en Inglés, Matemáticas, y otras áreas de contenido.
- La página del Internet de la Escuela tiene informes del personal, actividades en los salones, y recursos para padres.
- Un plan / resumen de curso para cada clase que describe las temas estándares que se enseñarán durante el año se distribuye en la Noche de Regreso a la Escuela cada otoño.
- Conferencias Guiadas por Estudiantes.

Los padres pueden pedir oportunidades para juntas habituales, y así formular sugerencias y participar como sea apropiado en decisiones relacionadas con la educación de sus estudiantes. Las respuestas a las sugerencias se analizarán lo antes posible. Se responderá a las sugerencias de padres y miembros de la comunidad de una manera oportuna a través de “Connect Ed,” PTSA, SSC, y ELAC, además de notificaciones sobre temas específicas.

El Convenio entre Escuela y Padres de Familia es parte de la Póliza de Participación de Padres. El Acuerdo se desarrolló entre maestros, padres y administradores. Define las responsabilidades de la escuela y de los padres para mejorar el rendimiento estudiantil y las maneras para lograrlo.

Maneras para Mejorar la Capacidad para que los padres y miembros de la comunidad participen se enumeran en la Póliza de Participación del Distrito. Actividades específicas en la Academia Haydock incluyen:

- SSC—Consejo Escolar (School Site Council)—Involucra a esa gente más afectada por las decisiones que se toman en la escuela, para que tengan una voz en esas decisiones. El grupo revisa y proporciona contribuciones al Plan Singular de Logro Estudiantil (SPSA). Se juntan aproximadamente seis veces por año. Está compuesto del Director, Padres, Maestros, y miembros del personal de la Escuela, elegidos a términos de dos años.
- ELAC—Consejo de Asesoría de Aprendizaje de Inglés (English Learners Advisory Council): Compuesto de padres de la Academia Haydock elegidos por padres de Aprendedores de Inglés. Se juntan cada mes para ayudar a los padres con respecto a programas y necesidades de Aprendizaje de Inglés. Proveen contribuciones al Plan Singular de Logro Estudiantil.
- Formulario para Oportunidades de Participación Voluntaria de Padres. Cada padre recibe un formulario al principio del año, o en matriculación, donde pueden indicar que les gustaría servir en comités o en otros proyectos como voluntarios.
- Informes y Solicitudes Para Voluntarios. Los padres pueden aplicar para ser Entrenadores Voluntarios de Deportes, o en otras áreas que no están cubiertas normalmente por empleados del Distrito Escolar. Pueden registrarse para ser Padres Asistentes en los salones de sus alumnos.
- Conferencias Guiadas por Estudiantes—Da una oportunidad a los padres para hablar sobre la educación de sus estudiantes, sus puntos fuertes y débiles, con sus maestros.

- PTSA—Asociación de Padres y Maestros. La Junta Ejecutiva se reunirá mensualmente y la Asociación General se reunirá tres veces al año para involucrar a los padres en el aumento de las oportunidades educativas en la escuela y en casa, identificando necesidades y cultivando la relación entre la escuela y la casa. A todos los padres se les sugiere que se hagan parte de la PTSA.



SCHOOL-PARENT COMPACT

Haydock Academy and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Haydock Academy:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

All students are valued at Haydock Academy, and the staff will work to ensure that the educational needs of each student are being met. Haydock Academy provides data-driven, prescriptive scheduling for all students. There is a range of instructional programs available at Haydock to address the needs of all students, regardless of their level of proficiency, and all academic classes will utilize district-adopted curriculum. Academic counselors are available to provide support for all students and will monitor student achievement. Haydock Academy's teachers will complete as much professional development as needed to meet obligations in content area, and provided by the District during the school year. Additionally, a schedule of teachers' availability for tutoring will be available for parents.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Fall parent-teacher conferences will be held in November. Spring parent-teacher conferences will be held in February.

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Haydock Academy will provide report cards for all students at the completion of each trimester. Additional progress reports for students at risk of failing a class will be sent home midway through each trimester. Parents may also request weekly grade reports by contacting the student's academic counselor.

- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The Haydock Academy office will be open from 7:30-4:00 on school days. Teachers, counselors, and administrators are available by appointment. You may call and leave a voice message for school staff during office hours. In addition, all staff members are available via email. Staff email addresses can be found on the Oxnard School District website (www.oxnardsd.org), in the "Contact Us" section.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Opportunities to volunteer on school committees or at school events are listed on the Parent Volunteer Involvement Opportunities form that is included in the registration packet. Parents are also invited to be Parent

HAYDOCK ACADEMY School-Parent Compact

Assistants in their child's classroom and may do so by registering at the Haydock Front Office. Parents wanting to observe classroom activities may do so by contacting the Haydock Office at least 24 hours prior and scheduling an appointment. Please contact Haydock Academy if you need additional information about any of these volunteer opportunities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensuring that our child attends school every day and on time.
- Checking our child's Agenda every day.
- Making sure that homework is completed on a daily basis.
- Monitoring amount of television our child watches.
- Volunteering in our child's classroom.
- Participating, as appropriate, in decisions relating to our child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on school committees and participating in school organizations and activities.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and turn in all assignments completed and on time.
- Attend tutoring when I need additional assistance with my school work.
- Read at least 30 minutes every day outside of school time.
- Follow the school dress code and all other school rules relating to behavior.
- Act responsibly on and around the school campus.
- Arrive each day with the supplies and work necessary for me to be successful.
- Give my parents or guardians all notices and information received by me from my school every day.
- Be Safe, Be Respectful, and Be Prepared.

By signing the Acknowledgement of Receipt of Documents form included in the First Day Packet, I state that I have read the -School Parent Compact and agree to support my child's education at Haydock Academy.



HAYDOCK ACADEMY of ARTS & SCIENCES

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CONVENIO ENTRE LA ESCUELA Y LOS PADRES DE FAMILIA

La Academia Haydock y los padres de los estudiantes participantes en las actividades, los servicios y los programas financiados por el Título I, han acordado que este convenio delinea cómo los padres de familia, todo el personal docente y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico del alumnado y los medios por los cuales la escuela y los padres se forjarán y desarrollarán una sociedad con la finalidad de apoyar a los niños para que cumplan con las altas normas académicas estatales.

Responsabilidades de la Escuela

La Academia Haydock debe:

- 1. Proporcionar un currículo de alta calidad y una enseñanza que apoye y sea eficaz en el ambiente educativo impartido a los niños para que cumplan con las normas académicas estudiantiles estatales como se detalla a continuación:**

La Academia Haydock valora cada estudiante, y nuestro personal trabajará para asegurar que se satisfacen las necesidades educacionales de cada estudiante. La Academia Haydock provee horarios para todos los estudiantes a base de datos y diseñados para diferentes necesidades. Hay una gama de programas instructivos disponibles en Haydock, para necesidades de estudiantes de diferentes niveles de competencia, y todas las clases académicas usarán un curriculum adoptado por el Distrito. Consejeros Académicos estarán disponibles para apoyar a todos los estudiantes y monitorear sus logros. Los maestros de la escuela Haydock cumplirán cuanto desarrollo profesional sea necesario durante el año escolar para cumplir los requisitos de sus áreas de contenido, y proporcionado por el Distrito. Además, un horario de los tiempos que los maestros estarán disponibles para tutoría estará disponible.

- 2. Programar conferencias de padres durante los cuales se analizará este convenio en cuanto se relaciona con el rendimiento individual del estudiante. Estas conferencias se programarán:**

En otoño, las conferencias (entre Padres y Maestros) Dirigidas por los Estudiantes tomarán lugar durante noviembre. Las conferencias de la primavera tomarán lugar en marzo.

3. **Proporcionar a los padres acceso razonable al personal de la escuela. Específicamente, el personal de la escuela estará disponible para consultar con los padres como se especifica a continuación:**
La oficina de la Academia Haydock está abierta de lunes a viernes de 7:30-4:00 en días escolares. Maestros, consejeros, y administradores están disponibles con cita previa. Se puede llamar y dejar un mensaje en el correo de voz de cualquiera de ellos durante el día escolar. Además, cada uno está disponible por correo electrónico. Direcciones de correo electrónico para el personal de la escuela se encuentran en la página del Internet del Distrito (www.oxnardsd.org), en la parte "Contact Us".
4. **Proporcionar oportunidades a los padres para brindar su asistencia como voluntarios y participar en las clases de sus hijos y observar las actividades escolares de la siguiente manera:**
Oportunidades para que los padres brinden su ayuda como voluntarios en comités o eventos de la Academia Haydock se explican en el formulario Oportunidades Para Participación de Padres, incluido con este paquete. También se invitan a los Padres ser Padres Asistentes en los salones de sus hijos, y pueden hacer eso registrándose con la Oficina Central de la Escuela. Padres que deseen observar actividades en los salones pueden hacerlo contactando la Oficina de Haydock con 24 horas de anticipación y pidiendo una cita. Favor de contactar a la Academia Haydock se necesita informes adicionales sobre cualquiera de estas oportunidades para participar como voluntario.

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Monitorear la asistencia de nuestro hijo, asegurando que esté en la escuela cada día y a tiempo.
- Revisar el Agenda de nuestro niño cada día.
- Cerciorarnos de que completen su tarea cada día.
- Monitorear la cantidad de tiempo que nuestros hijos ven la televisión.
- Asistir como voluntario en el salón de mi hijo(a).
- Participar, según sea apropiado, en decisiones relacionadas a la educación de mi hijo(a).
- Fomentar el uso positivo del tiempo de mi hijo(a) cuando está fuera de la escuela.
- Mantenerme informado sobre la educación formal de mi hijo(a) y comunicarme con la escuela, leyendo a tiempo los avisos que envía la escuela o el distrito escolar sean mandados a través de mi hijo(a) o por correo y responder a ellos como sea apropiado.
- Servir, en como sea posible, en los grupos asesores, y participar en las organizaciones y actividades de la escuela.

Responsabilidades de los Estudiantes

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr las altas normas académicas estatales.

Específicamente, haremos:

- Realizar mi tarea todos los días y pedir ayuda cuando la necesite.
- Asistir a tutoría cuando necesito ayuda adicional con mi trabajo en la escuela.
- Leer por lo menos 30 minutos todos los días fuera del horario escolar.
- Seguir las reglas de presentación de la escuela, y todas las otras reglas en cuanto a comportamiento.
- Actuar de una manera responsable adentro y cerca de la escuela.
- Llegar diariamente con suministros y trabajo necesarios para que tenga éxito.

- Presentarles inmediatamente a mis padres ó al adulto que se responsabiliza de mi bienestar todos los avisos e información que se me entrega la escuela.
- Ser Seguro, Ser Respetuoso, y Estar Preparado.

Con mi firma en la Hoja de Reconocimiento de Recibo de Documentos por Padres de Familia, confirmo que he leído este Convenio entre la Escuela y Padres de Familia, y estoy de acuerdo apoyar a la educación de mi hijo o hija en la Academia Haydock.