

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

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

ADMINISTRATION

Dr. Cesar Morales
District Superintendent
Ms. Janet Penanhoat
Assistant Superintendent,
Business & Fiscal Services
Dr. Jesus Vaca
Assistant Superintendent,
Human Resources & Support Services
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

AGENDA #7

REGULAR BOARD MEETING

Wednesday November 14, 2018

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

www.oxnardsd.org

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Frontier Communications – Channel 37

November 14, 2018

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** ____, **Morrison** ____, **Cordes** ____

A.2 Pledge of Allegiance to the Flag

Brasilia Perez, Principal at Cesar E. Chavez School, Academy of Literacy, Communication Arts and Technology, will introduce Paul Mosqueda, 6th grader in Mrs. Seiler’s class, will be assisting in calling the meeting to order. Jennifer Lopez, 8th grade student in Mr. Aguilar’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 Mia Uribe, 8th grade student in Mrs. Willis’ class, then will be read in Spanish by Jacqueline Perez, 4th grader in Mrs. Lara’s class.

A.4 Presentation by Chavez Academy of Literacy, Communication Arts and Technology

Principal Perez will provide a short presentation to the Board regarding the Chavez Academy of Literacy, Communication Arts and Technology. Following the presentation, President Cordes 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** ____, **Morrison** ____, **Cordes** ____

A.6 Study Session: Biliteracy and English Learner Programs Update (DeGenna/Mitchell)

The Educational Services department will present an overview of the programs designed to support English Language Learners. Data, goals and department highlights for English Language Services and Dual Language Programs will be shared.

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.8 Closed Session

1. Pursuant to Section 54956.9 of *Government Code*:
 - Conference with Legal Counsel – Anticipated Litigation: 1 case
 - Conference with Legal Counsel – Existing Litigation:
 - J.R. et. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM

2. 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. 18-02 (Action Item)

3. 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

4. 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.

5. 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
 - Reassignment, Appointment

A.9 Reconvene to Open Session

7:00 PM

A.10 Report Out of Closed Session

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

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.11 Adoption and Presentation of Resolution #18-18 for School Psychology Awareness Week November 12-16, 2018 (DeGenna/Sugden)

The National Association of School Psychologists, (NASP) has recognized November 12-16, 2018 as School Psychology Awareness Week, “Unlock Potential. Find your Password!”

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 #18-18, in recognition of 2018 School Psychology Awareness Week.

ROLL CALL VOTE:

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

A.12 Recognition of Measure R Bond Oversight Committee (Penanhoat)

The Board of Trustees will recognize the Measure R Bond Oversight Committee for their service to the Oxnard School District community.

A.13 Presentation on California Dashboard Local Indicators (DeGenna)

California Department of Education (CDE) continues to use a method of progress monitoring to determine student, school, and district progress on the eight state priority measures. Several of the priorities are measured by the results of data gathered directly by the state (CAASPP data, Attendance Reporting, Suspension/Expulsion reports). This year there are five local indicators which will be reported by the LEA and included in the Dashboard when it is released in December, 2018. Progress is coded as MET or NOT MET for each indicator. For each indicator, the LEA must identify the tools that will be used to evaluate progress on the indicator, implement and evaluate progress based on those tools, and report to the Governing Board. If these steps are met, the indicator is coded as met.

**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.

**Note: No new items will be considered after 10:00 p.m. in accordance with
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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** ____, **Morrison** ____, **Cordes** ____

C.1 Acceptance of Gifts

It is recommended that the Board accept the following gift:

- From Carlos and Ignacia Zaragoza, parents of Frank School student and Oxnard residents, a generous donation of the Green Photography Set for student’s Journalism class, for a value of approximately \$200.00. Mr. and Mrs. Zaragoza’s contribution made to the Journalism/Lobo News class has made the learning experience more exciting. There is no affiliation to any program or business.

C.2 Agreements

It is recommended that the Board approve the following agreements:

Dept/School

Enrichment:

- | | |
|---|--------------------|
| <ul style="list-style-type: none"> ▪ #18-172 New West Symphony to provide a Music Van Experience for 5th grade students at fourteen (14) school sites during the 2018-2019 school year, amount not to exceed \$3,500.00; to be paid with LCFE funds. | DeGenna/
Curtis |
| <ul style="list-style-type: none"> ▪ ##18-173 Ojai Raptor Center to provide a presentation with Live Birds of Prey for 3rd grade students at Rose Avenue School on Friday, December 7, 2018; amount not to exceed \$550.00; to be paid with Rose Avenue School PTA funds. | DeGenna/
Ordaz |
| <ul style="list-style-type: none"> ▪ #18-174 Sports For Learning to provide a STEM & Coaching Program at Rose Avenue School as part of CHAMPS Tier II intervention to reduce discipline issues and develop students’ interest in STEM, develop soccer skills and be more physically active, and improve targeted students school attendance; amount not to exceed \$12,960.00, to be paid with LCFE funds. | DeGenna/
Ordaz |

Personnel:

- | | |
|---|---------------|
| <ul style="list-style-type: none"> ▪ #18-165 Reward Strategy Group Reward Strategy Group will provide professional consulting services to conduct a Diagnostic Review of the current classification plan covering classified employees. The goal is to accurately identify and document issues in classification and/or organizational problems that likely exist, and then gain District and Personnel Commission (PC) agreement on the most cost-effective approach for resolving/correcting them; amount not to exceed \$24,200.00, to be paid with Personnel Commission funds. | Vaca/
Nair |
|---|---------------|

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 Ratification of Agreements

It is recommended that the Board ratify the following agreements:	Dept/School
Academic:	
<ul style="list-style-type: none"> ▪ #18-169 Santa Clara Elementary School - The Oxnard School District will provide services to Santa Clara Elementary School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year. Title III Allocation to Santa Clara School in the amount of \$1,537.00. 	DeGenna/ Thomas
<ul style="list-style-type: none"> ▪ #18-170 St. Anthony's School - The Oxnard School District will provide services to St. Anthony's School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year. Title III Allocation to St. Anthony's School in the amount of \$2,689.00. 	DeGenna/ Thomas
<ul style="list-style-type: none"> ▪ #18-171 Our Lady of Guadalupe School - The Oxnard School District will provide services to Our Lady of Guadalupe School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year. Title III Allocation to Our Lady of Guadalupe School in the amount of \$1,372.00. 	DeGenna/ Thomas
Special Education:	
<ul style="list-style-type: none"> ▪ #18-14 PresenceLearning, Inc. – At the Board Meeting of June 6, 2018, the Board of Trustees approved Agreement #18-14, with PresenceLearning Inc., in the amount of \$65,000.00, to provide supplemental clinical and therapy services to the Special Education Services Department on an “as needed” basis during the 2018-2019 academic year. Amendment # 1 will cover additional costs needed to provide these services district wide, in the amount not to exceed \$235,000.00, for a new total agreement amount of \$300,000.00, to be paid with Special Education funds. 	DeGenna/ Sugden
<ul style="list-style-type: none"> ▪ #18-163 Assistance League, Non-Public School, NPS services for the student listed below for the 2018-2019 school year, beginning August 20, 2018 and including Extended School year. The Non Public School provides a program of instruction, which is consistent with the pupil's individual educational plan as specified in the individual service agreement; amount not to exceed \$11,000.00, to be paid with Special Education funds. 	DeGenna/ Sugden
<ul style="list-style-type: none"> ▪ #18-168 Casa Pacifica School services for Student GL032504, 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; amount not to exceed \$1,214.26, to be paid with Special Education funds. 	DeGenna/ 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.4 Approval of Amendment #007 to Agreement #12-231 with SVA Architects to Provide Additional Architectural Services for the Lemonwood K-8 School Reconstruction Project

<p>At the June 5, 2013 Board meeting, the Board of Trustees approved Agreement #12-231 authorizing an architectural services contract between MVEI Architects (now and going forward known as SVA Architects) and the District for the Lemonwood K-8 School Reconstruction Project. The attached proposal received from SVA Architects, Inc. dated August 20, 2018 is presented to the District for the additional costs associated with the off-site sewer design, program changes to the “Teacher Center” at the Classroom, Kindergarten, and Media Center, and extension of the project schedule along with all accompanying meetings, amount not to exceed \$72,550.00, to be paid out of Master Construct and Implementation funds.</p>	<p>Dept/School Penanhoat/ Fateh/ CFW</p>
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C.5 Approval of Amendment #006 to Agreement #13-121 with SVA Architects to Provide Additional Architectural Services for the Elm School Reconstruction Project

<p>At the October 16, 2013 regularly scheduled Board Meeting, the Board of Trustees approved Agreement #13-121 with MVE Institutional (now and going forward known as SVA Architects) to provide Architectural Services to complete the design for the Elm School Reconstruction Project (Project). Amendment #006 and the attached proposal received from SVA Architects, Inc. is presented to the District for the additional costs associated with design revisions, and the accompanying construction administration fees, amount not to exceed \$103,372.00, to be paid out of Master Construct and Implementation Funds.</p>	<p>Dept/School Penanhoat/ Fateh/ CFW</p>
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C.6 Approval of Change Order No. 015 to Construction Services Agreement #15-198 with Swinerton Builders to Adjust Costs for the Lemonwood K-8 School Reconstruction Project

<p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan first adopted in January 2013, calls for the reconstruction of the Lemonwood K-8 School (“Project”). The Project includes the construction of new school facilities at the existing Lemonwood school site. The new facilities will provide for a complete K-8 educational program and will consist of a new combined administration and library building, a new multi-purpose room/gymnasium, a 2-story classroom building, kindergarten classroom building and playfields, hardscape and green space to service the new school. Change Order No. 015 provides for the Board’s consideration and approval of twelve (12) change proposals, amount not to exceed \$156,962.06, to be paid out of Master Construct and Implementation Funds.</p>	<p>Dept/School Penanhoat/ Fateh/ CFW</p>
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C.7 Approval of Change Order No. 005 to Construction Services Agreement #17-139 with Ardalan Construction Company Inc. to adjust costs for the Harrington ECDC Project

<p>The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan first adopted in 2013, calls for the modernization of the Harrington ECDC (“Project”). The Project includes the modernization of two (2) existing classroom buildings and the one (1) original administration building, and associated site work at the existing school site. The modernized facilities will provide for educational programs. Harrington ECDC Change Order #005 is for the additional site development scope of work and general contractor management. Change Order No. 005 provides for the Board’s consideration and approval of one (1) change proposal, amount not to exceed \$151,790.85, to be paid out of Master Construct and Implementation Funds.</p>	<p>Dept/School Penanhoat/ 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.8 Approval of Field Contract #FC-P19-02509 – Spearhead Locating Services Inc.

Proposals were solicited for Field Contract #FC-P19-02509, Investigate and Identify Underground Utilities at Driffill School, pursuant to the Uniform Public Construction Cost Accounting Act. Two (2) proposals were received on Tuesday, October 30, 2018. It is requested that the Board of Trustees approve the award of Field Contract #FC-P19-02509 to the lowest responsible bidder, Spearhead Locating Services, Inc., in the amount of \$1,100.00. The project will be funded through Deferred Maintenance Funds.

Dept/School
Penanhoat/
Fateh

C.9 Approval of Field Contract #FC-P19-02543 – Westcor Environmental, Inc.

Proposals were solicited for Field Contract #FC-P19-02543, Environmental Services for the Women's Restroom at the Education Services Center, pursuant to the Uniform Public Construction Cost Accounting Act. Three (3) proposals were received on Wednesday, October 31, 2018. It is requested that the Board of Trustees approve the award of Field Contract #FC-P19-02543 to the lowest responsible bidder, Westcor Environmental, Inc., in the amount of \$3,883.00. The project will be funded through the General Fund.

Dept/School
Penanhoat/
Fateh

C.10 Purchase Order/Draft Payment Report #18-04

The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 10/12/2018 through 11/01/2018 for the 2018-2019 school year, for \$4,076,572.77. 2. A listing of Draft Payments issued for 10/12/2018 through 11/01/2018 for the 2018-2019 school year, \$1,110.00.

Dept/School
Penanhoat/
Franz

C.11 Approval of Amendment #1 to Agreement #18-30 – The Bodine Group

At the Board meeting of June 20, 2018, the Board of Trustees approved Agreement #18-30 with The Bodine Group to provide facilitation services for collective bargaining for OSSA and CSEA and Interest Based Negotiations Training to OSD Administrators and CSEA and OSSA bargaining team members for the period of 7/1/18 through 6/30/19, and in the amount of \$25,000.00. In reviewing the actual costs incurred for IBB negotiation facilitation services during the 2017-18 school year and anticipating no change in the services required during 2018-19 for negotiation sessions with OSSA and CSEA, it is now requested that the Board of Trustees approve Amendment #1 to increase the amount of funds allocated under this agreement by \$20,000.00, for a total amount not to exceed \$45,000 plus reimbursement for actual expenses; amount not to exceed \$20,000.00, plus reimbursement of actual expenses, to be paid with Certificated Personnel Negotiations funds.

Dept/School
Vaca

C.12 Approval of the Ventura County Office of Education (VCOE) Williams Activity Report, 2018-19; First Quarter

Education Code Section 1240(c)(2)(C) requires that the County Superintendent report the results of any Williams Lawsuit Settlement visits, on a quarterly basis to the Governing Boards of districts with deciles 1 to 3 schools. The attached report reflects the Ventura County Office of Education's Williams related visits and activities completed during the first quarter of fiscal year 2018-2019.

Dept/School
Vaca/
Magana

C.13 Establish/Abolish/Increase/Reduce Hours of Position

It is the recommendation of the Director of Classified Human Resources that the Board of Trustees approve the establishment, increase, and reduction of positions, as presented.

Dept/School
Vaca/
Nair-Villano

C.14 Personnel Actions

It is recommendation of the Assistant Superintendent, Human Resources & Support Services, and the Director, Classified Human Resources, that the Board of Trustees approve the personnel actions, as presented.

Dept/School
Vaca/
Nair-Villano

**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 Reimbursement for Teacher Substitute at Rio School District (Penanhoat)

Board of Trustees member Denis O’Leary, a classroom teacher at Rio Elementary School District, attended the California Latino School Boards Association’s Unity Conference in San Diego October 4-7, 2018. A teacher substitute fulfilled Mr. O’Leary’s teaching assignment in Rio on October 4 and 5, 2018, and Rio School District has requested reimbursement for the substitute costs of \$265.49. Reimbursement is requested in the amount of \$265.49, to be paid from the General Fund.

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

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve reimbursement to Rio School District as stipulated by Education Code Section 44987.3.

ROLL CALL VOTE:

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

D.2 Approval of the Single Plans for Student Achievement: 19 School Sites (DeGenna/Thomas)

Educational Services presents the 2018-2019 Single Plans for Student Achievement for 19 of the 20 school sites for Board approval. Board approval is a State requirement in order for the actions and services included in the Single Plans for Student Achievement to be carried out. The Single Plan for Student Achievement for Sierra Linda School will not be in this group for approval at this time. The School Site Council membership at the site needs to be amended. Sierra Linda’s Single Plan will be presented for approval at the December Board meeting. There will be pages in the Single Plans (Dashboard pages) which includes data that won’t be updated until December. This will be addressed in the presentation on November 14. The SPSA contains a budget that details how school site funds will be spent to support improved student achievement.

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 19 elementary and middle schools submitted be approved.

ROLL CALL VOTE:

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

**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

E.1 Approval of Minutes

It is recommended that the Board approve the minutes of regular and special board meetings, as submitted:

- April 18, 2018, Regular Board Meeting
- May 2, 2018, Regular Board Meeting

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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

**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:

ROLL CALL VOTE:

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

**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: Dr. Ana DeGenna

Date of Meeting: 11/14/18

- 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 _____
-

Presentation on the Biliteracy and English Learner Programs (DeGenna/Mitchell)

The Educational Services department will present an overview of the programs designed to support English Language Learners. Data, goals and department highlights for English Language Services and Dual Language Programs will be shared.

ADDITIONAL MATERIALS:

Attached: PowerPoint

The background features a white page with several colorful circles and dashed lines. In the top left, there is a large teal circle with a white center, a smaller teal circle, and a dashed teal circle. In the top right, there is a large lime green circle, a smaller green circle, and a dashed green circle. In the bottom left, there is a large green circle with a white center, a smaller yellow circle, and a dashed yellow circle. In the bottom right, there is a large yellow circle, a smaller orange circle, and a dashed yellow circle. A large dashed blue circle is also present, partially enclosing the text.

Educating Our English Learners

Dr. Marlene Batista - Director English Learner Services
Aracely Fox - Director Dual Language Programs
November 14, 2018

A decorative graphic featuring a large dashed light-blue circle that frames the central text. Various colored circles (green, blue, orange, yellow, pink) and a thick teal ring are scattered around the page. A blue circle containing white quotation marks is positioned above the text.

“

“The EL Roadmap recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English Learners' primary language and culture.”

~Californians Together

Two Roads to Success

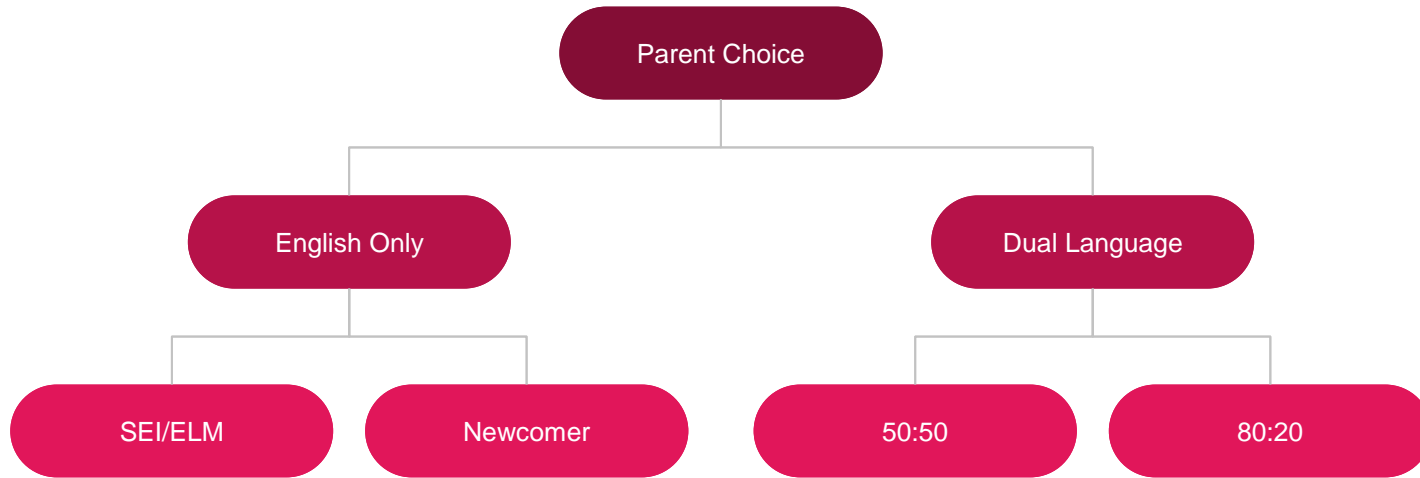
Dual Language Immersion

This program teaches literacy and content in two languages, English and Spanish. We offer to different programs of biliteracy in Oxnard, a 50:50 Model and an 80:20 Model.

English Only Program - SEI/ELM

These two programs are an English instruction model where English Learners continue to learn English and at the same time have full access to standards-based curriculum and materials. Sheltered English Immersion is target for students with less than reasonable fluency in English while students with reasonable fluency in English would be placed in English Learner Mainstream until they are reclassified.

Enrolling your English Learner in Oxnard School District



English Program Choices

Sheltered English Immersion ~

- English only program
- Emerging to Mid-Expanding on ELPAC

English Learner Mainstream

- English only program
- Upper Expanding to Bridging on ELPAC

Newcomer Academy

- English acceleration program
- 3rd-8th grade
- Recent arrival to the U.S. (2 years or less)

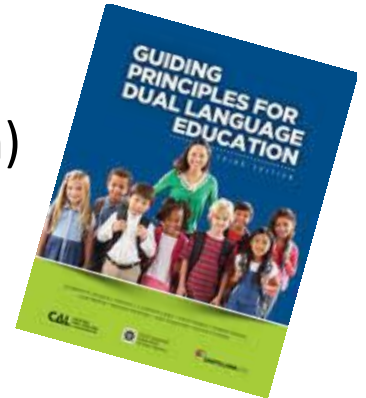


Biliteracy

Dual Language Immersion

Guiding the Work

- Research Based Practices
 - Kathy Escamilla-Bilinguals United for Education and New Opportunities (BUENO)
 - Collier and Thomas
 - Research and Best Practice
- Guiding Principles for Dual Language Education (3rd Edition)
 - Program Structure
 - Program Goals



Language Acquisition

- Social Language 1-2 years
- Academic Language- 5 to 7 years to develop



Goals of Dual Language Immersion

- #1- Bilingualism and Biliteracy
- #2- Grade Level Academic Achievement in Both Languages
- #3- Sociocultural Competence

-Guiding Principles for Dual Language Education, 2018



Bilingualism and Biliteracy

- **Bilingualism** is the ability of student to, on a continuum, be able to listen, speak and understand each of the two program languages.
- **Biliteracy** is the ability of students to listen, speak and understand each of the two program languages as well as ***making connections between the two languages, and the use of each as a resource to strengthen the other.***

- Dr. Jose Medina, 2018



Grade Level Academic Achievement in Both Program Languages

- Grade level expectations in all content areas are met by students regardless of the language of instruction.
- Students have equal access to enrichment opportunities

- Dr. Jose Medina, 2018



Sociocultural Competence

- A focus on cultural and linguistic equity
- All student languages, including regionalisms and/or accents are valued
- Diverse curriculum and materials
 - Authentic Literature
 - An understanding of language differences during instruction

- Dr. Jose Medina, 2018



Biliteracy Schools (2018-2019)

Biliteracy Schools	Grade Levels
Chavez	K-4
Curren	K-6
Driffill	K-4
Elm	K-5
Harrington	K
Soria	K-8
Kamala	K-4
Lemonwood	K-4
McKinna	K
Ramona	K

Dual Language Immersion in the Oxnard School District

	Kinder	1	2	3	4	5	6	7	8	Grand Total
Chavez	94	48	47	39	40					268
Curren	91	46	46	50	40	36	32			341
Driffill	119	20	45	37	49					270
Elm	78	35	44	43	41	45				286
Harrington	85									85
Soria	52	50	50	58	63	80	97	73	72	595
Kamala	109	49	48	52	52					310
Lemonwood	48	47	45	42	29					211
McKinna	116									116
Ramona	92									92
Grand Total	884	295	325	321	314	161	129	73	72	2574

DLI Waitlist

Waitlist Counts	Kinder	1st
Chavez	0	18
Curren	21	24
Driffill	9	35
Elm	0	10
Harrington	0	0
Soria	42	54
Kamala	0	28
Lemonwood	6	20



What's
the
plan?

Implementation Plan Year 2

- Focus on Oracy and Rigor
- Grade Level Collaboration (Site and District)
- Common Planning Time
- Celebrate Biliteracy “LookFors”
- Biliteracy Mapping
- Ongoing Professional Development

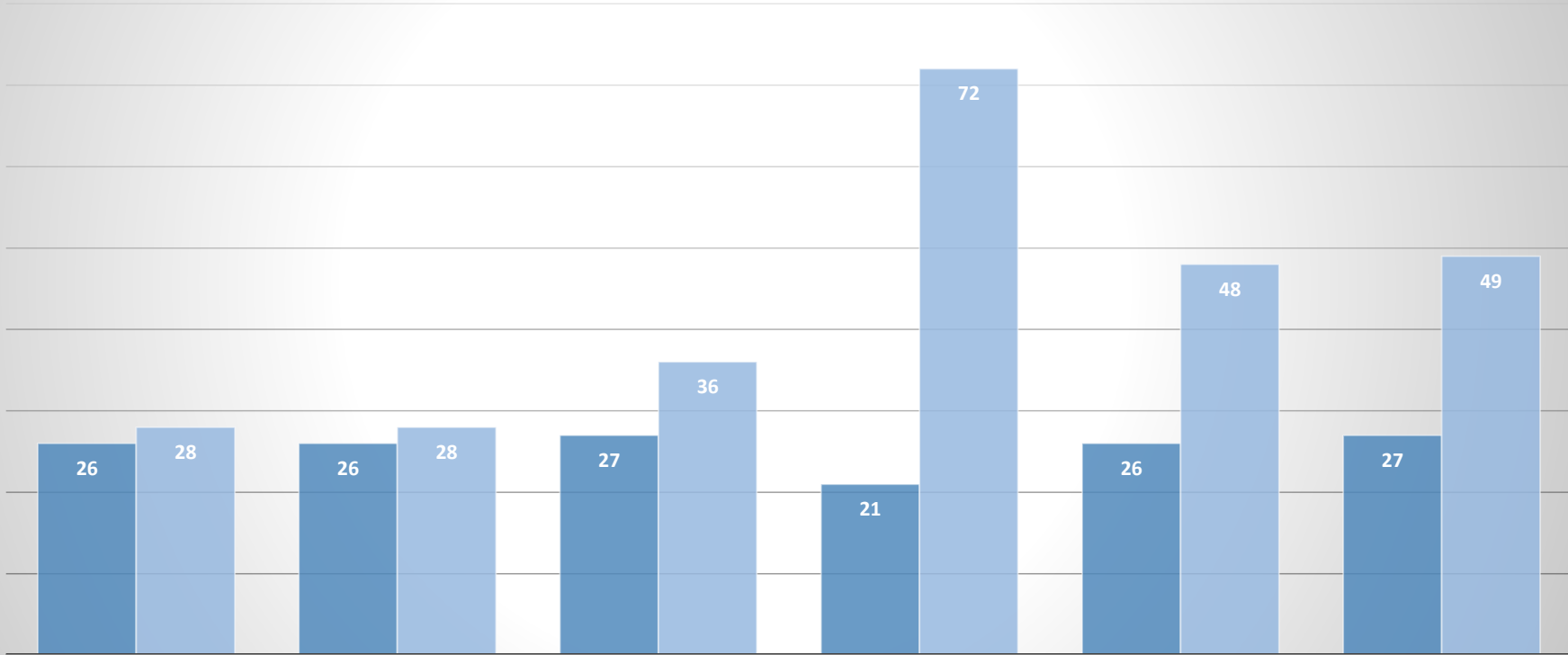
PD Goals for 2018-2019

- Create biliteracy maps for each grade level to include:
 - Common Core Standards
 - Essential Understandings of Language and Content Targets
 - NGSS, History SS Framework and Strand Focus
- Support K biliteracy teachers: 2 teacher model – new EO teachers to biliteracy
- Continue to support current DLI teachers in their practice with a focus on rigor.
- Put into practice the systems created by administrators (time to collaborate, shift the pedagogy to critical thinking from multiple choice, etc.)

Preliminary Results

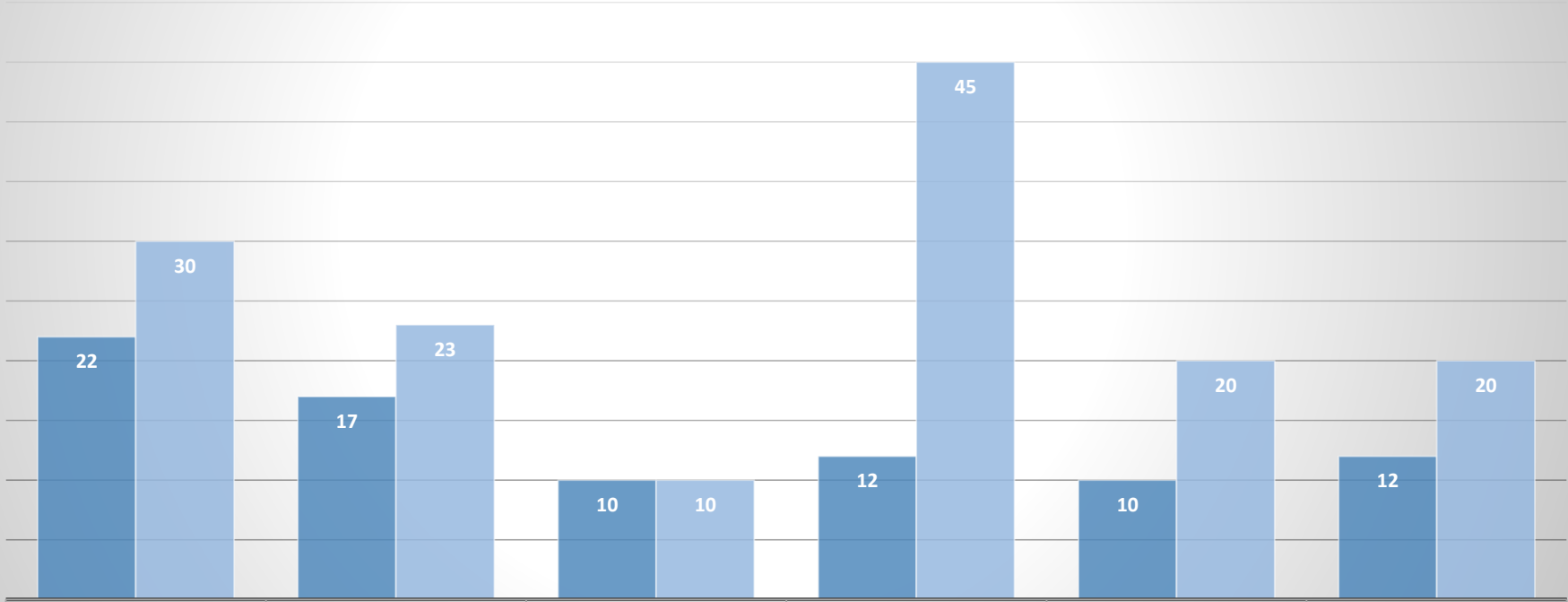


Oxnard School District 17-18 CAASPP English Language Arts % Met/Exceeded



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
District	26	26	27	21	26	27
DLI	28	28	36	72	48	49

Oxnard School District 17-18 CAASPP Math % Met/Exceeded



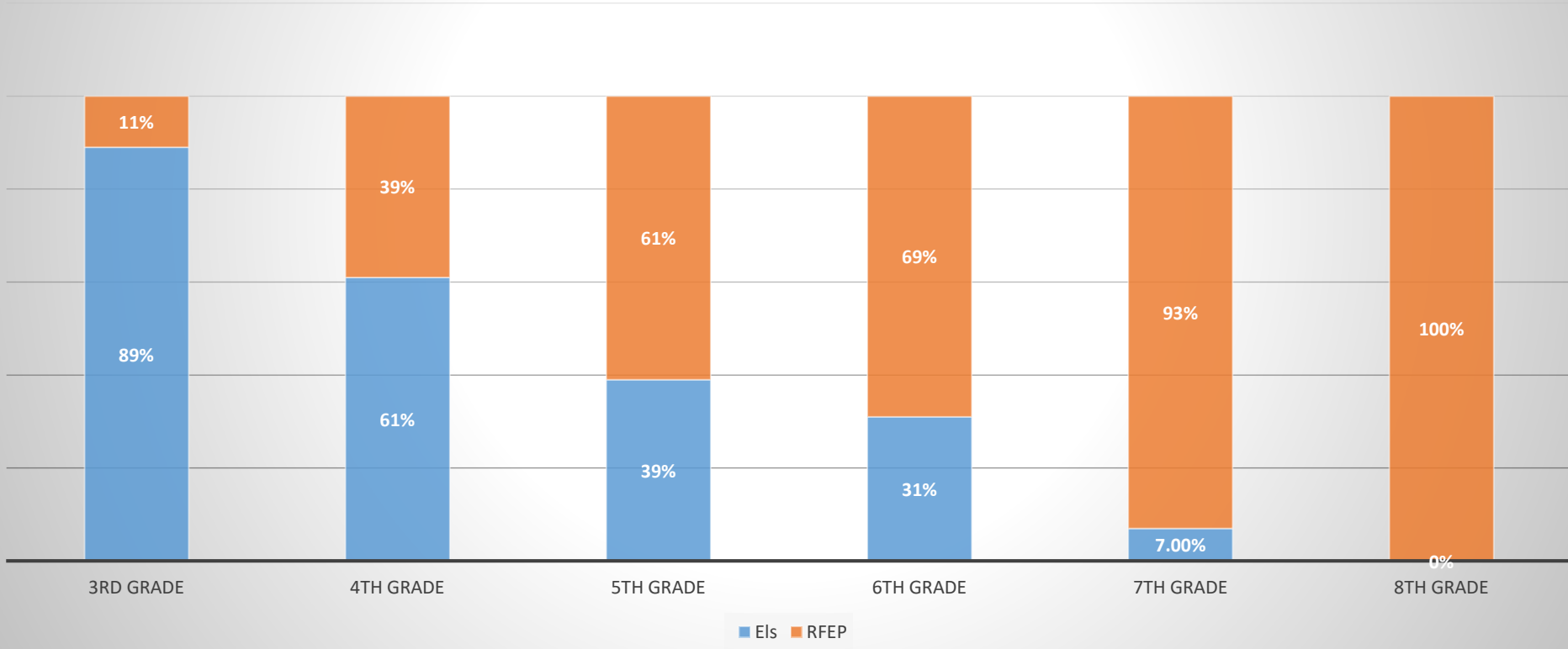
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
District	22	17	10	12	10	12
DLI	30	23	10	45	20	20

Oxnard School District

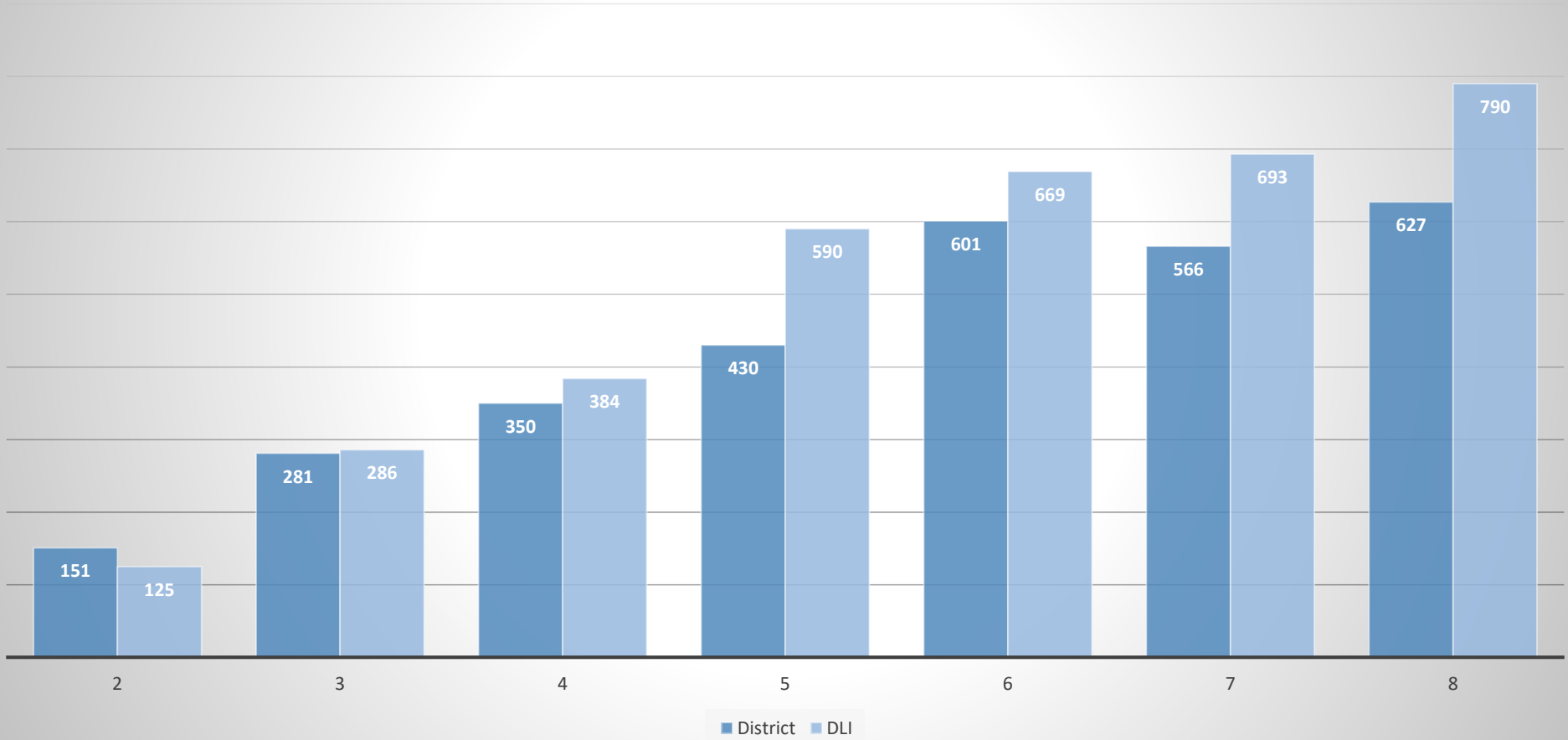
DLI

2017-2018

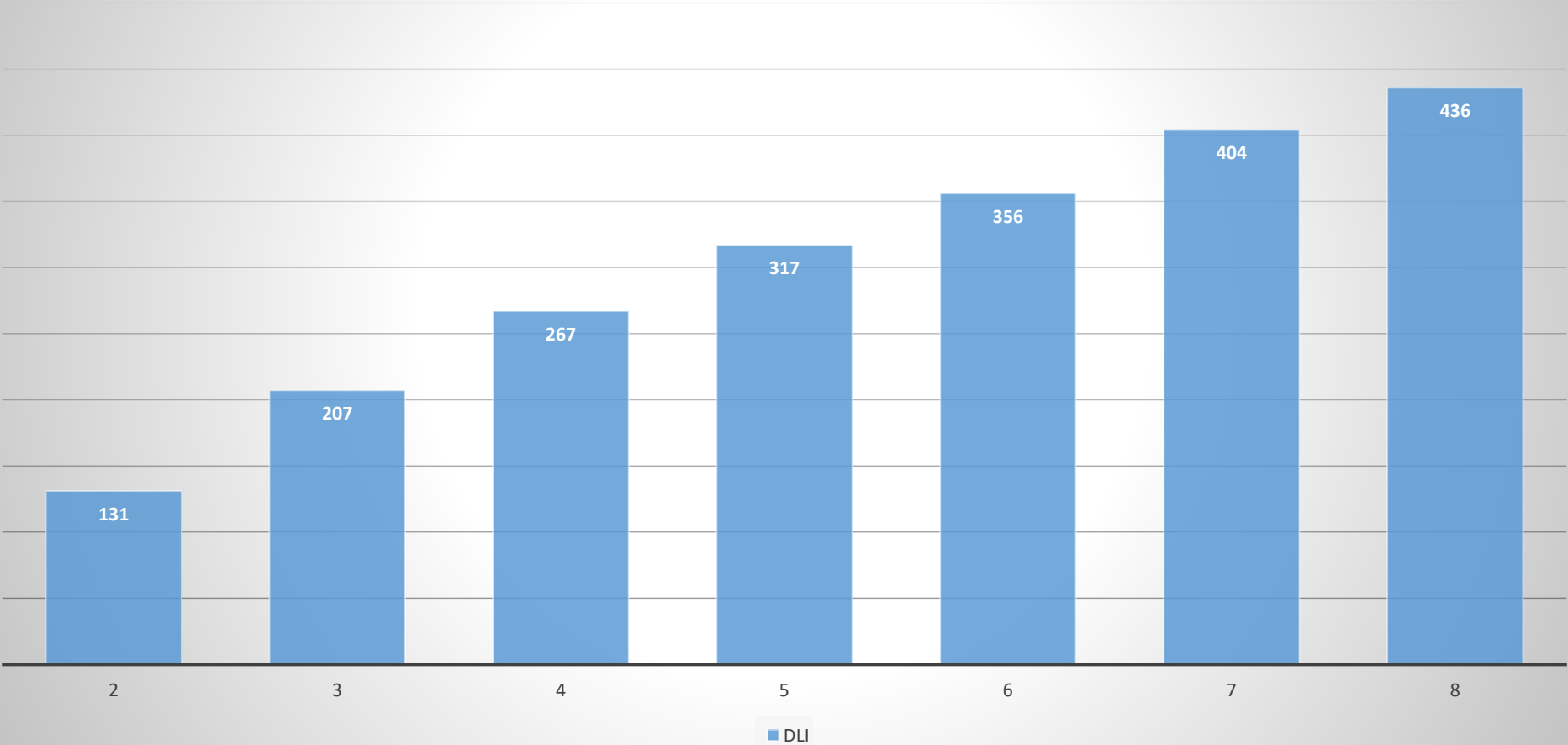
ELs and RFEP



STAR 360 Reading Fall 2018 Scale Score



STAR 360 Spanish Reading Fall 2018 Scale Score





ELS Data

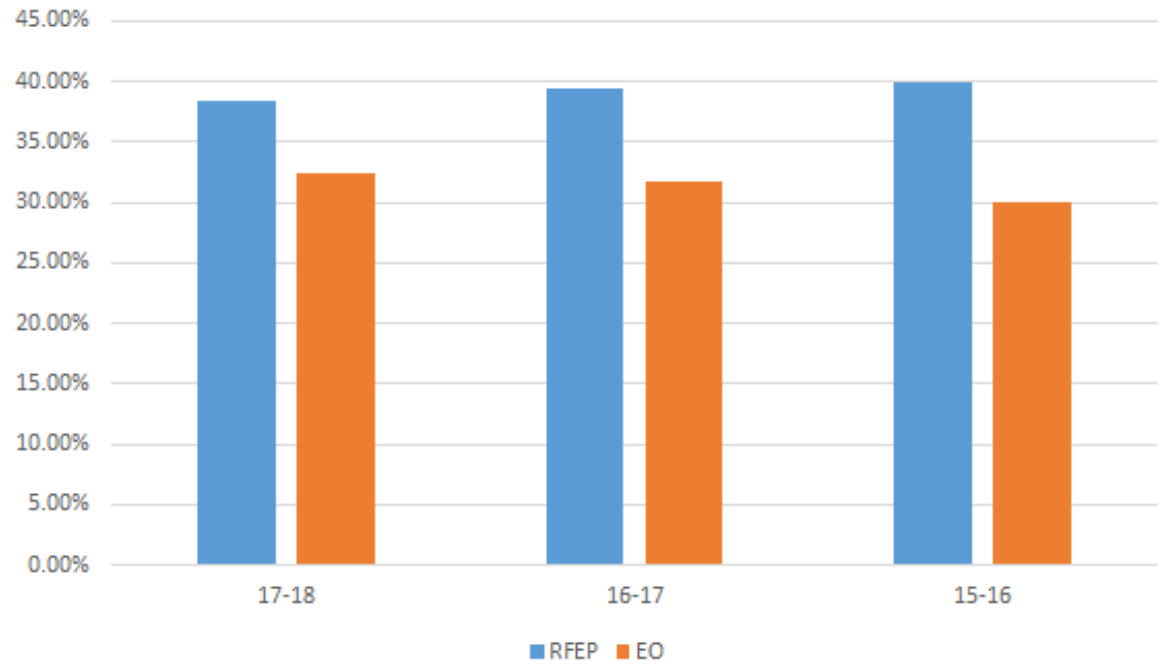


BIG
CHANGES

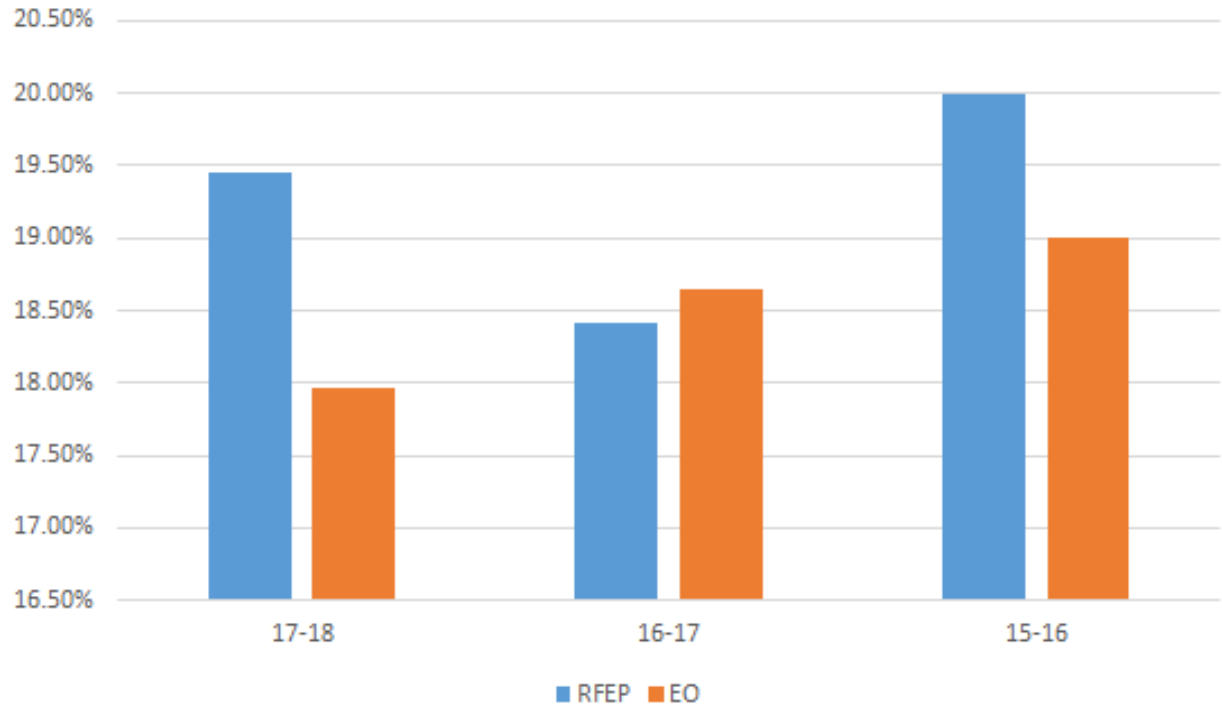
START
WITH SMALL
STEPS.

© WWW.ELIZABETHGEORGE.COM 2013

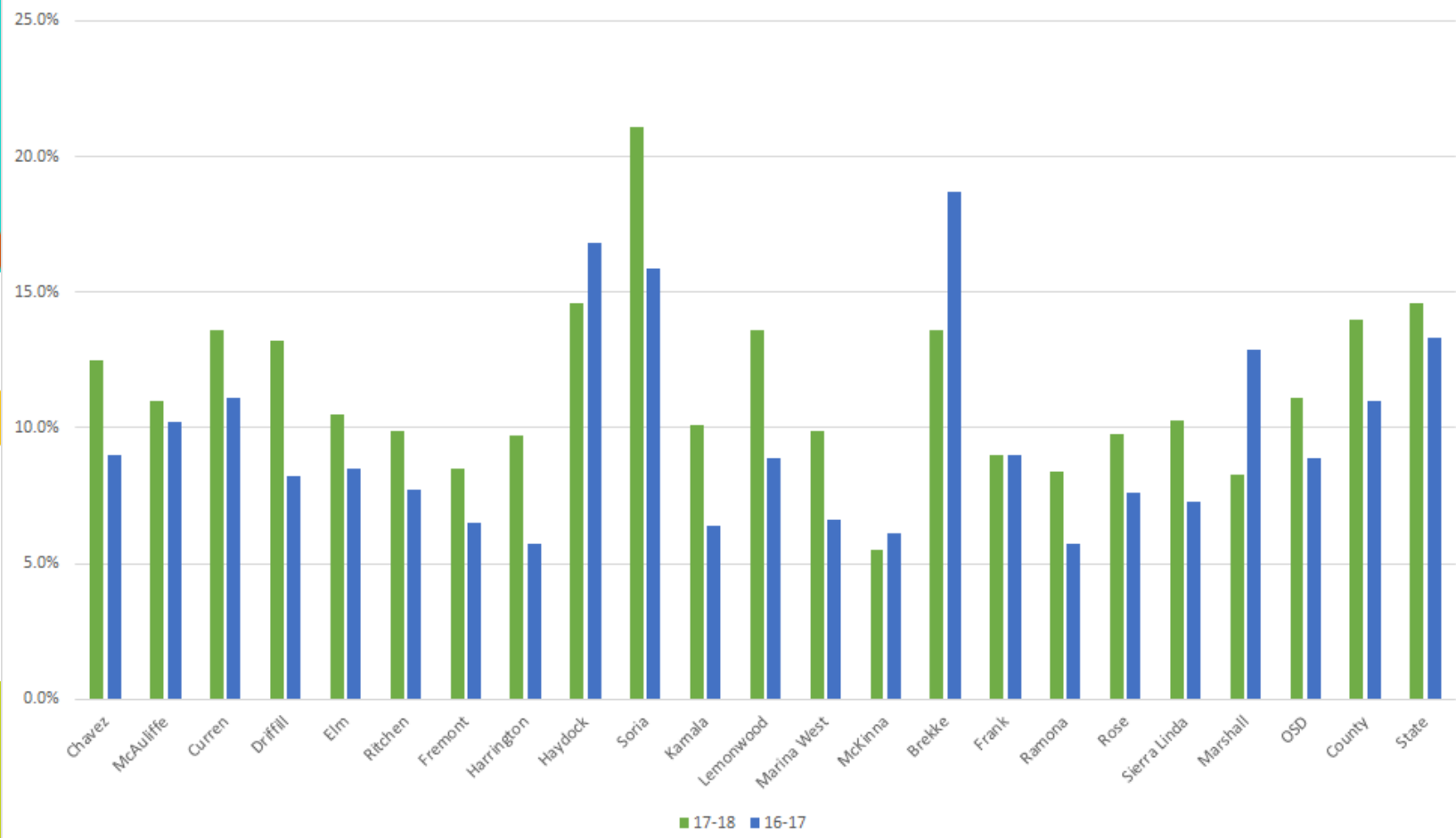
SBAC ELA RFEP/EO Comparison



SBAC Math RFEP/EO Comparison



Reclassification 2 Year Comparison



Reclassification 2017-18

School	# Reclassified	% EL Reclassified
Brekke	32	13.6%
Chavez	75	12.5%
Curren	74	13.6%
Driffill	95	13.2%
Elm	54	10.5%
Frank	45	9%
Fremont	63	30%
Harrington	44	9.7%
Haydock	46	14.6%
Kamala	77	10.1%

Reclassification 2017-18

School	# Reclassified	% EL Reclassified
Lemonwood	3284	13.6%
Marina West	34	9.9%
Marshall	19	8.3%
McAuliffe	24	11%
McKinna	32	5.5%
Ramona	44	8.4%
Ritchen	27	9.9%
Rose	57	9.8%
Sierra Linda	46	10.3%
Soria	70	21%

How do we Compare?

District Total:
999
**% EL
Reclassified:**
11.1%



State Average:
14.6%
County Average:
14%



2018-19 Projected Reclassification

Fall 2018

We currently have

741 - 3rd-5th graders

eligible to reclassify

We currently have

212- 6th-8th graders

eligible to reclassify

Spring 2019

Each school is able to use Ellevation to see which students met ELPAC but not reading so that they can be targeted for intervention and reclassification in the spring.

Looking at Fall alone, we have already exceeded our 2017-18 Reclassification numbers this year!

Long Term ELs by School

School	# LTELs	% of Total ELs
Chavez	65	12%
Curren	68	13%
Driffill	83	13%
Fremont	138	60%
Haydock	185	58%
Soria	21	7%
Kamala	65	9%
Lemonwood	50	9%
Frank	157	34%
OSD	852	10%
Ventura County	4780	16%
State	218,135	17%

Long-Term ELs Percents over Time

Grade	2016	2017	2018	Change
6th	68%	49%	45%	-23%
7th	71%	61%	60%	-11%
8th	54%	44%	46%	-8%

With the addition of AVID Excel at the Middle Schools we look forward to these numbers continuing to reduce!

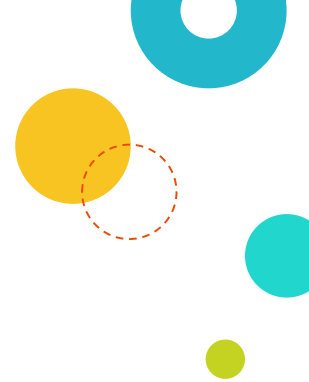


ELS Highlights

- ◎ Newcomer Academy
- ◎ Middle School ELD Teacher collaboration
- ◎ Offerings of effective ELD PD
- ◎ New teacher trainings on ELD
- ◎ Plan to expand AVID Excel to K-8 schools
- ◎ Supporting schools with creative ways to provide designated ELD
- ◎ K-1 English School collaborative with VCOE

Biliteracy Highlights 2017-2018

- ◎ First Cohort of DLI students promoted to the High School
- ◎ Biliteracy Roll-Out (10 schools)
- ◎ Biliteracy Site Recognition
 - ◎ CAFE Seal of Excellence
 - ◎ Golden Bell Award
- ◎ 188 Students Received the Pathway to Biliteracy District Award (5th and 8th Grade)
- ◎ 43% of 8th Grade Students scored a three or higher in the AP Spanish Language and Culture Exam



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Ana DeGenna

Date of Meeting: 11/14/18

- 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 _____

Title: Adoption and Presentation of Resolution #18-18 for School Psychology Awareness Week
November 12-16, 2018 (DeGenna/Sugden)

The National Association of School Psychologists, (NASP) has recognized November 12-16, 2018 as School Psychology Awareness Week, “Unlock Potential. Find your Password!”

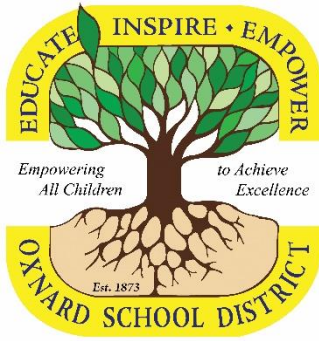
The District recognizes School Psychologists for the important and vital role that they play in the personal and academic development and success of the Oxnard School District students. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive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

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 #18-18, in recognition of 2018 School Psychology Awareness Week.

ADDITIONAL MATERIAL:

Attached: Resolution (1 page)



**RESOLUTION NO. #18-18
ONARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

***School Psychology Awareness Week
November 12-16, 2018***
“Unlock Potential. Find your Password!”

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 studentss; 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 12-16, 2018, 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 14th day of November 2018.

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: Janet Penanhoat

Date of Meeting: November 14, 2018

- STUDY SESSION _____
- CLOSED SESSION _____
- SECTION A-1: PRELIMINARY _____
- SECTION A-II: REPORTS X
- SECTION B: HEARINGS _____
- SECTION C: CONSENT AGENDA _____

- Agreement Category:
- _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities

SECTION D: ACTION _____

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

Recognition of Measure R Bond Oversight Committee (Penanhoat)

The Board of Trustees will recognize the Measure R Bond Oversight Committee for their service to the Oxnard School District community.

FISCAL IMPACT

None.

RECOMMENDATION

None.

ADDITIONAL MATERIAL

None.

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Ana DeGenna**

Date of Meeting: **11/14/18**

- Study Session: _____
Closed Session: _____
A-1. Preliminary _____
A-11. Reports X
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 _____

Presentation on California Dashboard Local Indicators – (DeGenna)

California Department of Education (CDE) continues to use a method of progress monitoring to determine student, school, and district progress on the eight state priority measures. Several of the priorities are measured by the results of data gathered directly by the state (CAASPP data, Attendance Reporting, Suspension/Expulsion reports). This year there are five local indicators which will be reported by the LEA and included in the Dashboard when it is released in December, 2018. Progress is coded as MET or NOT MET for each indicator. For each indicator, the LEA must identify the tools that will be used to evaluate progress on the indicator, implement and evaluate progress based on those tools, and report to the Governing Board. If these steps are met, the indicator is coded as met.

RECOMMENDATION: Information Only

ADDITIONAL MATERIAL:

Attached: PowerPoint

Oxnard School District

California Dashboard Local Indicators

November 14, 2018

Local Indicators

- The California Department of Education (CDE) continues to use a method of progress monitoring to determine student, school, and district progress on the eight state priority measures.
- Several of the priorities are measured by the results of data gathered directly by the state (CAASPP data, Attendance Reporting, Suspension/Expulsion reports).
- This year there are five local indicators which will be reported by the LEA and included in the Dashboard when it is released in December, 2018.
- Progress is coded as MET or NOT MET for each indicator. For each indicator, the LEA must identify the tools that will be used to evaluate progress on the indicator, implement and evaluate progress based on those tools, and report to the Governing Board. If these steps are met, the indicator is coded as met

Local Indicators

1

- Basic Services and Basic Conditions at Schools

2

- Implementation of State Academic Standards

3

- Parental Engagement

Local Indicators

6

- School Climate

7

- Course Access



Priority 1



Basic Services or Basic Conditions

- Appropriately Assigned Teachers
- Access to Curriculum-Aligned Instructional Materials
- Safe, Clean and Functional School Facilities
- This priority will be coded as MET

Priority 2



Implementation of State Academic Standards

- Annual Measure of Progress implementing state academic standards
 - English Language Arts CCSS
 - English Language Development
 - Mathematics CCSS
 - NGSS
 - History/ Social Science

Priority 2



Implementation of State Academic Standards

- Progress in providing professional learning for teaching recently adopted academic standards and/or curriculum frameworks
 - English Language Arts CCSS
 - English Language Development
 - Mathematics CCSS
 - NGSS
 - History/ Social Science

Priority 2



Implementation of State Academic Standards

- Progress of standards aligned instructional materials
 - English Language Arts CCSS
 - English Language Development
 - Mathematics CCSS
 - NGSS
 - History/ Social Science

Priority 2



Implementation of State Academic Standards

- Implementation of Policies or Programs to Support Staff in improving Instruction
 - English Language Arts CCSS
 - English Language Development
 - Mathematics CCSS
 - NGSS
 - History/ Social Science

Priority 2



Implementation of State Academic Standards

- Implementation of State Board Academic Standards
 - Career Technical Education
 - Health Education Content Standards
 - Physical Education
 - Visual Performing Arts
 - World Language

Priority 2



Implementation of State Academic Standards

- Success at engaging teachers and school administrators in
 - Identifying professional learning needs of groups of teachers or staff as a whole
 - Identifying professional learning needs of individual teachers
 - Provide support to teachers on standards they have not yet mastered
- Priority 2 will be coded as MET

Priority 3



Parent Engagement

- Measure Progress in:
 - Seeking input from parents in decision making
 - Promoting parental participation in programs
- Priority 3 will be coded as MET

Priority 6



School Climate

- Administer Local Climate Survey
 - Perception of school safety and connectedness
 - California Healthy Kids Survey
- Priority 6 will be coded as MET

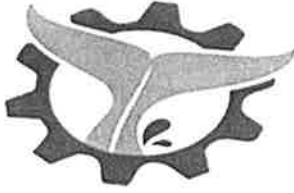
Priority 7



Access to Broad Course of Study

- In order to address this priority we have done the following:
 - analyzed our master schedules
 - curriculum plans
 - assessment schedules
 - observation data to determine broad access to all curriculum for all students
- Priority 7 will be coded as MET

Thank You



R.J. FRANK



ACADEMY OF MARINE
SCIENCE & ENGINEERING

701 North Juanita Avenue, Oxnard, CA 93030

Tel: (805) 385-1536 Fax: (805) 981-1754 www.oxnardsd.org/Frank

October 15, 2018

Carlos and Ignacia Zaragosa
2981 Miramar Court
Oxnard, CA 93035
C/o: Student Tatiana Zaragosa

RE: Donation Screen Photography Set

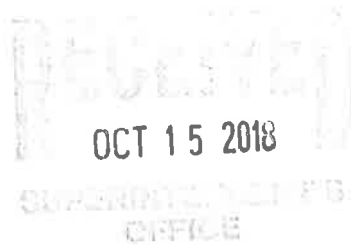
Frank School staff and students would like to thank you both for your generous donation of the Green Photography Set for our student Journalism class for a value of \$200.00 USD.

Our Journalism students are delighted to have such a great donation made to the Journalism/Lobo News class learning experience more exciting.

Our best wishes for a successful business experience.

Sincerely,

Dr. Richard Caldwell
Frank School Principal



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 _____

Approval of Agreement/MOU #18-172 – New West Symphony (DeGenna/Curtis)

New West Symphony will provide a Music Van Experience for 5th grade students at fourteen (14) school sites during the 2018-2019 school year.

FISCAL IMPACT

\$3,500.00 – LCFF (\$250.00 per school site)

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 #18-172 with New West Symphony.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #18-172, New West Symphony (1 Page)
Certificate of Insurance (8 Pages)

AGREEMENT/MEMORANDUM OF UNDERSTANDING #18-172

Oxnard School District

And

New West Symphony Association

This Memorandum of Understanding (MOU) is entered into by and between Oxnard School District (DISTRICT) and New West Symphony (NWS).

DISTRICT and NWS will work together to implement a program for the Music Van Experience for Grades 5 in fourteen (14) DISTRICT schools during the 2018-19 school year according to a schedule worked out by DISTRICT Administration. The fourteen (14) schools served under this agreement: Brekke, Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, Marina West, Marshall, McAuliffe, McKinna, Ramona, Ritcher, and Soria. Services under this agreement include Music Van visits provided by NWS through its valued partner Oxnard Music Advocacy Group (OMAG) to the above mentioned DISTRICT schools. DISTRICT is to reimburse NWS at a rate of \$250 per participating school, up to but not to exceed \$3,500 according to the invoices provided to each school site. NWS, with the support of OMAG, will coordinate and provide the Music Van Experience from November 14, 2018 through December 14, 2018.

DESCRIPTION OF SERVICES:

A. NEW WEST SYMPHONY:

1. Provide the Music Van Experience, which includes an informational student assembly, musical presentations, student access to musical instruments, and training for volunteers and teachers.
2. Submit an invoice to each school site after each visit has been completed.
3. Provide a fully equipped van with more than 100 musical instruments valued at over \$140,000 with the understanding that DISTRICT schools will responsibly monitor their use.
4. Is a fiscal receiver of payment from the DISTRICT for each school site served with Music Van Experience @ \$250 per school visit.

B. DISTRICT will:

1. Facilitate the processing of the invoice through OSD Accounts Payable once the tour is completed.

AUTHORIZED APPROVAL

OXNARD SCHOOL DISTRICT:

NEW WEST SYMPHONY:

Signature and Date

Lisa A. Franz, Director, Purchasing

Alexander Gurevich 11/02/18

Signature and Date



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/11/2018

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. License #0726293 2801 Townsgate Road, Suite 133 Westlake Village CA 91361	CONTACT NAME: PHONE (A/C. No. Ext): 805-379-2203		FAX (A/C. No.): 805-379-5299
	E-MAIL ADDRESS:		
INSURED New West Symphony 2100 Thousand Oaks Blvd, Ste D Thousand Oaks CA 91362	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Everest National Insurance Company		10120
	INSURER B : NOVA Casualty Company		42552
	INSURER C :		
	INSURER D :		
	INSURER E :		

COVERAGES

CERTIFICATE NUMBER: 800757029

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	
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	CF1ML1000178500	9/1/2018	9/1/2019	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
								\$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY	Y	Y	CF1AU1000014100	9/1/2018	9/1/2019	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$ 10,000			CF1UM1000038601	9/1/2018	9/1/2019	EACH OCCURRENCE	\$ 1,000,000
							AGGREGATE	\$ 1,000,000
								\$
A	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/A	CA10002763181	7/1/2018	7/1/2019	<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

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Certificate holder is named as an additional insured per the attached endt.

CERTIFICATE HOLDER**CANCELLATION**

Oxnard School District
 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

© 1988-2015 ACORD CORPORATION. All rights reserved.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SOCIAL SERVICES - GENERAL LIABILITY EXTRA ENDORSEMENT

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

- A. The following is added to SECTION I – COVERAGES, COVERAGE A - BODILY INJURY AND PROPERTY DAMAGE LIABILITY:**
- SPECIAL EVENTS**
1. This endorsement includes coverage for the following:
 - a. All indoor events with less than 2,500 attendees that are less than 24 hours in duration; and
 - b. All outdoor events with less than 2,500 attendees that are less than 24 hours in duration.
 2. This provision does not apply to the following events:
 - a. Any event that exceeds either the number of attendees or duration of time as set forth in Paragraph 1. above;
 - b. Any carnival, circus, fair or parade; or
 - c. Any athletic, sports or motor vehicle event including but not limited to contests, demonstrations, exhibitions, races, rallies, tournaments, or competitive activities.
- B. SECTION I – COVERAGES, COVERAGE A - BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Paragraph 2. Exclusions is amended as follows:**
1. **EXPECTED OR INTENDED INJURY EXTENSION**
Paragraph a. **Expected Or Intended Injury** is deleted and replaced by the following:
 - a. “Bodily injury” or “property damage” expected or intended from the standpoint of the insured. This exclusion does not apply to “bodily injury” or “property damage” resulting from the use of reasonable force to protect persons or property.
 2. **NON OWNED AIRCRAFT CHARTERED WITH CREW EXTENSION**
Paragraph g. **Aircraft, Auto Or Watercraft** is amended to add an exception provision to the exclusion as follows:
 - a. This exclusion does not apply to aircraft chartered with crew to any insured.
 - b. This exception provision does not apply if the chartered aircraft is owned by any insured.
 - c. This insurance is excess over any other valid and collectible insurance available to the insured whether primary, excess, or contingent.
 3. **NON OWNED WATERCRAFT EXTENSION**
Subparagraph (2) of g. **Aircraft, Auto Or Watercraft** is deleted and replaced by the following:

(2) A watercraft you do not own that is:

 - (a) Less than 60 feet long; and
 - (b) Not being used to carry persons or property for a charge;

This provision applies to any person who, with your consent, either uses or is responsible for the use of a watercraft.

This insurance is excess over any other valid and collectible insurance available to the insured for aircraft, auto or watercraft whether primary, excess, or contingent.
 4. **PROPERTY SOLD OR ABANDONED BY YOU**
Subparagraph (2) of j. **Damage To Property** is deleted and replaced by the following:

(2) Premises you sell, give away or abandon, if the “property damage” arises out of any part of those premises, and occurred from hazards that were known by you or should have reasonably been known by you at the time the property was sold, given away or abandoned.
 5. **DAMAGE TO PREMISES RENTED TO YOU**
 - a. The last Paragraph of 2. **Exclusions** is deleted and replaced by the following:

Exclusions c. through n. do not apply to damage to premises while rented to you, or temporarily occupied by you with the permission of the owner, when the damage is caused by fire, lightning, explosion, smoke, water or leaks from automatic fire protective systems. A separate limit of insurance applies to this coverage as described in SECTION III – LIMITS OF INSURANCE.

- b. Paragraph 6. of **SECTION III – LIMITS OF INSURANCE** is deleted and replaced by the following:
 - 6. Subject to Paragraph 5. above, the Damage To Premises Rented To You Limit is the most we will pay under Coverage A for damages because of “property damage” to any one premises while rented to you, or temporarily occupied by you with permission of the owner, caused by fire, lightning, explosion, smoke, water or leaks from automatic fire protective systems. The Damage To Premises Rented To You limit will apply to all damage proximately caused by the same “occurrence”, whether such damage results from fire, lightning, explosion, smoke, water or leaks from automatic fire protective systems, or any combination of any of these.
The Damage To Premises Rented To You Limit will be the higher of:
 - (1) \$1,000,000; or
 - (2) The amount shown on the Declarations for Damage To Premises Rented To You.

6. INVITEE PROPERTY DAMAGE LEGAL LIABILITY

- a. The following is added to subparagraph (4) of j. **Damage To Property**:
However, this exclusion does not apply to “property damage” to your “invitee’s” personal property in your care, custody or control caused by fire, lightning, explosion, smoke, water, leaks from automatic fire protective systems; or vandalism or malicious mischief:
 - (a) On premises you own or rent or on ways next to premises you own or rent; and
 - (b) Arising out of your operations.
 For the purposes of this endorsement, personal property does not include any of the following:
 - (a) Accounts, bills, currency, food stamps or other evidences of debt; deeds, money, notes, or securities;
 - (b) Contraband, or property in the course of illegal transportation or trade; or
 - (c) Blueprints, documents, drawings, manuscripts, records or valuable papers.
- b. The following is added to **SECTION III – LIMITS OF INSURANCE**:
Subject to Paragraph 5. above, the most we will pay under Coverage A for the sum of all damages sustained by all “invitees” because of “property damage” to personal property of such “invitees” in your care, custody or control is \$15,000.

7. Paragraph 2. Exclusions is amended to add the following exclusion:

Willful Violation Of A Penal Code Or Statute

”Bodily injury”, “incidental medical malpractice liability” or “property damage” arising out of the willful violation of a penal code, statute or regulation relating to the sale or distribution of pharmaceuticals by or with the knowledge or consent of the insured.

C. SECTION I – COVERAGES, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY,

Paragraph 2. **Exclusions** is amended as follows:

- 1. Subparagraph a. **Knowing Violation Of Rights Of Another** is amended to add the following:
This exclusion does not apply to “personal and advertising injury” caused by malicious prosecution.
- 2. Subparagraph e. **Contractual Liability** is deleted and replaced by the following:
 - e. Advertising injury for which the insured has assumed liability in a contract or agreement. This exclusion does not apply to liability for damages that the insured would have in the absence of the contract or agreement.
This provision does not apply if **COVERAGE B - PERSONAL AND ADVERTISING INJURY LIABILITY** is excluded by endorsement.

D. SUPPLEMENTARY PAYMENTS – COVERAGES A AND B, Paragraph 1. is amended as follows:

- 1. The limit in subparagraph b. is increased to \$2,500.
- 2. The limit in subparagraph d. is increased to \$500 a day.

E. ADDITIONAL INSURED

- 1. **SECTION II - WHO IS AN INSURED** is amended to include, as an additional insured, any person(s) or organization(s) for whom a written contract or written agreement between you and such person(s) or organization(s) exists and requires such person(s) or organizations(s) to be added as an additional insured to your Policy, but only for liability arising out of “bodily injury,” “property damage” or “personal and advertising injury”.
 - a. This endorsement applies only if the written contract or written agreement is:
 - (1) Currently in effect or becomes effective during the term of this Policy; and
 - (2) Executed prior to the “bodily injury”, “property damage”, or “personal and advertising injury”.

- b. The insurance afforded to such additional insured only:
 - (1) Applies to the extent permitted by law; and
 - (2) Will not be broader than that which you are required by the written contract or written agreement to provide for such additional insured.
- 2. The insurance provided to the additional insured by this endorsement applies as follows:
 - a. The person(s) or organization(s) is an additional insured but only for liability caused in whole or in part by your acts or omissions or the acts or omissions of those acting on your behalf:
 - (1) In connection with your premises owned by or rented to you; or
 - (2) In the performance of your ongoing operations.
 - b. If the additional insured is an architect, engineer or surveyor, this insurance does not apply to "bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering of or failure to render any professional services including:
 - (1) The preparing, approving, or failing to prepare or approve maps, drawings, opinions, reports, surveys, change orders, designs or specifications; or
 - (2) Supervisory, inspection or engineering services.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured if the "occurrence" which caused the "bodily injury" or "property damage" or the offense which caused the "personal and advertising injury" involved the rendering of or the failure to render any professional services by or for you.
 - c. If the additional insured is a lessor of equipment, this insurance only applies to liability caused, in whole or in part, by your maintenance, operation or use of equipment leased to you by such additional insured and does not apply to any "occurrence" which takes place after the equipment lease expires.
 - d. If the additional insured is a state or governmental agency or political subdivision and has issued a permit in connection with premises you own, rent or control, this insurance applies only with respect to the following hazards for which the state or political subdivision has issued such permit:
 - (1) The existence, maintenance, repair, construction, erection, or removal of advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, street banners or decoration and similar exposures;
 - (2) The construction, erection or removal of elevators; or
 - (3) The ownership, maintenance, or use of any elevators covered by this insurance.
 - e. If the additional insured is a state or governmental agency or political subdivision that has issued a permit or authorization with respect to operations performed by you or on your behalf, then this insurance does not apply to:
 - (1) "Bodily injury", "property damage" or "personal and advertising injury" arising out of operations performed for the federal government, state or municipality; or
 - (2) "Bodily injury" or "property damage" included within the "products-completed operations hazard".
 - f. If the additional insured is a manager or lessor of insured premises, that person or organization is an additional insured only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you.

This insurance does not apply to:

 - (1) Any "occurrence" that takes place after you cease to be a tenant in that premises; or
 - (2) Structural alterations, new construction or demolition operations performed by or on behalf of the manager or lessor of insured premises.
 - g. If the additional insured is grantor of franchise, that person(s) or organization(s) is only an additional insured with respect to liability as grantor of a franchise to you.
 - h. If the additional insured is an owner or other interest from whom land has been leased, that person(s) or organization(s) is only an additional insured with respect to liability arising out of the ownership, maintenance or use of that part of the land leased to you.

This insurance does not apply to:

 - (1) Any "occurrence" that takes place after you cease to lease that land; or
 - (2) Structural alterations, new construction or demolition operations performed by or on behalf of the owner or other interest from whom land has been leased.
 - i. If the additional insured is a mortgagee, assignee, or receiver, that person(s) or organization(s) is only an additional insured with respect to their liability as such and arising out of the ownership, maintenance or use of the premises by you.

This insurance does not apply to structural alterations, new construction or demolition operations performed by or for that mortgagee, assignee or receiver.

- j. If the additional insured is a controlling interest, that person(s) or organization(s) is an additional insured but only for their liability arising out of:
 - (1) Their financial control of you; or
 - (2) Premises they own, maintain or control while you lease or occupy those premises.
 - (3) Their requirements for certain performance placed upon you, as a non-profit organization, in consideration for funding or financial contributions you receive from them; or
 As respects Paragraph j.(2) above, this insurance does not apply to:
 - (1) Structural alterations, new construction or demolition operations performed by or on behalf of the person or organization; or
 - (2) Any "occurrence" which takes place after you cease to be a tenant in that premises.
 - k. If the additional insured is a vendor, that person(s) or organization(s) is only an additional insured with respect to "bodily injury" or "property damage" arising out of "your products" which are distributed or sold in the regular course of the vendor's business, but only if this Policy provides coverage for "bodily injury" or "property damage" included within the "products-completed operations hazard".
 - (1) This insurance afforded to the vendor does not apply to:
 - (a) "Bodily injury" or "property damage" for which the vendor is obligated to pay damages by reason of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for damages that the vendor would have in the absence of the contract or agreement;
 - (b) Any express warranty unauthorized by you;
 - (c) Any physical or chemical change in the product made intentionally by the vendor;
 - (d) Repackaging, except when unpacked under the instructions of the manufacturer for the sole purpose of inspection, demonstration, testing or the substitution of parts and then repackaged in the original container;
 - (e) Any failure by the vendor to make inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of "your products";
 - (f) Demonstration, installation, servicing or repair operations, except such operations performed at the vendor's premises in connection with the sale of "your products";
 - (g) Products which, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for the vendor; or
 - (h) "Bodily injury" or "property damage" arising out of the sole negligence of the vendor for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:
 - (i) The exceptions contained in subparagraphs (d) or (f); or
 - (ii) Such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of "your products".
 - (2) This insurance does not apply to any insured person or organization, from whom you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing such products.
 - l. If the additional insured is a member or volunteer this insurance only applies with respect to their liability for your activities or activities they perform on your behalf.
 - m. If the additional insured is a trustee or member of the Board of Governors this insurance only applies with respect to their duties as such.
3. With respect to the insurance afforded to an additional insured as provided in Paragraphs E.1. and E.2. above, the most we will pay on behalf of the additional insured is the amount of insurance:
 - a. Required by the contract or agreement; or
 - b. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.
 4. With respect to the insurance afforded to an additional insured as provided in Paragraphs E.1. and E.2. above, this insurance shall not increase the applicable Limits of Insurance shown in the Declarations.
 5. If an Additional Insured endorsement is attached to this Policy that specifically names a person or organization as an insured, then the above subsection E. ADDITIONAL INSUREDS does not apply to such person(s) or organization(s).
 6. Paragraph 4. Other Insurance SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS is amended to include:

For the purposes of the coverage provided by this endorsement, regardless of whether other insurance is available to an additional insured on a primary basis, this insurance will be primary and noncontributory if

a written contract between you and the additional insured specifically requires that this insurance be primary and noncontributory.

F. SECTION II - WHO IS AN INSURED is amended as follows:

1. BROADENED NAMED INSURED

Paragraph 3. is deleted and replaced by the following:

3. Any business entity organized under the laws of the United States of America (including any state thereof, its territories or possessions), or Canada (including any province thereof) will qualify as a Named Insured if there is no similar insurance available to that business entity, provided that one or more Named Insureds shown in the Declarations have, at the inception of the policy period, an ownership interest in such business entity of more than 50%. However, if a Named Insured has an ownership interest in a business entity of more than 50%, the business entity will not be a Named Insured if such business entity is an insured under any other liability policy or would be an insured under such policy but for its termination or the exhaustion of its Limit of Insurance.

2. CO-EMPLOYEE COVERAGE AND CO-VOLUNTEER WORKERS

Subparagraphs (a), (b) and (c) under Paragraph 2.a.(1) do not apply to "bodily injury" for which insurance is provided as follows:

- a. Your "employees" are insureds with respect to "bodily injury" to a co-"employee" in the course of the co-"employee's" employment by you, or to your "volunteer workers" while performing duties related to the conduct of your business, provided that this coverage for your "employees" does not apply to acts outside the scope of their employment by you or while performing duties unrelated to the conduct of your business.
- b. Your "volunteer workers" are insureds with respect to "bodily injury" to a co-"volunteer worker" while performing duties related to the conduct of your business, or to your "employees" in the course of the "employees" employment by you, provided that this coverage for your "volunteer workers" does not apply while performing duties unrelated to the conduct of your business.

3. INCIDENTAL MEDICAL MALPRACTICE – EMPLOYED NURSES, EMT'S AND PARAMEDICS

- a. Paragraph 2.a.(1)(d) does not apply to any registered nurse, licensed practical nurse, emergency medical technician or paramedic employed by you, but only:
- (1) While performing the services described in the definition of "incidental medical malpractice injury"; and
- (2) When acting within the scope of their employment by you.
- Any "employees" rendering "Good Samaritan Services" will be deemed to be acting within the scope of their employment by you.
- b. For the purposes of determining the applicable Limits of Insurance, any act or omission, together with all related acts or omissions in the furnishing of services for an "incidental medical malpractice injury" to any one person, will be considered one "occurrence".
- c. This provision as provided in Paragraph 3.a. and 3.b. does not apply if:
- (1) You are in the business or occupation of providing any of the services described in "incidental medical malpractice injury"; or
- (2) An endorsement is attached to this Policy that specifically provides liability coverage for registered or licensed practical nurses.
- d. The insurance provided by Paragraph 3.a. and 3.b. shall be excess over any other valid and collectible insurance available to the insured, whether primary, excess, contingent or on any other basis, except for insurance purchased specifically by you to be excess of this Policy.

4. LIABILITY FOR CONDUCT OF UNNAMED PARTNERSHIP OR JOINT VENTURE

- a. The last Paragraph of **SECTION II – WHO IS AN INSURED** is deleted and replaced by the following: No person or organization is an insured with respect to the conduct of any current or past partnership, joint venture, limited liability company or trust that is not shown as a Named Insured in the Declarations. This subparagraph does not apply to your liability with respect to your conduct of the business of any current or past partnership or joint venture that is not shown as a Named Insured in the Declarations.

- b. **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**, Paragraph 4.b. **Excess Insurance** is amended to add the following:

This insurance is excess over any valid and collectible other insurance, whether primary, excess, contingent or on any other basis, which is available to you for your liability with respect to your conduct of the business of any current or past partnership or joint venture that is not shown as a Named Insured in the Declarations and which is issued to such partnership or joint venture.

G. SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS are amended as follows:**1. KNOWLEDGE AND NOTICE OF OCCURRENCE, OFFENSE, CLAIM OR SUIT**

The notification requirements of Paragraphs **2.a.** and **2.b. Duties In The Event Of Occurrence, Offense, Claim Or Suit** apply only when the “occurrence”, offense, claim or “suit” is known to:

- a. You, if you are an individual;
- b. A partner or member, if you are a partnership or joint venture;
- c. An officer or director, if you are an entity other than a partnership, joint venture or limited liability company;
- d. A member or manager, if you are a limited liability company; or
- e. An insurance manager, risk manager or other “employee” you designate prior to loss to give notice to us.

Knowledge of an “occurrence”, offense, claim, or “suit” by your agent, servant or “employee” shall not in and of itself constitute knowledge by you unless an individual in one of the positions listed above has actual knowledge.

2. FAILURE TO DISCLOSE HAZARDS

The following is added to Paragraph **6. Representations**:

If you unintentionally failed to disclose all hazards or prior “occurrences” existing at the inception of this Policy, but reported such error or omission to us as soon as practicable after discovery, we will not deny coverage under this Coverage Part because of such failure.

This provision does not affect our right to collect any additional premium or exercise our right of cancellation or non-renewal.

3. WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

The following is added to Paragraph **8. Transfer Of Rights of Recovery Against Others To Us**:

We waive any right of recovery we may have against any person or organization when such waiver is required by a written contract that you have agreed to prior to any “occurrence”, “suit” or the offense which caused the “bodily injury”, “property damage” or “personal and advertising injury”, provided that the “occurrence”, “suit” or the offense which caused the “bodily injury”, “property damage” or “personal and advertising injury” arises out of operations contemplated by such contract. The waiver applies only to the person or organization designated in such contract.

H. SECTION V – DEFINITIONS is amended as follows:**1. BODILY INJURY**

The definition of “bodily injury” in Paragraph **3.** is deleted and replaced by the following:

“Bodily injury” means bodily injury, “incidental medical malpractice injury”, mental anguish, mental injury, shock, fright, disability, humiliation, sickness or disease sustained by a person, including death resulting from any of these at any time.

2. PERSONAL AND ADVERTISING INJURY

If **COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY** is not otherwise excluded from this Policy, the definition in Paragraph **14.b.** is deleted and replaced by the following:

- b. Malicious prosecution or abuse of process;

The following is added:

“Personal and advertising injury” also means “discrimination” or humiliation that results in injury to a natural person or their reputation, but only if such discrimination or humiliation is:

- (a) Not done intentionally by or at the direction of, or with the knowledge or consent of:
 - i. Any insured; or
 - ii. Any executive officer, director, stockholder, partner or member of any insured organization;
- (b) Not directly or indirectly related to the employment, former or prospective employment, termination of employment, or application for employment, of any person or persons by any insured;
- (c) Not prohibited by or held in violation of law, public policy, legislation, court decision or administrative ruling;
- (d) Not arising out of any “advertisement” by the insured.

3. INSURED CONTRACT

- a. Subparagraph **a.** of the definition of “insured contract” is deleted and replaced by the following:

- a. A contract for a lease of premises.

- b. Subparagraph **f.** of the definition of “insured contract” is deleted and replaced by the following:

- f. That part of any other contract or agreement pertaining to your business (including an indemnification of a municipality in connection with work performed for a municipality) under which you assume the tort liability of another party to pay for "bodily injury" "property damage" or "personal and advertising injury" to a third party or organization. Tort liability means a liability that would be imposed by law in the absence of any contract or agreement.

4. PRODUCTS-COMPLETED OPERATIONS HAZARD

The definition of "products-completed operations hazard" in Paragraph **16.** is amended to add the following:

Includes all "bodily injury" and "property damage" arising out of your "designated products" on premises you own or rent; on premises used by you for a special event related to your business; or on connecting lots, or premises whose connection is interrupted only by a street, roadway, waterway or right-of-way of a railroad, next to any such premises you own or rent, or use for a special event.

For the purpose of this definition, "designated products" means apparel, buttons, CD's, DVD's, posters, stickers, tapes and other similar products used to promote a special event related to your business.

The following definitions are added:

- 5. "Discrimination" means:
 - a. Unfair treatment of a natural person or organization including but not limited to discrimination based upon race, color, ethnic or national origin, religion, age, gender, marital status, sexual orientation or preference, pregnancy, physical disability or impairment, or mental disability or impairment;
 - b. Any act or conduct that would be considered "discrimination" under any applicable federal, state, or local statute, ordinance or law.
- 6. "Good Samaritan services" means those medical services rendered or provided in an emergency and for which no remuneration is requested or paid.
- 7. "Incidental medical malpractice injury" means "bodily injury", mental anguish, sickness or disease sustained by a person, including death resulting from any of these at any time, arising out of the rendering of, or failure to render, the following services:
 - a. Medical, surgical, dental, laboratory, x-ray or nursing service or treatment, advice or instruction, or the related furnishing of food or beverages;
 - b. The furnishing or dispensing of drugs or medical, dental, or surgical supplies or appliances; or
 - c. First aid.
- 8. "Invitee" means any of your clients, customers, guests, members, patrons, supporters, and "volunteer workers"; however, it does not include any person who is your "employee", "temporary worker" or independent contractor.

All other terms and conditions of the policy remain unchanged.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-173 – Ojai Raptor Center (DeGenna/Ordaz)

The Ojai Raptor Center will provide a presentation with Live Birds of Prey for 3rd grade students at Rose Avenue School on Friday, December 7, 2018.

FISCAL IMPACT:

\$550.00 – Rose Avenue PTA

RECOMMENDATION:

It is the recommendation of the Principal, Rose Avenue School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #18-173 with the Ojai Raptor Center.

ADDITIONAL MATERIAL(S):

Attached: Agreement/Invoice #18-173, Ojai Raptor Center (2 Pages)
Certificate of Insurance (1 Page)


**OJAI RAPTOR CENTER WILDLIFE EDUCATION PROGRAM
INVOICE AND CONTRACT**

P.O. Box 182, Oak View, CA 93022
805-649-6884

INVOICE #1867

DATE: 10/5/18

BILL TO: Rose Avenue School
220 S. Driskill Ave, Oxnard CA 93030

FOR:
Wildlife Education Program

Date and Time of Presentation

DESCRIPTION	AMOUNT
Presentation w/ Live Birds of Prey December 7th, 2018 @ 9:00AM-10:00AM	\$550
SUBTOTAL	
TAX RATE	0.00%
OTHER	\$0.00
TOTAL	\$550.00

Payment type: Credit Card ___ _ Check _____

Name on credit card:

CC#:

Exp. Date:

Make all checks payable to Ojai Raptor Center. Please send to ORC P.O. Box 182, Oak View CA 93022 or pay day 0£ If you have any questions concerning this invoice, contact Jaclyn DeSantis or Kim Stroud at ojairaptorcenter@grnail.com.

Ojai Raptor Center Presentation Contract**Sponsoring school or organization:** Rose Avenue School**Day-of point person email and phone number:** Michaela (8 05) 200-8887**Presentation facility or site:** 220 S. Driskill Ave, Oxnard CA 93030**Presentation date and time:** December 7th 9:00AM-10:00AM

The Sponsor agrees to provide the following for the Ojai Raptor Center (ORC) presentation. These requirements are for the ease and safety of the birds, the audience, and the presenters.

1. Two 8' tables which will be used to place the crates containing ORC birds.
2. A pre-reserved parking space as close as possible to where the presentation will take place, coned off for the ORC education vehicle. We have a Sprinter van which is about the size of a small Fed Ex vehicle. **We will need clear access to exit site in case of emergencies
3. A stage or presentation area set back 6' from the audience.

4. The presentation area should be heat/air controlled. ORC reserves the right to cancel program based on extreme weather, for example, a heavy rainstorm or over 100-degree heat. If this situation occurs, every attempt to reschedule will be made.
5. Payment is due at the time of the presentation or before.

**If any person acts unruly or disrespectful, or the environment proves unsuitable for our education team or ambassadors- ORC reserves the right to exit, and Will require full payment of services.*

Thank you for supporting Ojai Raptor Center's Wildlife Education Program.

Name of Sponsor's representative: Lisa A. Franz, Director, Purchasing

Signature of representative agreeing to the above terms: _____ Date: _____

Please return signed contract via pelf/excel/photo to ojairaptorcenter@gmail.com or print and mail to P.O. Box 182, Oak View CA, 93022



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

09/11/2018

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 Santa Barbara Insurance Agency 1920 De La Vina Santa Barbara, CA 93101 License #: 0H00490	CONTACT NAME: Peter Georgi	FAX (A/C, No): (805)682-7032	
	PHONE (A/C, No, Ext): (805)569-0731	E-MAIL ADDRESS: peter@sbinsagency.com	
INSURED Ojal Raptor Center PO Box 182 Oak View, CA 93022-0182	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A:	Nonprofits Insurance Alliance	
	INSURER B:	California Capital Insurance Company	
	INSURER C:	State Fund	
	INSURER D:	Travelers Insurance Company	
	INSURER E:		

COVERAGES CERTIFICATE NUMBER: 00000000-62883 REVISION NUMBER: 25

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:		Y	2018-08533 NPO	08/01/2018	08/01/2019	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 \$ 200,000
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			1-BAA-1-070000539	03/14/2018	03/14/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 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 DED: \$ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
C	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	1882244-2017	09/19/2017	09/19/2018	<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
D	D and O			105689430	12/17/2017	12/17/2018	\$ 1,000,000

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

CERTIFICATE HOLDER

CANCELLATION

**Ventura County Schools
Self-Funding Authority
Ventura, CA 93003**

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

(CPG)

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-174 – Sports For Learning (DeGenna/Ordaz)

Sports For Learning will provide a STEM & Coaching Program at Rose Avenue School as part of CHAMPS Tier II intervention to reduce discipline issues and develop students' interest in STEM, develop soccer skills and be more physically active, and improve targeted students school attendance.

The program will run four (4) days per week, with two (2) coaches concurrently coaching three (3) twenty-minute sessions each day with a ratio of 1:20 and accommodating up to 120 students.

Term of Agreement: **November 14, 2018 through March 15, 2019**

FISCAL IMPACT:

Not to exceed \$12,960.00 – LCFF

RECOMMENDATION:

It is the recommendation of the Principal, Rose Avenue School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #18-174 with Sports For Learning.

ADDITIONAL MATERIAL(S):

Attached: Agreement #18-174, Sports For Learning (2 Pages)
Proposal (1 Page)
Certificate of Insurance (1 Page)



Sports For Learning & Oxnard School District Contract

Sports For Learning

3580 E Pacific Coast Hwy, STE 11
Long Beach, CA 90804

Email: Triana@sportsforlearning.com

Phone: (760)364-4174

Fax: (760)452-7509

Tax ID: 26-4615732

This AGREEMENT entered into this 14th of November 2018 at Oxnard, County of Ventura, State of California, by and between the Oxnard School District and Sports For Learning.

WITNESSETH for the Sum not to exceed \$12,960

Sports For Learning will provide a co-ed, soccer curriculum based around combining soccer techniques, soccer skills and world cup scrimmages. The sessions per school site are below in Appendix 1.

Consultant will invoice the District monthly during the program.

The parties enter into this agreement with the understanding that if, for any reason, the Board of Trustees of the Oxnard School District wishes to terminate this agreement, it may do so and pay the Consultant a prorated portion of the sum due based on work already satisfactorily completed.

Contractor will complete the criminal background check requirements of California Education Code Section 45125.1 for the school sites that it will work with in Oxnard School District. None of the Sports For Learning employees that may come in contact with District students have been convicted of a violent felony listed in California Penal Code Section 1192.7(c).

IN WITNESS WHEREOF, this Agreement has been executed on behalf of the parties hereto, the day and year first above written.

Appendix 1: Scheduling Details

- Site Number: 1
- Days per week: 4 (Tuesday, Wednesday, Thursday, Friday)
- Week Number 15
- Total sessions: 120
- Start date: 11/14/18
- End date: 3/15/19
- Days: Monday, Tuesday, Wednesday, Thursday, Friday
- Times: Tuesday-Friday 11:30-12:30
- \$108 per hour

SIGNATURE PAGE

Sports For Learning

Date: 09/28/18

Print Name: CHRIS MURPHY



Signature:

Oxnard SCHOOL DISTRICT

Date: _____

Print Name: _____

Superintendent Funding: _____

Administrator Approval: _____

Signature: _____



Quote for 2018/19 - Rose Ave Elementary - Oxnard School District

Name	Price	QTY	Subtotal
Sports for Learning	\$108.00	120	\$12,960.00
Implementation Fee (Waived)	\$700.00	0	\$0.00
Total			\$12,960.00

Program Details

Program Type: Lunch Recess

of weeks: 15

of days per week: 4

Rotation Times: 3

of hours billed each day: 1

of coaches per day: 2

Start Date: TBD

*Our college coaches will engage students in STEM through sports while keeping them active at all times.

Program Benefits

- Decrease in disciplinary issues
- Increase average daily attendance
- Increase engagement in STEM
- College coaches as role models
- Contribute to a positive school climate
- Improve school connectedness
- Improve physical activity

Questions: Phone: (310) 936-2505 or Email: triana@sportsforlearning.com



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
09/09/2018

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		CONTACT NAME: Ibrahim Peker	
Insurance Solutions		PHONE (A/C, No, Ext): (949) 348-7400	FAX (A/C, No): (949) 348-2373
License #0746539		E-MAIL ADDRESS: IbrahimP@ins-solutions.com	
33302 Valle Rd, Suite 200		INSURER(S) AFFORDING COVERAGE	
San Juan Capistrano CA 92675		INSURER A: Philadelphia Indemnity Ins. Co	NAIC # 18058
INSURED		INSURER B: State Comp Ins Fund	35076
Coast 2 Coast Coaching, Inc		INSURER C:	
DBA: Sports for Learning		INSURER D:	
3580 E Pacific Coast Highway Suite 11		INSURER E:	
Long Beach CA 90804		INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 18-19 all & umb **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 CERTIFICATION 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 checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			PHPK1756415	01/01/2018	01/01/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 0 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000 \$
A	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			PHPK1756415	01/01/2018	01/01/2019	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"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB612492	01/01/2018	01/01/2019	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	9223540-2018	01/01/2018	01/01/2019	<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	Sexual Abuse Molestation			PHPK1756415	01/01/2018	01/01/2019	Limit: \$1,000,000 Aggregate: \$3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Oxnard is included as additional insured per the attached endorsement.

CERTIFICATE HOLDER	CANCELLATION
Oxnard 1051 South A St. Oxnard CA 93030-7442	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: Dr. Jesus Vaca

Date of Meeting: 11/14/18

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

Approval of Agreement #18-165 – Reward Strategy Group (Vaca/Nair)

Reward Strategy Group will provide professional consulting services to conduct a Diagnostic Review of the current classification plan covering classified employees.

The goal is to accurately identify and document issues in classification and/or organizational problems that likely exist, and then gain District and Personnel Commission (PC) agreement on the most cost-effective approach for resolving/correcting them.

In general, the Personnel Commission and PC staff believe the classified position descriptions/class specifications are in good shape, reflecting the duties, responsibilities and qualifications for the work that the District performs to deliver service. However, there appears to be a number of employees across the organization that may not be assigned to the proper classifications based on the work being performed by those employees. Different departments and units may be utilizing different classifications to perform similar work. The causes for these and other classification issues should be identified and resolved.

Additionally, the District organization and its use/alignment of classified positions is not well charted. The PC wishes to have clear, graphic depictions of budgeted classified management and classified employee assignments across the District, and there may be additional issues still to be identified following this review.

FISCAL IMPACT:

Not to exceed \$24,200.00 – Personnel Commission
(Including expenses for travel, lodging and meals)

RECOMMENDATION:

It is recommended by the Assistant Superintendent, Human Resources & Support Services, and the Director, Classified Human Resources, that the Board of Trustees approve Agreement #18-165 with Reward Strategy Group.

ADDITIONAL MATERIAL(S):

Attached: Agreement #18-165, Reward Strategy Group (2 Pages)
Proposal (5 Pages)

**LETTER OF AGREEMENT
FOR
CONSULTANT SERVICES**

This Agreement outlines the consultant services for which Oxnard School District (District) is retaining Reward Strategy Group (RSG).

THE PROJECT

The District requires professional consulting services to conduct a **Diagnostic Review** of the current classification plan covering classified employees. The services and deliverables for the project are outlined in RSG's letter dated July 24, 2018, attached and incorporated as part of this Agreement.

TERM

The term of this Agreement will run from the date this Agreement is executed until RSG has completed its services and the District has accepted such services, subject to the District's right to sooner terminate or suspend this Agreement. It is anticipated the Diagnostic Review detailed in the referenced attachment will be conducted in January 2019.

TERMINATION OF AGREEMENT

The District may terminate this Agreement at any time upon fifteen (15) days prior notice to RSG, and without cause. In the event of termination, RSG will be entitled to be compensated for all services actually rendered up to the date of termination, but not thereafter.

COMPENSATION

The District will compensate RSG for the Diagnostic Review consulting services at total professional fees that do not exceed \$22,200. Project-related expenses for travel to Oxnard, lodging and meals away from RSG offices will be invoiced, at cost, in addition to professional fees.

RSG will invoice the District monthly for fees and expenses incurred during the month. The District will remit payment for each invoice within 30 days after receipt.

ADDITIONAL SERVICES

Any additional services, beyond the scope of the Diagnostic Review outlined in attachment, will be performed at RSG's hourly billing rates, noted below for the consultant team.

Allan Crecelius	\$230
Sandra Comrie	\$210
Gina Calderon	\$175

If, based on the findings and results of RSG's diagnostic efforts, the District wishes to engage RSG for further classification and organizational consulting, the consultants will prepare and provide a quote for those new services.

INSURANCE

RSG maintains appropriate insurance coverages for Commercial General Liability, Professional Liability (Errors & Omissions) and Workers Compensation. RSG will have its broker provide the District with a Certificate of Insurance naming Oxnard School District as an additional insured.

AGREED TO AND EXECUTED BY:

REWARD STRATEGY GROUP, INC.

OXNARD SCHOOL DISTRICT



Signature

Allan M. Crecelius, President

August 24, 2018

Date

Signature

Lisa A. Franz, Director, Purchasing

Name and title

Date

RSG Fed ID #: 95-4110178

July 24, 2018

via email

Ms. Shristie Nair-Villano
Director, Classified Human Resources
Personnel Commission
Oxnard School District

Dear Shristie –

Re: Consulting Assistance with the District's Classification Plan for All Classified Employees

CURRENT SITUATION

In general, the Personnel Commission and PC staff believe the classified position descriptions/ class specifications are in good shape, reflecting the duties, responsibilities and qualifications for the work that the District performs to deliver service.

However, there appears to be a number of employees across the organization that may not be assigned to the proper classifications based on the work being performed by those employees. Different departments and units may be utilizing different classifications to perform similar work. The causes for these and other classification issues should be identified and resolved.

Additionally, the District organization and its use/alignment of classified positions are not well charted. The PC wishes to have clear, graphic depictions of budgeted classified management and classified employee assignments across the District.

And, there may be additional issues still to be identified.

RSG'S APPROACH FOR ASSISTANCE

Based on discussions with the Director, Classified Human Resources, we have determined our most effective approach is to begin our assistance with a *Diagnostic Phase*.

The goal of this first phase is to accurately identify and document issues in classification and/or organizational problems that likely exist, and then gain District and PC agreement on the most cost-effective approach for resolving/correcting them.

Our Diagnostic Phase will encompass the following:

- Gather and review all pertinent background material and data. We will provide the District/PC with an initial information/data request.

- Schedule and conduct a series of onsite interviews/meetings where RSG will solicit and gain input on the classification and organization perspectives of the District's stakeholders.
- Assess input from materials, documents and data and from the diagnostic interviews; document findings and our conclusions regarding OSD's classification and organizational issues.
- Develop a detailed plan for next steps, with estimated consulting budget.
- Present findings, conclusions and next steps plan to appropriate District management for discussion and decision making. This will end the Diagnostic Phase.

The *plan* for the next follow-on consulting phase will identify the current classifications where RSG has concluded issues exist due to the work being performed by some of the assigned positions, and our proposed methodology for correcting the problems/issues. It will also detail any follow-on work needed from an organizational structure, effectiveness and documentation perspective.

RSG'S CONSULTANT TEAM FOR THE DIAGNOSTIC PHASE

Our firm will utilize three very experienced, senior consultants for the diagnostic effort:

Allan Crecelius, President – will be the engagement/project manager.

Sandra Comrie, Executive Director
Gina Calderon, Senior Principal } will work closely with Mr. Crecelius.

Hourly billing rates for these three consultants are \$230, \$210 and \$175 respectively.

Summary bios are attached.

ESTIMATED BUDGET FOR FIRST PHASE

We estimate RSG will invest between 12½ and 13½ days of consultant time to perform the diagnostic efforts outlined previously. This equates to professional fees of between \$20,800 and \$22,200.

Project-related expenses for travel to Oxnard, lodging and meals away from our offices will be invoiced, at cost, in addition to the professional fees. Those expenses would likely total between \$1,500 and \$2,000.

Please let me know if you have any questions. Our firm looks forward to working with you.

Sincerely,



Allan M. Crecelius
President

ALLAN CRECELIUS, PRESIDENT

Allan Crecelius has been the President of RSG since the firm's founding in 1987. He has extensive experience in management consulting with a focus on classification and compensation, performance management and strategic planning.

His consulting projects have ranged from studies for *Fortune 500* companies to engagements with small or start-up entities. He has significant experience across a number of industry sectors, including educational, governmental, financial, utility, and not-for-profit. He has worked with executives, managers, governing boards and elected officials in more than 300 organizations. He brings a range of experience and technical expertise to client engagements that lead to customized solutions and dramatic improvement in the organization's programs. He has assisted a large number of enterprises to better execute their strategies by operationalizing how they define performance, deliver service and reward success.

Over the course of his career, Mr. Crecelius has successfully managed very large (seven-figure budgets), multi-disciplinary consulting engagements, down to small projects with clients of modest size. Prior to becoming RSG's President in 1987, Mr. Crecelius was the Managing Partner–Western Region for Sibson & Co., Inc., a nationally recognized compensation consulting firm. With Sibson, he was responsible for managing staff in four offices and leading the firm's consulting practice in executive compensation and organization effectiveness. Previously, Mr. Crecelius was the Vice President– General Consulting for the Hay Group, an international human resources consulting firm.

Mr. Crecelius received a Bachelor of Science degree in Engineering from the United States Military Academy at West Point and served as an officer in the U.S. Army for 10 years, holding key leadership positions in both combat and peacetime. He is frequently retained as a speaker in national/ regional symposiums on planning, organization and compensation issues. He is the author of a number of articles and the co-author of the 1994 book, *Strategic Management — Creating Your Organization's Future*.



SANDRA COMRIE, EXECUTIVE DIRECTOR

Sandra Comrie leads the firm's consulting practice in position classification and performance management.

Ms. Comrie has more than 25 years of experience in management consulting. She has advised both large and small client organizations, with employee populations in the tens of thousands down to staff levels of under 100. Before joining RSG, Ms. Comrie was the Chief Operating Officer for a national employee benefits consulting firm. She was recruited into this position from the top human resources executive position in Transamerica Life Companies, where she developed, implemented and managed a full spectrum of HR programs/processes for 5,500 employees. Before joining Transamerica, she was with the City of Los Angeles for 22 years, the final seven as their Assistant General Manager–Personnel.

Ms. Comrie is a graduate of the University of California – Los Angeles and has completed UCLA's Anderson School Executive Business Program. She is a Past President of the International Personnel Management Association, in addition to serving on a number of nonprofit boards, including the Los Angeles Urban League and the Foundation for Employment and Disability. Ms. Comrie has published several articles on effective human resource management practices, and is the co-author of two books: *Strategic Management — Creating Your Organization's Future* and *Human Resources Policies — Structuring Staff Guidelines for Your Organization*. Public agencies throughout California recognize Ms. Comrie as a thought-leader in job design and position classification. Her counsel is prized on a full spectrum of human resource management issues.

GINA CALDERON, SENIOR PRINCIPAL

Gina Calderon has over 25 years of business experience in Southern California. She has significant consulting experience in job analysis/classification, compensation surveying and pay plan design. Prior to joining RSG ten years ago, Ms. Calderon held responsible senior management positions in both for-profit and not-for-profit enterprises. Ms. Calderon graduated from the University of California, Los Angeles in 1989 with a Bachelor of Arts degree in Economics and received an MBA from UCLA's Anderson Business School.





REWARD STRATEGY GROUP

EDUCATIONAL ORGANIZATIONS SERVED BY RSG

Antelope Valley Community College District	Montebello Unified School District	Rio Hondo Community College
Antioch University	MiraCosta Community College District	San Diego State University
Berkeley Unified School District	National University	San Jose State University
Compton Unified School District	Ontario-Montclair School District	State Center Community College District
Huntington Beach City School District	Orange County Department of Education	Thomas Jefferson School of Law
Long Beach Community College District	Palomar Community College District	Ventura County Community College District

OTHER RSG CLIENTS

Chino Valley Independent Fire District	County of Los Angeles	American Honda
Desert Recreation District	County of Marin	American Red Cross
East Bay Regional Park District	County of San Diego	Boeing Wichita
Long Beach Transit	Multnomah County, OR	Chiron Corporation
Monterey-Salinas Transit District	Pima County, AZ	Guess? Inc.
San Diego County Regional Airport Authority	Imperial County Superior Court	Hughes Electronics
San Diego Housing Commission	Los Angeles Superior Court	J.F. Shea Co., Inc.
San Diego Unified Port District	Orange County Superior Court	Marriott
San Joaquin Housing Authority	Riverside County Superior Court	Neighborhood House Association
San Joaquin Regional Transit District	San Bernardino County Superior Court	Pennsylvania State Employees CU
Santa Clara Valley Transportation Authority	San Diego County Superior Court	Ralston Purina
SunLine Transit	City of Anaheim	Sahara Resorts
Central Arizona Water Conservation District	City of Bakersfield	San Diego Community Foundation
Eastern Municipal Water District	City of Berkeley	SGS-Thomson Microelectronics
Encina Wastewater Authority	City of Camarillo	Timken Museum of Art
Helix Water District	City of Carpenteria	United Nations FCU
Inland Empire Utility Agency	City of Corona	Wickes Companies
Las Vegas Valley Water district	City of Culver City	Williams-Sonoma
Leucadia Wastewater District	City of Del Mar	Xceed Financial
Monte Vista Water District	City of Hesperia	Zoological Society of San Diego
Olivenhain Municipal Water District	City of Imperial Beach	
Orange County Water District	City of Lake Forest	
Otay Water District	City of Long Beach	
Ramona Municipal Water District	City of Los Angeles	
Rubidoux Community Services District	City of Moreno Valley	
San Antonio Water Company	City of Orem, UT	
San Diego County Water Authority	City of Pasadena	
Santa Fe Irrigation District	City of Peoria, AZ	
Vallecitos Water District	City of Pleasanton	
Valley County Water District	City of Portland, OR	
Water Replenishment District of So Cal	City of Rialto	
West Basin Municipal Water District	City of Riverside	
Western Municipal Water District	City of San Bernardino	
	City of San Fernando	
	City of San Marino	
	City of Thousand Oaks	

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-169 – Santa Clara Elementary School (DeGenna/Thomas)

The Oxnard School District will provide services to Santa Clara Elementary School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

FISCAL IMPACT:

Title III Allocation to Santa Clara School - \$1,537.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #18-169 with Santa Clara Elementary School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #18-169, Santa Clara Elementary School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #18-169 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2018-2019 School Year

Section 1: General

The **Oxnard School District** has been notified by **Santa Clara Elementary School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Santa Clara Elementary School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, EL's (38) were October 1-10, 2018, from a survey sent to parents who returned the applications so far 138. STAR Testing results from last testing in May, 2018 and the beginning of the 2018-2019 (First test-August, 2018) in Early Literacy were used in identifying students type of readers (Early emergent, late emergent, transitional, and probable readers for TK-3rd). The use of our Reading Street Reading program for phonics, vocabulary, centers using "Hooked On Phonics" to supplement sound acquisition, the "Fluency First" program to build reading and comprehension skills, and the STAR Assessments and STAR instructional strategies will help teachers assessments based on the benchmarks to determine the processes needed to assist our EL students.

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Santa Clara Elementary School**. **Santa Clara Elementary School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments. We have also added to our curriculum a Spanish class for TK-8th grade for students who are bilingual to succeed and for English speaking students to become aware and learn to acquire Spanish language and culture.

Section 3: What services and products will be provided?

The following materials and programs are requested:

We have contacted parents on the home language use and need to help with the English speaking at home. The Language Arts Reading program supports from grade level-Reading Street, Daily 5 use in the primary grades as well as using "Hooked On Phonics, and use of supplemental phonics resources, and an on line IXL Language Arts for practice to support our students. Students will also be working with our Spanish teacher and bilingual aides to help find resources for our students. We also seek teacher in-service professional development classes through the Oxnard School District to meet the needs of our students and promote teacher resources to add to the curriculum.

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language literature has been ordered for the 2018-2019 school year from Pearson-Reading Street Program TK-6, Pearson Common Core Literature 6-8, and Rosas Sonrisas, Spanish for Kids program for K-5th grade. This is also an on-line program so the students can actually hear correct usage and pronunciation for practice.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing on 2018-2019 school year through the Archdiocese of Los Angeles. Professional development activities, Core Instructional Practices will be provided to all teachers through the Deanery level and will take place locally. They are scheduled 5 times a year beginning on October 5th at Holy Cross School.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Santa Clara Elementary School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For Santa Clara Elementary School:

Name: Ms. Dotty Massa Phone No: 805-483-6935
Signature: _____ Date: _____
Title: Principal

For Oxnard School District (LEA):

Name: Lisa A. Franz Phone No: 805-385-1501
Signature: _____ Date: _____
Title: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-170 – St. Anthony’s School (DeGenna/Thomas)

The Oxnard School District will provide services to St. Anthony’s School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

FISCAL IMPACT:

Title III Allocation to St. Anthony’s School - \$2,689.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #18-170 with St. Anthony’s School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #18-170, St. Anthony’s School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #18-170 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2018-2019 School Year

Section 1: General

The **Oxnard School District** has been notified by **St. Anthony's School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **St. Anthony's School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, 85 ELs were identified through the Home Language Survey in the Fall 2018

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **St. Anthony's School**. **St. Anthony's School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided? STAR Reading and Math yearly assessments.

The following materials and programs are requested:

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language literature will be ordered from Scholastics on or before October 15, 2018 and delivered to **St. Anthony's School**.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing in Fall 2018 and provided on the 10th day every other month thereafter by the School Principal. Professional development activities will take place at Oxnard School District or Ventura County Office of Education.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **St. Anthony's School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives:

For St. Anthony's School:

Name: Deacon Henry Barajas Phone No: 805-487-5317

Signature: _____ Date: _____

Title: Principal

For Oxnard School District (LEA):

Name: Lisa A. Franz Phone No: 805-385-1501

Signature: _____ Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-171 – Our Lady of Guadalupe School (DeGenna/Thomas)

The Oxnard School District will provide services to Our Lady of Guadalupe School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

FISCAL IMPACT:

Title III Allocation to Our Lady of Guadalupe School - \$1,372.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #18-171 with Our Lady of Guadalupe School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #18-171, Our Lady of Guadalupe School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #18-171 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2018-2019 School Year

Section 1: General

The **Oxnard School District** has been notified by **Our Lady of Guadalupe School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2018-2019 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Our Lady of Guadalupe School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, 13 ELs were identified on September 14, 2018

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Our Lady of Guadalupe School**. **Our Lady of Guadalupe School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

The following materials and programs are requested:

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language aid “Moby Max” and Scholastic Language & Literature Series will be ordered before November 15th and delivered to **Our Lady of Guadalupe School**.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Our Lady of Guadalupe School** shall meet in April/May of the year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For Our Lady of Guadalupe School:

Name: Ms. Valerie Vespe Phone No: 805-483-5116
Signature: _____ Date: _____
Title: Principal

For Oxnard School District (LEA):

Name: Lisa A. Franz Phone No: 805-385-1501
Signature: _____ Date: _____
Title: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- | | | | |
|-------|--|-------|-------------------------------------|
| | 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 Amendment #1 to Agreement #18-14 – PresenceLearning Inc. (DeGenna/Sugden)

At the Board Meeting of June 6, 2018, the Board of Trustees approved Agreement #18-14, with PresenceLearning, Inc., in the amount of \$65,000.00, to provide supplemental clinical and therapy services to the Special Education Services Department on an “as needed” basis during the 2018-2019 academic year.

Amendment # 1 will cover additional costs needed to provide these services district wide, in the amount not to exceed \$235,000.00, for a new total agreement amount of \$300,000.00.

FISCAL IMPACT:

Not to exceed \$235,000.00 – Special Education Funding

RECOMMENDATION:

It is the recommendation of Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #18-14 with PresenceLearning, Inc.

ADDITIONAL MATERIALS:

Attached: Amendment #1 (4 Pages)
Agreement #18-14, PresenceLearning Inc. (33 Pages)

AMENDMENT #1 TO OSD AGREEMENT #18-14



PresenceLearning

Service Order Form

LEA Name and Contact Information

Name: Oxnard School District
Address: 1051 S A ST OXNARD, CA

LEA Primary Point of Contact

Name: Amelia Sugden
Email Address: asugden@oxnardsd.org

LEA Secondary Point of Contact

Name: Kristen Haidet
Email Address: khaidet@oxnardsd.org

PresenceLearning Contact Information

Name: Karen Tracy-Slasten
Email Address: karen.tracy@presencelearning.com

Service Order Form

1. Services

Service Type	Student Quantity	Service Rate
SLP Services	100	\$82.00
OT Services	0	\$82.00
BMH Services	0	\$82.00
Setup Fee	100	\$5.00

2. Assessments

Service Type	Student Quantity	Service Rate
SLP Assessment	0	\$325.00
OT Assessment	0	\$325.00
BMH Assessment	0	\$550.00
Assessment Bilingual SLP/OT	0	\$400.00
Screenings by SLP	0	\$55.00
Screenings by OT	0	\$55.00
Screenings by MHP	0	\$55.00
Screenings by SLP BI	0	\$73.00
Evaluation Review of Records by SLP	0	\$260.00
Evaluation Review of Records by OT	0	\$260.00
Evaluation Review of Records by BMH	0	\$260.00

3. Psychoeducational Assessments

Service Type	Student Quantity	Service Rate
Evaluation Coordination and Reporting	0	\$200.00
Review of Records by School Psychologist	0	\$250.00
Cognitive Selected Index	0	\$125.00
Neuro Processing Selected Index	0	\$125.00
Achievement Selected Index	0	\$125.00
Rating Scale Assessment	0	\$125.00
Classroom Observation	0	\$100.00
Achievement Standard Battery	0	\$250.00
Cognitive Standard Battery	0	\$250.00
Additional Assessment by School Psychologist	0	\$250.00
Standard Neuro Processing Battery	0	\$250.00
Additional Requested Meetings	0	\$100.00
School Psych Consultation	0	\$90.00

Service Order Form

Contracted Students	100
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Assessments Commitment	40
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Monthly Commitment*	\$17,220.00	210 hours at \$82.00
December Commitment*	\$11,480.00	140 hours at \$82.00

*This is the monthly minimum amount you will be invoiced during the contracted period.

Term	July 1, 2018 through June 30, 2019
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Modified Terms

Update Modified terms to state that Revised FY19 PresenceLearning Agreement - 100SLP supersedes the Oxnard Elementary - Signed Contract (2) signed on June 12, 2018.

The first sentence of paragraph two in section 14. TERM AND TERMINATION is modified so that "This Master Contract shall continue until the end of the term set forth in the ORDERING DOCUMENT) hereinafter referred to as the "INITIAL TERM"). Either party must give written notice of its intention not to renew 30 days before expiration of the INITIAL TERM."

Service Order Form

Except as expressly set forth in this Service Order, the parties agree to be bound by the terms of the PresenceLearning Master Contract (MC) available at <https://www.presencelearning.com/tc/ca/>, which is incorporated herein by reference. This Service Order and the MC together constitute the entire agreement between PresenceLearning and LEA governing the services and products referenced above (the Agreement), to the exclusion of all other terms. To the extent there is any conflict between this Service Order and the MC, this Service Order shall govern. The signatory below represents that he or she has the authority to bind LEA to the terms of this Agreement. The terms of this Service Order are PresenceLearning confidential information.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of July 1, 2018 (Effective Date).

PresenceLearning, Inc.	LEA	Oxnard School District
By:	By:	
Name:	Name:	Lisa A. Franz
Title:	Title:	Director, Purchasing
Date:	Date:	

OSD AGREEMENT #18-14



PresenceLearning

Service Order Form

LEA Name and Contact Information

Name: Oxnard School District
Address: 1051 South A St. Oxnard, CA

LEA Primary Point of Contact

Name: Amelia Sugden
Email Address: asugden@oxnardsd.org

LEA Secondary Point of Contact

Name: Kristen Haidet
Email Address: khaidet@oxnardsd.org

PresenceLearning Contact Information

Name: Tyler McCord
Email Address: tyler.mccord@presencelearning.com

Service Order Form

SLP Services

Service Type	Student Quantity	Service Rate
SLP Services	250	\$82.00
SLP Assessment	0	\$325.00
Assessment Bilingual SLP/OT	0	\$400.00
Screenings by SLP	0	\$55.00
Screenings by SLP BI	0	\$73.00
Evaluation Review of Records by SLP	0	\$260.00
Setup Fee	250	\$5.00

OT and Mental Health Services

Service Type	Student Quantity	Service Rate
OT Services	0	\$82.00
OT Assessment	0	\$325.00
Assessment Bilingual SLP/OT	0	\$550.00
Screenings by OT	0	\$55.00
Evaluation Review of Records by OT	0	\$260.00
BMH Services	0	\$82.00
BMH Assessment	0	\$550.00
Screenings by MHP	0	\$55.00
Evaluation Review of Records by BMH	0	\$260.00

Psycho-Educational Assessments

Service Type	Student Quantity	Service Rate
Evaluation Coordination and Reporting	0	\$200.00
Achievement Standard Battery	0	\$250.00
Cognitive Standard Battery	0	\$250.00
Review of Records by School Psychologist	0	\$250.00
Standard Neuro Processing Battery	0	\$250.00
Additional Assessment by School Psychologist	0	\$250.00
Cognitive Selected Index	0	\$125.00
Achievement Selected Index	0	\$125.00
Neuro Processing Selected Index	0	\$125.00
Rating Scale Assessment	0	\$125.00
Classroom Observation	0	\$100.00
Additional Requested Meetings	0	\$100.00
School Psych Consultation	0	\$90.00

Service Order Form

Prices shown above include the following discounts off standard list prices:

SLP Hourly Discount	-8.89%
OT Hourly Discount	-8.89%
BMH Hourly Discount	-8.89%
Set Up Fee Discount	-95.00%

Contracted Students	250
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Assessments Commitment	40
------------------------	----

Monthly Commitment*	\$22,960.00	280 hours at \$82.00
December Commitment*	\$15,291.36	186 hours at \$82.00

*This is the monthly minimum amount you will be invoiced during the contracted period.

Term	July 1, 2018 through June 30, 2019
------	------------------------------------

Modified Terms

The first sentence of paragraph two in section 14. TERM AND TERMINATION is modified so that "This Master Contract shall continue until the end of the term set forth in the ORDERING DOCUMENT (hereinafter referred to as the "INITIAL TERM"). Either party must give written notice of its intention not to renew 30 days before expiration of the INITIAL TERM."

Service Order Form

Except as expressly set forth in this Service Order, the parties agree to be bound by the terms of the PresenceLearning Master Contract (MC) available at <https://www.presencelearning.com/tc/ca/>, which is incorporated herein by reference. This Service Order and the MC together constitute the entire agreement between PresenceLearning and LEA governing the services and products referenced above (the Agreement), to the exclusion of all other terms. To the extent there is any conflict between this Service Order and the MC, this Service Order shall govern. The signatory below represents that he or she has the authority to bind LEA to the terms of this Agreement. The terms of this Service Order are PresenceLearning confidential information.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of July 1, 2018 (Effective Date).

PresenceLearning, Inc.

LEA

By:

By:

DocuSigned by:
Ingrid Gimenez
05B70BB2EB2146D

Lisa A. Franz

Name:

Name:

Ingrid Gimenez

Lisa A. Franz

Title:

Title:

Vice President, Western Region

Director, Purchasing

Date:

Date:

6-12-18

2018-05-10



- Clinical and therapy services, consultation, participation in individualized education planning and other meetings, collaboration with school staff, documentation and planning, parent contact, and service coordination
- Assessments, e.g., pre- and post-assessments and intervention services; initial and triennial assessments; psychoeducational assessment (PA) services; screenings. Assessments include a base rate encompassing pre-assessment and results meetings and testing set up. Additional assessments will be administered where outlined in the Student's assessment plan.
- Review of Records / Parent & Teacher Interviews, e.g., a cumulative file review for a student, including medical, educational, and social development histories, plus current parent and teacher interviews.
- Supervision of Speech-Language Pathology Assistants (SLPA), Certified Occupational Therapy Assistants (COTA), and Clinical Fellows (CF)
- Setup, including equipment and provision of a camera for use with PA and other services if ordered
- Smart Start. Presence Learning will provide two days of onsite implementation support services from a staff member including some or all of the following services: Student selection, school site selection, technical set-up, paraprofessional training, Student scheduling, administrator orientation, school principal orientation, IT department training, school clinician training, parent orientation(s), and Presence Learning Platform training for an additional fee dependent on implementation requirements.

PresenceLearning Master Contract

BY ACCEPTING A SERVICE ORDER OR OTHER AGREEMENT (THE "ORDERING DOCUMENT") THAT INCORPORATES THIS NONPUBLIC, NONSECTARIAN AGENCY SERVICES MASTER CONTRACT ("MASTER CONTRACT"), LEA (AS DEFINED IN THE ORDERING DOCUMENT) AGREES TO FOLLOW AND BE BOUND BY THE TERMS AND CONDITIONS OF THIS MASTER CONTRACT. THE ORDERING DOCUMENT AND MASTER CONTRACT TOGETHER CONSTITUTE THE AGREEMENT OF THE PARTIES AND ARE REFERRED TO COLLECTIVELY HEREIN AS THE "AGREEMENT." THE TERMS OF THE ORDERING DOCUMENT SHALL CONTROL OVER ANY CONFLICTING TERMS IN THE MASTER CONTRACT.

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into between LEA and PresenceLearning, Inc., a Delaware corporation with an office and place of business located at 180 Montgomery Street, 20th Floor, San Francisco, California 94104 (hereinafter referred to as "PresenceLearning" or "CONTRACTOR") (collectively, "Parties") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a LEA student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA") and a Nonpublic Services Student Enrollment form as specified in the LEA Procedures. Unless otherwise specified or agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and /or electronic data base for ISA developing including invoicing.

2. CERTIFICATION

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred

to as "CDE") as a nonpublic, nonsectarian agency. All nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment, if stated on CDE certification, shall be limited to that capacity.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Agreement, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations.

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from June 7, 2018 to July 31, 2018 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated in writing, such as in the ORDERING DOCUMENT.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes the LEA Procedures and each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement except as set forth in the ORDERING DOCUMENT. This Master Contract may be amended only by written amendment executed by both parties.

The LEA may require copies of teacher credentials and clearances, insurance documentation and CDE certification. The LEA may also require additional information as applicable. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract or in the IEP or ISA, the CONTRACTOR shall provide all services specified in the IEP. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service which it agreed to provide at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within a commercially reasonable period.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic agencies. It is understood, a representative of the Special Education Plan Local Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract
- b. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the

State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).

c. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the applicable standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in service of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (y)).

d. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

e. The term "parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). "Parent" does not include the state or any political subdivision of government or the nonpublic agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- f. The term "days" means calendar days unless otherwise specified.
- g. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- h. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the ORDERING DOCUMENT. Notices to CONTRACTOR shall be addressed as indicated on the ORDERING DOCUMENT.

9. MAINTENANCE OF RECORDS & CONFIDENTIALITY

CONTRACTOR shall maintain records as required by applicable state and federal laws and regulations. For purposes of this Master Contract, "records" may include student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log need not record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of agency closure, to forward LEA student records within a commercially reasonable period to LEA. These shall include, but not limited to, any current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall be provided access to or copies of any and all records upon request within five business days.

If LEA collects benchmarking data at the individual or school level, LEA shall provide CONTRACTOR with such benchmarking data for the individual students and school served pursuant to this Agreement. To the extent not prohibited by this Section or applicable law, CONTRACTOR may store indefinitely, use and publish deidentified benchmarking data.

LEA understands that it may receive confidential and proprietary information relating to CONTRACTOR's business (hereinafter referred to as "CONTRACTOR CONFIDENTIAL INFORMATION"). LEA agrees that the CONTRACTOR CONFIDENTIAL INFORMATION is confidential and is the sole, exclusive and extremely valuable property of CONTRACTOR. In addition, LEA understands that it may receive confidential and proprietary information of third parties, including but not limited to information and materials relating to assessments, in the course of the provision of Services. To the extent permitted by law, LEA agrees that it will keep confidential CONTRACTOR CONFIDENTIAL INFORMATION the confidential and proprietary materials and information of CONTRACTOR and third parties which it receives or to which it has physical or digital access pursuant to this Agreement. LEA also agrees that it will not disclose materials relating to an assessment to the student who will be assessed before it is necessary to do so to perform such an assessment. It is understood and agreed that money damages would not be a sufficient remedy for any LEA's breach of confidentiality and that CONTRACTOR shall be entitled to specific performance, including, without limitation, injunctive relief, as a remedy for any such breach by the LEA in any court of competent jurisdiction. Such remedy shall not be deemed to be the exclusive remedy for breach of confidentiality but shall be in addition to all other remedies available at law or equity.

Notwithstanding any other provision in this Agreement, LEA may disclose CONTRACTOR CONFIDENTIAL INFORMATION or the existence of this Agreement to the extent required by any applicable law, regulation or court; provided however that, prior to making any such disclosure,

LEA will notify CONTRACTOR promptly after becoming aware of a request for, or the existence of its obligation to make, such disclosure and will permit CONTRACTOR to seek to challenge, or limit, such required disclosure, and to review any materials prior to disclosure. Further, each party may disclose the existence of this Agreement or Confidential Information of the other for the limited purpose of enforcing its rights under this Agreement before a court of competent jurisdiction, provided that such disclosure will be accomplished in such a manner so as to protect the rights of the parties to this Agreement to the maximum extent reasonably possible.

The Parties agree that mutual consent is required for the initial publication or distribution of any research and/or marketing materials, including without limitation, customer or vendor lists, press releases, and research and case studies mentioning both Parties, but that once this consent is given for initial publication the Parties may republish such works in their original or reasonably modified form at will.

10. SEVERABILITY CLAUSE

If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This Master Contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in San Francisco County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA, with mutual agreement of CONTRACTOR, to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the CONTRACTOR thirty (30) days' notice of any such proposed changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION AND RENEWAL

This Master Contract or any Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice as required by California Education Code section 56366(a)(4). At the time of termination, CONTRACTOR may provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract except as provided in Sections 5 and 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate an ISA, either party shall give twenty (20) days prior written notice.

This Master Contract shall continue until the end of the term set forth in the ORDERING DOCUMENT (hereinafter referred to as the "INITIAL TERM") and shall automatically renew on an annual basis (each to be hereinafter referred to as a "RENEWAL TERM"), unless either party gives written notice of its intention not to renew 90 days before expiration of the INITIAL TERM or a RENEWAL TERM. Upon the expiration or termination of this Agreement for any reason, all amounts owed to CONTRACTOR under this Agreement, which accrued before such termination or expiration will be immediately due and payable. For the avoidance of doubt, early termination of this Agreement by LEA prior to the expiration of its then-current term, other than for cause, shall be considered a breach of this Agreement and LEA shall pay a cancellation fee of \$750 per Student, multiplied by the greater of (a) the number of students who have received SERVICES in the 60 days before termination or (b) the number of Contracted Students (as defined in the ORDERING DOCUMENT) (hereinafter referred to as the "TERMINATION LIQUIDATED DAMAGES AMOUNT") by way of liquidated damages. LEA acknowledges that the actual damages likely to result from breach of this Section are difficult to estimate on the effective date hereof and would be difficult for CONTRACTOR to prove. The parties intend that LEA's payment of the TERMINATION LIQUIDATED DAMAGES AMOUNT would serve to compensate CONTRACTOR for LEA's breach of its obligations under this Section, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

15. INSURANCE

CONTRACTOR shall, at its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

- A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
\$ 500,000 fire damage
\$ 5,000 medical expenses
\$1,000,000 personal & adv. Injury
\$3,000,000 general aggregate
\$2,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

C. Workers' Compensation and Employers Liability Insurance in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
\$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The Commercial General Liability and Automobile Liability policy may, upon request, name the LEA and the Board of Education as additional insureds.

F. Any deductibles or self-insured retentions above \$100,000 shall be declared. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to:
(a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services, CONTRACTOR may agree in writing that (a) the CONTRACTOR's insurance coverage may be primary insurance as respects the LEA, its subsidiaries, officials and employees, and (b) any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be in excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

CONTRACTOR may not be entitled to any compensation for any services provided to any pupil for any period during which CONTRACTOR was in material and significant breach of this Section 15.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities).

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense.

In no event will CONTRACTOR be liable for any incidental damages, consequential damages, or any lost profits arising from or relating to this Agreement or to the services provided pursuant to this Agreement, whether in contract or tort or otherwise, even if CONTRACTOR knew or should have known of the possibility of such damages. CONTRACTOR's cumulative liability relating to this Agreement will not exceed the actual fees paid by LEA to CONTRACTOR during the school year for three (3) months immediately preceding the date on which a claim is made; provided that such amount shall under no circumstances exceed \$10,000. LEA acknowledges that the Agreement reflects an adequate and acceptable allocation of risk and that in the absence of the foregoing limitations CONTRACTOR would not enter into the Agreement.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual subcontracted or assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR may, at its sole discretion, indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTORS

LEA understands and agrees that CONTRACTOR will subcontract the provision of services pursuant to this Agreement to independent contractors who shall have applicable clearances and qualifications as set forth in Sections 45 and 46 (each hereinafter referred to as a "SUBCONTRACTOR" and collectively as "SUBCONTRACTORS").

19. CONFLICTS OF INTEREST/NON-SOLICITATION

LEA may request a copy of CONTRACTOR's current bylaws and a current list of its Board of Directors. CONTRACTOR and any member of its Board of Directors shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a

parent of an individual with exceptional needs shall not recommend placement with CONTRACTOR if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

LEA acknowledges and agrees to the ability of CONTRACTOR, through employees, agents and/or SUBCONTRACTORS, to conduct an assessment or evaluation, including but not limited to an Independent Educational Evaluation (hereinafter referred to as "IEE"), of a LEA student, and provide services to that student pursuant to an IEP or ISA that reflects the findings of that assessment or evaluation. Where this Agreement provides that CONTRACTOR shall conduct one or more assessments or evaluations of a LEA student, LEA agrees to fund requested services provided to that student for whom the assessment or evaluation is requested.

CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

LEA shall not, during the term of the Agreement and for one (1) year thereafter, directly or indirectly solicit, induce, or attempt to induce any CONTRACTOR employee or SUBCONTRACTOR providing services pursuant to this Agreement without CONTRACTOR's prior written consent. If LEA causes any CONTRACTOR employee or SUBCONTRACTOR providing services pursuant to this Agreement to terminate or curtail that individual's relationship with CONTRACTOR, and such termination or curtailment results in a loss of business or revenue for CONTRACTOR, LEA shall pay a solicitation fee of \$20,000 (hereinafter referred to as the "SOLICITATION LIQUIDATED DAMAGES AMOUNT") by way of liquidated damages. LEA acknowledges that the actual likely to result from breach of the foregoing are difficult to estimate and would be difficult for CONTRACTOR to approve. The parties intend that LEA's payment of the SOLICITATION LIQUIDATED DAMAGES AMOUNT would serve to compensate CONTRACTOR for LEA's breach of the foregoing obligations, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP"), where necessary, of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic agency consistent with the LEA student's IEP and as specified in the ISA.

Unless otherwise agreed to between CONTRACTOR and LEA, LEA shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract).

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. All services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

CONTRACTOR shall not provide transportation nor subcontract for transportation services for LEA students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

The total number of minutes per school day provided by CONTRACTOR should be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. [RESERVED]

25. CALENDARS

CONTRACTOR shall be provided with a LEA-developed/approved calendar. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, CONTRACTOR shall provide directly related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill LEA only for direct therapy services provided on billable days of attendance as indicated on the LEA calendar unless otherwise agreed to by the LEA. It is understood that direct therapy services may not be provided on weekends, holidays and other times when school is not in session. Indirect services such as documentation may be provided outside of billable days of attendance on the LEA calendar.

26. DATA REPORTING

CONTRACTOR shall provide to LEA on request data related to student information and billing information concerning the services provided pursuant to this Agreement. It is understood that all nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable system approved by the LEA and SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including but not limited to attendance reports and progress reports, as applicable. The LEA may approve use of CONTRACTOR provided forms at their discretion.

27. [RESERVED]

28. [RESERVED]

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR, through an employee, agent and/or SUBCONTRACTOR, may attend LEA mandated meetings concerning services provided pursuant to this Master Contract by phone, video conference or in-person, at CONTRACTOR's sole discretion. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings constitutes a billable service.

30. [RESERVED]

31. [RESERVED]

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate the educational progress of each student receiving services by or through CONTRACTOR. Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract or by mutual agreement, CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole discretion, and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Agreement, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to and participation of the CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole discretion, in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR, through an employee and/or SUBCONTRACTOR at its sole discretion, may attend IEP team meetings by phone, video conference or in-person. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the *approved electronic IEP system of the LEA such as the Special Education Information System (SEIS)* (hereinafter referred to as "THE APPROVED SYSTEM") for all IEP planning and progress reporting. LEA or the SELPA shall provide training for CONTRACTOR to assure access to THE APPROVED SYSTEM. CONTRACTOR shall maintain confidentiality of all IEP data on THE APPROVED SYSTEM and shall protect the password requirements of the system. When a student disenrolls or ceases receiving services pursuant to this Agreement from CONTRACTOR, CONTRACTOR shall discontinue use of THE APPROVED SYSTEM for that student unless otherwise asked to do so by LEA.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Agreement may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with LEA surrogate parent assignments.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR, through an employee, agent, and/or SUBCONTRACTOR at its sole discretion, shall fully participate in special education due process proceedings including mediations and hearings concerning services provided pursuant to this Master Contract, as requested by LEA. CONTRACTOR, through an employee, agent, and/or SUBCONTRACTOR at its sole discretion, shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency, concerning services provided pursuant to this Master Contract.

35. [RESERVED]

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

On written request by LEA, CONTRACTOR shall provide to LEA progress reports, which shall include progress over time towards a LEA student's IEP goals and objectives concerning which CONTRACTOR is providing services pursuant to this Master Contract. A copy of any progress reports shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA within 10 days of request. The CONTRACTOR shall provide access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request such data at any time. The CONTRACTOR shall provide this data supporting progress within a commercially reasonable period. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student with respect to goals and objectives concerning which CONTRACTOR is providing services pursuant to this Master Contract one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Supporting documentation such as test protocols and data collection shall be made available to LEA upon request.

CONTRACTOR is responsible for updating of goals and objectives, progress reporting and development of present levels of performance with respect to services which CONTRACTOR is providing pursuant to this Master Contract. All other assessments shall be provided by the LEA unless the LEA specifies in writing a request for CONTRACTOR assessments including the approved timelines, conditions and costs. Such assessment costs may be added to the ISA and/or approved separately by the LEA at its sole discretion.

It is understood that all billable hours, excluding indirect services such as documentation, should be specified in the ISA. Supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the

ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the LEA student's parent(s) for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. [RESERVED]

38. LEA STUDENT CHANGE OF RESIDENCE

Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR should notify LEA of the LEA student's change of residence as specified in LEA Procedures.

If CONTRACTOR had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. [RESERVED]

40. [RESERVED]

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

It is understood, that all employees, agents, and SUBCONTRACTORS of CONTRACTOR shall adhere to customary professional standards when providing SERVICES (as defined in Section 57). All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the contract.

Except as otherwise expressly set forth herein, SERVICES are provided "as is" without any warranty and CONTRACTOR expressly disclaims any and all warranties, express, implied, or statutory, including warranties of title, noninfringement, merchantability, and fitness for a particular purpose.

42. [RESERVED]

43. CONTRACTOR MATERIALS

CONTRACTOR will own all right, title and interest (including patent rights, copyrights, trade secret rights, and all other intellectual property rights of any nature relating to the products, materials, services, designs, know-how, data, software, graphic art and similar works authored, created, contributed to, made, conceived or reduced to practice, in whole or in part, by CONTRACTOR or its agents or affiliates which arise out of the performance of services. LEA agrees to maintain (and not supplement, remove, or modify) all copyright, trademark, or other proprietary notices on any materials utilized in providing the Services. Provided LEA is not in breach of any term of this Agreement, CONTRACTOR grants LEA a non-exclusive, limited license, which license shall terminate upon expiration or termination of this Agreement, to reproduce and distribute the materials for which CONTRACTOR has the right to so grant solely to assist in the provision of services in accordance with the terms herein.

44. MONITORING

CONTRACTOR shall comply with applicable law concerning the monitoring or auditing of its program and services to LEA students.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with applicable requirements of California Education Code section 44237 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students, shall not come in contact with LEA students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees or SUBCONTRACTORS, unless CONTRACTOR determines that the employee or SUBCONTRACTOR will have no direct contact with LEA students, who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's or SUBCONTRACTOR's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code Section 44237 (i) or (j). Clearance certification shall be submitted to the LEA. In addition, with regard to employees and SUBCONTRACTORS who will have direct contract with LEA students, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and may not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall comply with all applicable laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

At LEA request, CONTRACTOR shall submit to LEA a list and copies of all current licenses, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by persons employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR who will be providing services to LEA students pursuant to this Master Contract. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of services to LEA students, as specified in the LEA Procedures. CONTRACTOR shall provide the CDE with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for any employee or SUBCONTRACTOR prior to such person's starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, permits and/or other documents for all persons employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR to provide services pursuant to this Master Contract. CONTRACTOR shall provide to CDE updated information regarding the status of licenses, credentials, permits and/or other documents concerning such persons' or CONTRACTOR's ability to provide such services within 45 days of known changes.

LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Consistent failure to notify the LEA and CDE of major changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE

When CONTRACTOR's service provider is absent, CONTRACTOR shall attempt to provide a qualified (as defined in section seven (7) of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be qualified substitute to provide services to their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

49. [RESERVED]

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. At LEA request, CONTRACTOR shall provide to LEA documentation of such compliance for each individual volunteering, employed, contracted, subcontracted, and/or otherwise hired by CONTRACTOR before the individual comes in contact with a LEA student.

51. [RESERVED]

52. [RESERVED]

53. [RESERVED]

54. CHILD ABUSE REPORTING

CONTRACTOR and its staff members will adhere to applicable child abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

56. [RESERVED]

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure LEA that the agency has the necessary financial resources to provide the services provided for pursuant to this Agreement and will distribute those resources in such a manner to implement the IEP for each and every student receiving such services.

CONTRACTOR shall comply with all applicable LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of the following services (collectively, the "SERVICES"), including associated indirect services, specified in the LEA students' IEPs and ISAs. All payments by LEA shall be made in accordance with the terms and conditions of this Agreement and governed by all applicable federal and state laws.

SERVICES may include but are not limited to the following:

- a. Clinical and therapy services, consultation, participation in individualized education planning and other meetings, collaboration with school staff, documentation and planning, parent contact, and service coordination
- b. Assessments, e.g., pre- and post-assessments and intervention services; initial and triennial assessments; psychoeducational assessment (PA) services; screenings. Assessments include a base rate encompassing a Review of Records, writing an integrated report, attending the pre-assessment and results meetings, and testing set up. Additional assessments will be administrated where outlined in the Student's assessment plan.
- c. Review of Records / Parent & Teacher Interviews, e.g., a cumulative file review for a student, including medical, educational, and social development histories, plus current parent and teacher interviews.
- d. Supervision of Speech-Language Pathology Assistants (SLPA), Certified Occupational Therapy Assistants (COTA), and Clinical Fellows (CF)
- e. Setup, including equipment and provision of a camera for use with PA and other services if ordered

f. Smart Start. PresenceLearning will provide two days of onsite implementation support services from a staff member including some or all of the following services: Student selection, school site selection, technical set-up, paraprofessional training, Student scheduling, administrator orientation, school principal orientation, IT department training, school clinician training, parent orientation(s), and PresenceLearning Platform training for an additional fee dependent on implementation requirements.

SERVICES will be provided exclusively via computer or telepractice, unless otherwise agreed.

CONTRACTOR shall maintain separate registers for any SERVICES provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider and shall be available for review, inspection, or audit by LEA during the effective period of this Agreement and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when SERVICES were provided. Invoices and related documents shall be properly submitted electronically unless another method of delivery is mutually agreed upon. Each invoice may contain the following information if requested by the LEA: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Agreement; and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided may be included.

Such an invoice is subject to all conditions of this Agreement. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to CONTRACTOR at no additional charge for such training.

Invoices should be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and amounts specified in this contract within thirty (30) days of the invoice date. All fees due hereunder are non-refundable and are not contingent on any additional services to be provided.

In no case shall initial payment claim submission for any Master Contract fiscal year (July

through June) extend beyond the following June 30th after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond 12 months after the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for any CONTRACTOR employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR was overpaid by LEA as determined by mutual inspection, review, and/or audit of its program, work, and/or records; (b) CONTRACTOR has failed to provide supporting documentation with an invoice as requested; (c) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; or (d) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that is not received by twelve (12) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b): the amount of overpayment; (c): the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR as mutually agreed by LEA and CONTRACTOR (d): the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e): the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR based exclusively on the above criteria in this Section, LEA shall, within ten (10) business days of receipt of an invoice (hereinafter referred to as the "DISPUTE PERIOD"), provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Unless CONTRACTOR receives notice of any such dispute within the DISPUTE PERIOD, such invoice shall be considered undisputed and shall be due and payable no later than 30 days of the date of such invoice. Within thirty (30) days from the date of receipt of any notice of dispute, CONTRACTOR shall take all necessary and

appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

Outstanding balances shall accrue interest at a rate equal to the lesser of one and one half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until paid, plus CONTRACTOR's reasonable costs of collection.

59. PAYMENT FROM OUTSIDE AGENCIES

LEA understands that CONTRACTOR will not bill Medi-Cal or any other agency for the costs associated with the provision of services to LEA students. If CONTRACTOR bills Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students, CONTRACTOR shall notify LEA and, upon request, shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

60. STUDENT ABSENCES

CONTRACTOR shall notify LEA of the absence of an LEA student no later than the fifth consecutive service day of the student's absence or as specified in the LEA Procedures.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit the books, records, documents, accounting procedures and practices and other evidence that reflects all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR may provide access, on request, to LEA to records as defined in Section 9 above. All records shall be provided to LEA by electronic means or, at LEA's request and expense, in hard copy, within a commercially reasonable period of a written request from LEA.

62. RATE SCHEDULE/ORDERING DOCUMENT

In consideration for the Services, LEA agrees to pay CONTRACTOR in accordance with the Rate identified on the ORDERING DOCUMENT to be charged for each increment of Services.

Special education and/or related services offered by CONTRACTOR, shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in the ORDERING DOCUMENT.

ORDERING DOCUMENT may specify a number of "Contracted Students," which is the number of LEA students for whom LEA has purchased Services as of the date of the ORDERING DOCUMENT. LEA and CONTRACTOR agree that, upon request by any authorized representative of Customer (hereinafter referred to as a "LEA AUTHORIZED INDIVIDUAL") to serve more students than the number of Contracted Students or to provide additional Services, the terms of ORDERING DOCUMENT will apply, without the need for the Parties to enter into an additional ORDERING DOCUMENT. A request may be made orally, in writing, or by providing CONTRACTOR with a student's Individual Education Plan and/or Individual Services Agreement.

ORDERING DOCUMENT may set forth a "Assessments Commitment," which shall be the minimum number of assessments for which payment is due at the end of the term. If LEA does not purchase the Assessments Commitment during the INITIAL TERM or a RENEWAL TERM, at the end of the term, LEA shall pay an amount equal to the rate applicable to the type of assessment multiplied by the number of additional assessments that would have had to be purchased so that the total number of assessments equals the Assessments Commitment. Further, the Service Order may set forth a "Psychoeducational Assessments Commitment," which shall mean the minimum number of Psychoeducational assessments for which payment is due at the end of the term. If LEA does not purchase the Psychoeducational Assessments Commitment during the INITIAL TERM or a RENEWAL TERM, at the end of the term, LEA shall pay an amount equal to the applicable Rate multiplied by the number of additional assessments that would have had to be purchased so that the total number of assessments equals the Psychoeducational Assessments Commitment.

Setup fees set forth in the ORDERING DOCUMENT will be billed in the first invoice of the INITIAL TERM and any RENEWAL TERM (each hereinafter referred to as a "TERM") on a per student, per SERVICE basis for the number of "Contracted Students" corresponding to a particular SERVICE. If the number of students receiving a SERVICE exceeds the number of Contracted Students corresponding to that SERVICE, Setup fees will be billed on a monthly basis for the number of students in excess of the greater of (i) the number of Contracted Students or (b) the number of students for whom Setup fees have already been paid during the TERM.

"Monthly Commitment" shall mean the minimum dollar payment due each month of the TERM, excepting (i) any month prior to the beginning of SERVICES, (ii) the month in which SERVICES begin, and (iii) the month of June ("MONTHLY COMMITMENT MONTH"). For each MONTHLY COMMITMENT MONTH, LEA shall pay the greater of (i) the total fees incurred in each month or (ii) the Monthly Commitment amount. These amounts will be billed quarterly for the MONTHLY COMMITMENT MONTHS following the end of the prior calendar quarter, e.g., January, February and March Monthly Commitments will be billed following March 31. If LEA cancels a session with less than 24 hours advance notice or the session does not occur due to a student absence, which may be referred to as an "Unplanned Student Absence," LEA agrees to pay CONTRACTOR the applicable Rate for the duration of the scheduled session. CONTRACTOR may charge LEA for the provision of progress reports, report cards, assessments or interviews.

If LEA cancels a session with less than 24 hours advance notice or the session does not occur due to a student absence ("Unplanned Student Absence"), LEA agrees to pay CONTRACTOR the applicable Rate for the duration of the scheduled session.

LEA agrees that for each successive year after the first school year of Services, the Rate specified in the ORDERING DOCUMENT Hourly Services Rate, Set-up Fee, and any other rates and fees related to Services will rise each year at, but no greater than, the most recent annual rate of inflation, rounded to the nearest half dollar (\$0.50) as defined by the Current Population Survey Medical Care index (CUUR0000SAM series) from the Bureau of Labor Statistics Medical Care index.

63. DEBARMENT CERTIFICATION

CONTRACTOR certifies that:

(a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to

the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. REPRESENTATIONS

LEA hereby represents and warrants to CONTRACTOR as follows:

(a) LEA has the right, power, and authority to enter into and perform its obligations under this Master Contract,

(b) LEA has obtained all necessary consents in accordance with its operations to execute and deliver this Master Contract and perform its obligations under this Master Contract,

(c) the undersigned has the right, power and authority to enter into this Master Contract on behalf of LEA,

(d) this Master Contract constitutes the legal, valid and binding obligation of LEA, enforceable against LEA in accordance with its terms, subject only to the effect, if any, of (A) applicable bankruptcy and other similar laws affecting the rights of creditors generally and (B) rules of law governing specific performance, injunctive relief and other equitable remedies,

(e) the execution, delivery, performance of and compliance with this Master Contract will not, with or without the passage of time, result in any violation or be in conflict with or constitute a default under any contract to which LEA is a party or any terms or provisions thereof,

(f) LEA will comply with any applicable law concerning SERVICES, including but not limited to obtaining informed parental consent where required, and take no action that prevents or impedes CONTRACTOR or its employees, agents or SUBCONTRACTORS from complying with any applicable law,

(g) any authorized representative of LEA (hereinafter referred to as a "LEA AUTHORIZED INDIVIDUAL") has the authority to enter into an ORDERING DOCUMENT for the provision of services,

(h) that LEA has verified the accuracy, completeness and appropriateness of all students' medical, educational, demographic, disciplinary, and therapeutic-related information (hereinafter referred to as "STUDENT RECORDS") prior to LEA's providing CONTRACTOR with access to such STUDENT RECORDS,

(i) that LEA acknowledges and agrees that the professional duty to educate, supervise and treat the students lies solely with LEA, and that the provision of SERVICES in no way replaces

or substitutes for the professional judgment of LEA or a SUBCONTRACTOR,

(j) that prior to receiving services, LEA will provide CONTRACTOR with the conditions described in the Environment, Equipment and Supervision Specifications, available at available at <https://www.presencelearning.com/tc/eq-spec/>, and other conditions as set forth by CONTRACTOR, and that if LEA does not provide CONTRACTOR with the specified conditions, as determined by CONTRACTOR in its sole discretion, within 30 days of the beginning of an TERM, CONTRACTOR does not guarantee sufficient clinician availability to provide services, and

(k) that LEA acknowledges that CONTRACTOR is not a healthcare provider or clinician, and that it cannot and does not independently review or verify the medical accuracy or completeness of STUDENT RECORDS made available to it pursuant to this Master Contract.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-163 - Assistance League, Non-Public School, NPS (DeGenna/Sugden)

Requesting ratification for Non Public School (NPS) services for the student listed below for the 2018-2019 school year, beginning August 20, 2018 and including Extended School year. The Non Public School provides a program of instruction, which is consistent with the pupils individual educational plan as specified in the individual service agreement.

Grade: Pre-K (1)

EP030315

FISCAL IMPACT:

Tuition Pre-K: \$1,000.00 monthly rate x 1 student x 11 months = \$11,000.00
(including Extended School Year; ESY)

Grand Total: **\$11,000.00** - Services to be paid with 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 #18-163 with Assistance League School, NPS.

ADDITIONAL MATERIAL(S):

Attached: Agreement #18-163, Assistance League School, NPS (3 Pages)



OXNARD SCHOOL DISTRICT

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

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #18-163

THIS AGREEMENT, made and entered into this 14th day of November 2018 by and between the OXNARD SCHOOL DISTRICT, hereinafter referred to as the District, and the ASSISTANCE LEAGUE 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;

Grade: Pre-K (1)
EP030315

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. The services shall be provided for the **2018-2019** school year at a cost of \$1,000.00 per month, per student, beginning August 2018, including Extended School Year (ESY) through July 2019; amount not to exceed **\$11,000.00.**
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.

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 trimester progress reports, incident reports within 24 hours, 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 shall not exceed **\$11,000.00** for student(s) listed on page one of this Agreement #18-163.

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.

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 Workers' 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.

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

Victoria Elliott, Director
Assistance League School, Nonpublic, Nonsectarian School

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: 11/14/18

- 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 #18-168 – Casa Pacifica School (DeGenna/Sugden)

Requesting ratification for Non-Public School (NPS) services for Student GL032504, 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.

Student: GL032504

FISCAL IMPACT:

Tuition: \$179.52 per diem x 5 days = \$897.60
(Extended School Year)

Counseling & Guidance: \$100.00 per hour x 40 minutes = \$66.66

Transportation: \$50 Round trip daily rate, for 5 days = \$250.00

Grand Total: **\$1,214.26** – 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 #18-168 with Casa Pacifica School, NPS.

ADDITIONAL MATERIAL(S):

Attached: Agreement #18-168, Casa Pacifica School (4 Pages)



OXNARD SCHOOL DISTRICT

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

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #18-168

THIS AGREEMENT made and entered into this 14th day of November 2018, 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: GL032504

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 \$179.52 5 days of extended school year through July 13, 2018; individual counseling \$100.00 per hour for 40minutes and a \$50.00 daily rate for round trip transportation; services not to exceed **\$1,214.26**
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 #18-168

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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 **\$1,214.26** for **Student: GL032504.**

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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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.



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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

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

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 Amendment #007 to Agreement #12-231 with SVA Architects to provide additional Architectural Services for the Lemonwood K-8 School Reconstruction Project (Penanhoat/Fateh/CFW)

At the June 5, 2013 Board meeting, the Board of Trustees approved Agreement #12-231 authorizing an architectural services contract between MVEI Architects (now and going forward known as SVA Architects) and the District for the Lemonwood K-8 School Reconstruction Project.

The attached proposal received from SVA Architects, Inc. dated August 20, 2018 is presented to the District for the additional costs associated with the off-site sewer design, program changes to the "Teacher Center" at the Classroom, Kindergarten, and Media Center, and extension of the project schedule along with all accompanying meetings.

FISCAL IMPACT:

Seventy-Two Thousand Five Hundred Fifty Dollars and Zero Cents (\$72,550.00) to be paid out of the Master Construct and Implementation funds

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 Amendment #007 to Agreement #12-231 with SVA Architects for additional Architectural Services for the Lemonwood K-8 School Reconstruction Project.

ADDITIONAL MATERIAL(S):

Attached:

- Amendment #007, SVA Architects Inc. (3 Pages)
- Proposal dated 8/20/18, SVA Architects Inc. (2 Pages)
- Architectural Services Agreement#12-231, MVEI Architects Inc. (79 Pages)

**Amendment No. 007 to Architect
Services Agreement #12-231**

The Architect Services Agreement (“Agreement”) #12-231 entered into on June 5, 2013, by and between the Oxnard School District (“District”) and MVEI Architects, Inc. (Now known as SVA Architects, Inc.) (“Architect”), is hereby amended by the parties as set forth in this Amendment No. 007 to the Architectural Services Agreement (“Amendment”) that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Architect to provide architectural and design services for Project No. 3 of the District’s Facilities Implementation Plan, otherwise referred to as the Lemonwood K-8 School Reconstruction Project (“Project”);

WHEREAS, the Architect has completed the design work for the Project and submitted the construction documents to the Division of the State Architect (“DSA”) for their review;

WHEREAS, DSA has reviewed the Project plans and has stamp-approved the construction plans;

WHEREAS, the Board of Trustees has taken certain actions to approve the construction of the New Lemonwood K-8 School campus;

WHEREAS, upon consideration of the changes to the scope of work including the off-site sewer design, the delay of Phase 1 move in, the delay of the start of demolition in Phase 2, changes to the “Teachers Center” in the Classroom, Kindergarten, and Media Center, and the extension of the project completion date, the District requires amending the scope of work of SVA Architects to design, engineer and coordinate the completion of the new school incorporating the additional work contemplated by the District Administration;

WHEREAS, the Board recognizes that the timing of the various components of work must all be approved by DSA;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add the following language to SECTION 3 of the Agreement:

The definition of the Project is expanded to include the marquee sign and its new location mounted in the parking lot off San Mateo. The proposed amendment contemplates all design work related to the design and engineering of the work, the preparation of a Construction Change Directive (“CCD”) and the work

associated with any and all permitting, licensing, and agency approvals, including stamp-approval from DSA, and upon completion of the construction project, all work associated with certified close-out of Project.

The Parties agree to add the following language to SECTION 4.1 of the Agreement:

The definition of Basic Services is expanded to include the deliverables and submittals set forth herein, provided for under the original Agreement between the Parties and those identified in Exhibit F hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Exhibit F shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new SECTION 5.2.7 to the Agreement as follows:

SECTION 5.2.7 Additional Compensation for Lemonwood K-8 School Reconstruction Project revised Scope of Work. The Architect agrees to perform the Basic Services as described in the original Agreement, and Exhibit “F” thereto, with respect to the Project. Architect agrees to deliver the deliverables identified in Exhibit “C” of the original Agreement for the Project. In consideration for the amended basic services and deliverables, Architect agrees to be compensated an additional flat “all-in” Basic Fee for the additional work totaling:

- A. Seventy-Two Thousand Five Hundred Fifty Dollars and Zero Cents (\$72,550.00) for the adjusting of the scope of the Lemonwood K-8 School Reconstruction project and incorporating the additional scope including: the off-site sewer design and the accompanying meetings, delays to the Phase 1 move in schedule, delays to the start of demolition on Phase 2, program changes to the “Teacher Center” at the Classroom, Kindergarten, and Media Center, and the extension of the project completion date and all accompanying meetings.**

The combined sum for the additional services total:

Seventy-Two Thousand Five Hundred Fifty Dollars and Zero Cents (\$72,550.00)

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Architectural Services Agreement entered into and executed by the Parties on June 5, 2013 remain in full force and effect. Architect agrees that any provisions, limitations and exclusions in its proposal, Exhibit “F” hereto, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 007 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____
Lisa A. Franz, Director, Purchasing

Date

SVA ARCHITECTS, INC.:

By: _____
Robert Simons, Principal

Date

AMENDMENT NO. 7

Architect:	SVA Architects, Inc. ("Architect") 6 Hutton Centre Drive, Suite 1150 Santa Ana, CA 92707	Client:	Oxnard School District ("Client") 1051 South A Street Oxnard, CA 93030
Architect Contact:	Mel Tan, Tom Bardwell	Client Contact:	Scott Burkett, Caldwell Flores Winters, Inc. Lisa Franz, Purchasing Director
Agreement Date:	June 5, 2013 ("Agreement")	Amendment Date:	August 20, 2018 ("Amendment")
Project Name:	Project 3 – Lemonwood Reconstruction ("Project")	Description:	Extended CA Fees
Job No:	2013-40121.806	Client Ref:	n/a

A. Scope of Services

SVA, its Plumbing Engineer ("tk1sc") and its Structural Engineer ("Petra") shall provide the following services in accordance with the terms and conditions of the Agreement:

1. Off-site Sewer design required the attendance of 3 meetings and 6 conference calls with the City of Oxnard Water Resources Department and included several revisions to the project to satisfy comments generated by the City of Oxnard Water Resources Department.
2. District move-in to Phase 1 delays due to phasing of the student and staff move in to the Classroom building.
3. As a result of the school district's move-in schedule, the start of demolition on Phase 2 was delayed for approximately 3 months.
4. District requested program changes to the Classroom "Teacher Centers". Adding four to six additional Power/AV requirements in each classroom, along with adding a "Teachers Center" including a TV to the RSP room, to meet the requirements beyond the contracted scope of work. Additional structural coordination to verify shear wall capacities with the additional boxes. Additional Electrical coordination for added power/AV requirements.
5. District requested program changes to the Kindergarten "Teacher Centers". Adding two additional TV's and all the additional Power/AV requirements to each of the four classrooms. Addition coordination with the design team for the proposed locations in each classroom along with the additional electrical calculations to determine that the proposed electrical power capacity has not been exceeded. Additional structural coordination to verify shear wall capacities with the additional added boxes. Additional Electrical coordination for added power/AV requirements.
6. District requested program changes to the Media Center "Teacher Center". Adding four to six additional Power/AV requirements to the reading room to provide the same requirements as the Classroom and Kindergarten Buildings. Additional structural coordination to verify shear wall capacities with the additional added boxes. Additional Electrical coordination for added power/AV requirements.
7. Project completion date has been extended 8 months from July 2018 to April 2019. SVA will participate in on-site Project meetings every two weeks beginning September 2018 to April 2019.



B. Compensation

Architect will be compensated for the additional services delineated herein in accordance with the terms and conditions of the Agreement on a fixed fee basis in the amount of **Seventy two thousand five hundred fifty dollars (\$72,550.00)** as follows:

Services/Discipline	Fee
Architect	\$55,050
Tk1sc	\$9,500
Petra Structural Engineers	\$8,000
Total Fee	\$72,550

Architect shall not exceed this fee without Client's prior written authorization. Reimbursable expenses of Architect will be invoiced in accordance with the terms and conditions of the Agreement and are not included in the above-stated compensation.

It is expressly understood that the requirements of Cal. Business and Professions Code § 5536.22 requiring mutual written agreement by the parties prior to proceeding with the work are met by this Amendment. In the event that contract negotiations are pending at the time this Amendment is executed, the parties understand and agree that upon execution of such final agreement, that all work performed under this Amendment will be governed by the terms and conditions thereof. In the event that an agreement has been executed by the parties at the time of this Amendment, it is understood that this Amendment amends the Agreement only as delineated herein, all other terms of the Agreement shall remain the same. Architect will not proceed with work until this form is executed and returned. **The undersigned represents and warrants that he/she has the authority to bind the entity for which he/she is executing this Amendment.**

Approved and Accepted:

Architect:	SVA Architects, Inc.
Signature:	
Printed Name:	Robert M. Simons, AIA Lic. No. C18301
Title:	President & Partner
Date:	

Approved and Accepted:

Client:	Oxnard School District
Signature:	
Printed Name:	
Title:	
Date:	

OSD #12-231

AGREEMENT FOR ARCHITECTURAL SERVICES

BETWEEN

MVE INSTITUTIONAL, INC.

AND

OXNARD SCHOOL DISTRICT

JUNE 5, 2013

FOR

PROJECT 3 – LEMONWOOD RECONSTRUCTION

AGREEMENT FOR ARCHITECTURAL SERVICES

BETWEEN

MVE INSTITUTIONAL, INC.

AND

OXNARD SCHOOL DISTRICT

JUNE 5, 2013

FOR

PROJECT 3 – LEMONWOOD RECONSTRUCTION

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AGREEMENT FOR ARCHITECTURAL SERVICES

PREAMBLE

This Agreement for Architectural Services (“**Agreement**”) is entered into on this 5th day of **June, 2013** by and between **MVE Institutional, Inc.**, an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the “**Architect**”), with a business address at **3 MacArthur Place, Suite 850, Santa Ana, CA 92707** and the Oxnard School District, a California public school district (“**District**”), with offices located at 1051 South A Street, Oxnard CA 93030. District and Architect are sometimes individually referred to herein as “Party” and collectively as “Parties.”

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the “**Project**”) and, in connection with the Project, requires the services of a duly qualified and licensed architect.

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement.

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District’s Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District’s staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1 GENERAL PROVISIONS

- 1.1** **DEFINITIONS.** When used in this Agreement or in the Exhibits, the following terms shall have the meanings set forth below:
- 1.1.1** “**Addendum**” shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids, which modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.
- 1.1.2** “**Additional Services**” shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.
- 1.1.3** “**Agreement**” shall mean this document and all its identified exhibits, attachments and amendments.
- 1.1.4** “**Architect**” shall mean the architectural firm listed in the first paragraph of this Agreement.

- 1.1.5 “**Architect Consultant**” shall mean a person properly qualified and licensed in various aspect of design and construction employed at Architect’s sole expense, pursuant to prior approval from the District, to provide Services for the Project.
- 1.1.6 “**Architect’s Supplemental Instruction**” or “**ASI**” shall mean a set of drawings which better explains the Architect’s intent with respect to the design of a building or structure
- 1.1.7 “**As-Built Documents**” shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals, etc.) showing the condition of the Project as actually built and accepted.
- 1.1.8 “**As-Built Drawings**” shall mean the final set of drawings prepared by the Architect that incorporates all changes from all drawings, sketches, details, and clarifications recording all changes from the Bid Set.
- 1.1.9 “**Basic Fee**” shall mean the compensation provided to the Architect for providing Basic Services.
- 1.1.10 “**Basic Services**” are described in Exhibit B and shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project; (ii) preparing educational specifications for the Project; and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State of California.
- 1.1.11 “**Bid**” shall mean the written proposal submitted to the District by a contractor in accordance with the Bid Set for the construction of the Project.
- 1.1.12 “**Bid Set**” shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.
- 1.1.13 “**Bidder**” shall mean the person or entity submitting a Bid.
- 1.1.14 “**BIM**” or “**Building Information Modeling**” shall mean the process of generating and managing building data during its life cycle. Typically it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.
- 1.1.15 “**CDE**” shall mean the California Department of Education.
- 1.1.16 “**Change Order**” or “**CO**” shall mean a written document between the District and the Contractor that is signed by the District and the Contractor authorizing a change in the work or and adjustment in the contract, or the contract time.
- 1.1.17 “**Change Order Request**” or “**COR**” shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its

changes clause) which becomes a Change Order when approved by the District and the Contractor.

- 1.1.18 “**CHPS**” shall mean Collaborative for High Performance Schools.
- 1.1.19 “**Construction Budget**” shall mean the amount of money that the District has allocated for the total Construction Cost for the Project, as may be amended by the District in its sole discretion.
- 1.1.20 “**Construction Cost**” shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any Architect Consultant; (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District; (iii) all costs and fees related to off-site improvements; (iv) all costs incurred to remedy any design or construction defects or errors; and (v) any other Project-related costs and fees typically excluded.
- 1.1.21 “**Construction Documents**” shall mean those documents which are required for the actual construction of the Project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.
- 1.1.22 “**Construction Manager**” shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.
- 1.1.23 “**Construction Document Phase**” shall have the meaning set forth in Exhibit B.
- 1.1.24 “**Construction Phase(s)**” shall mean individual construction contract packages that are bid and/or contracted for separately.
- 1.1.25 “**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 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.
- 1.1.26 “**Contractor**” shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.
- 1.1.27 “**Contractor Payment Application**” shall mean a Contractor’s written request for payment for completed portions of the work and for materials delivered or stored by the Contractor.
- 1.1.28 “**Design Bid Build**” shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.
- 1.1.29 “**Design Development Phase**” shall have the meaning set forth in Exhibit B.
- 1.1.30 “**District**” shall mean the Oxnard School District.

- 1.1.31 **“District Design Standards”** shall be the implementation of standard equipment and/or products as determined by the District, into the overall project design.
- 1.1.32 **“District’s Representative”** shall mean the District’s Superintendent and/or, Assistant Superintendent of Facilities and Operations and/or Director of Planning and Construction, or any authorized designee of those officers.
- 1.1.33 **“DSA”** shall mean the Division of the State Architect of the State of California.
- 1.1.34 **“DSA Record Set”** shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.
- 1.1.35 **“Educational Specifications”** shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.
- 1.1.36 **“Funding Consultant”** shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State of California.
- 1.1.37 **“Guaranteed Maximum Price” or “GMP”** shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the “Estimated GMP” and the “Final GMP”.
- 1.1.38 **“Inspector of Record” or “IOR”** shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.
- 1.1.39 **“Lease-Leaseback”** shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.
- 1.1.40 **“LEED”** shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.
- 1.1.41 **“Modernization/New Construction”** shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.
- 1.1.42 **“MOU”** shall mean a memorandum of understanding.
- 1.1.43 **“Notice of Completion” or “NOC”** shall mean the legal notice filed with the County Recorder after completion of the Project.
- 1.1.44 **“OPSC”** shall mean the Office of Public School Construction of the State of California.
- 1.1.45 **“Phase”** when used without the word “Construction” shall mean the various phases of architectural work described in this Agreement.

- 1.1.46 “Potential Change Order” or “PCO”** shall mean a written document before it has been approved and effected by the Contractor and the District.
- 1.1.47 “Principal(s)”** shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.
- 1.1.48 “Project”** shall mean the project described hereinafter in Section 3.
- 1.1.49 “Project Budget”** shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project including, but not limited to, professional services, all construction services (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.
- 1.1.50 “Project Director”** shall mean, with reference to the Architect, a licensed, experienced and well trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including but not limited to executing change orders during construction, and to bind the Architect to any commitments made on the Architect’s behalf in connection herewith.
- 1.1.51 “Program Manager”** shall mean the District approved program management firm, Caldwell Flores Winters, Inc., the primary District Representative and Project Manager for the Project.
- 1.1.52 “Project Manager”** shall mean the person assigned by the District to supervise the Project. The District will identify the Project Manager(s) for each Project.
- 1.1.53 “Project Schedule”** shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Architect Consultant(s), the Contractor and other consultants.
- 1.1.54 “Primavera Contract Management System” or “CMS”** shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.
- 1.1.55 “Request for Information” or “RFI”** shall mean a written request from the Contractor to the District or Architect for clarification or information about the Construction Documents following contract award.
- 1.1.56 “Re-Use of Plans” or “Re-Use”** shall mean the process by which the Architect develops a design for the Project which meets the District’s facilities Design Standards, Educational Specifications, Project Budget, and Project Schedule requirements, and is based upon a record set of plans, drawings, and specification approved by DSA for past projects constructed in other locations, and including all Site Adaption requirements.
- 1.1.57 “SAB”** shall mean the State Allocation Board of the State of California.
- 1.1.58 “Schematic Design Phase”** shall have the meaning set forth in Exhibit B.
- 1.1.59 “Services”** shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and work reasonably inferred from this Agreement, as further described and clarified in **Exhibit B** hereto, including any Additional Services required of the Architect hereunder.

- 1.1.60 “Site Adaption”** shall mean all necessary revisions to a record set of plans, drawings and specification approved by DSA for a past project utilized in the Re-Use of Plans to ensure that site specific conditions and District requirements are incorporated into the final design, and DSA Pre-Check (“PC”) Approval is maintained.
- 1.1.61 “SWPPP”** shall mean Storm Water Prevention and Pollution Plan.
- 1.1.62 “Time Impact Analysis” or “TIA”** shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the District or the Contractor.
- 1.2 INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS.** The Recitals above and all Exhibits attached to this Agreement, now or hereafter by agreement of the Parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2

EMPLOYMENT OF ARCHITECT

- 2.1 EMPLOYMENT OF ARCHITECT.** The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the Services required to complete the Project in a professional and conscientious manner in accordance and consistent with highest industry standards and the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District's review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project; and (iii) the Architect's review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.
- 2.2 PROJECT DIRECTOR AND OTHER EMPLOYEES.** The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect's behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement.
- 2.3 ARCHITECT COVENANT AGAINST CONTINGENT FEES.** The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3

THE PROJECT

The Project consists of such works of new construction, modernization and/or improvement that require services to be provided by Architect described more fully on Exhibit A.

SECTION 4

SERVICES

- 4.1 BASIC SERVICES.** The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit B**. Terms used in Exhibit B shall have the same meaning as those terms are defined in the Agreement. The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule.
- 4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES**
- 4.2.1 Employment of Personnel.** The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District, as described in Section 14.2.3 below. Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.
- 4.2.2 Employment of Architect Consultant(s).** For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereinafter.
- 4.2.3** The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultant(s) shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultant(s). An Architect Consultant(s) may include but are not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to District. The request shall include the names of the Architect Consultant proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed Architect Consultant and/or personnel. If the proposed Architect Consultant and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to District.

- 4.2.4 Cooperation with District and Other Consultants.** The Architect and Architect Consultant(s) shall confer and cooperate with District, DSA, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and each Project.
- 4.2.5 Project Communication.** In all cases, the Architect shall direct project communication to the District's Program Manager, including any correspondence to the District, the District's consultants, District Staff, Construction Manager, Contractors, and/or any members of the public related to the Project.
- 4.2.6 Primavera Contract Management System or CMS.** The project will be managed through the Primavera Contract Management System project management software from design through closeout. Architect will utilize the Primavera Contract Management System software as required by the District.
- 4.2.7 Corrections to Construction Documents and Other Deliverables.** The Architect shall revise the Construction Documents as needed to incorporate any and all Change Orders and necessary modifications required due to negligent acts or any errors or omissions by the Architect or the Architect Consultant(s). The Architect shall also provide any modifications to any deliverables required under **Exhibit B** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultant(s).
- 4.2.8 Minutes of Progress Meetings.** The Architect will note discussions during progress meetings concerning any Services and will provide a draft copy of the minutes.
- 4.2.9 Independent Reviews; Audits.** Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.

The scope of the Architect's obligations during Constructability Review includes, without limitation, written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the Construction Documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.

- 4.2.10 Independent Cost Estimates.** The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's and any independent estimator's estimate.
- 4.2.11 Inspection of Records; Familiarity with Site and Project.** The Architect shall be solely responsible for researching and analyzing all records of the existing improvements and the proposed Project, identifying all District held record documents concerning each portion of the

Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate existing conditions and record plans of existing buildings and site utilities.

- 4.2.12 Construction Delivery Methods: Lease-Leaseback.** The District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.
- 4.2.13 Funding Applications and Approvals.** The Architect shall assist the District with any and all funding applications and submittals for any program administered by the State of California or other entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.
- 4.2.14 District Design Standards.** The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.
- 4.2.15 Storm Water Prevention and Pollution Plan (SWPPP).** The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the required regulatory approvals and permits.
- 4.2.16 Changes.** The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.
- 4.2.16.1 Changes Required to Meet Construction Budget.** If the lowest responsible bid, the preconstruction estimate as validated by the District, or the GMP exceeds one hundred ten percent (110%) of the Construction Budget, the Architect shall revise the scope and/or design of the Project at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope and/or design intended to effect cost reduction and no such changes shall be effective until approved by the District.
- 4.2.17 Deliverables.** Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on **Exhibits B and C**.
- 4.2.17.1 DSA Approval Deliverable.** DSA approval shall be the responsibility of the Architect, including the preservation of DSA Pre-Check (PC) Approval for the Re-Use of Plans including all necessary revisions to accommodate Site Adaption, District Design Standards, Educational

Specifications, Project Budget, Project Schedule, District requested changes, and/or any other requirements to meet code, or other requirements of all agencies having jurisdiction.

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the District Board of Trustees. It is understood and agreed that the Architect shall not perform any Additional Services unless and until the Architect receives specific written approval for such Additional Services from the District Board of Trustees. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services. It is understood and agreed that if the Architect performs any services which it claims are Additional Services without receiving prior written approval from the District Board of Trustees, the Architect shall not be paid for such claimed Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

4.3.2.1 Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to make the documents compliant with original design requirements; (ii) revisions that should have been implemented during design; (iii) revisions required under Section 4.2.15.1; or (iv) necessary to comply with applicable laws, rules, or regulations.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultant(s), including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultant(s).

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor; or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultant(s).

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services; and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 180 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultant(s).

SECTION 5

ARCHITECT’S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

One Million Eight Hundred Ninety-Nine Thousand Three Hundred Twelve Dollars No Cents (\$1,899,312.00)

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for the Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in Exhibit B & C, and approval of invoices satisfactory to the District, in amounts not to exceed the percentages for each Phase as set forth in the following Table:

<u>Architectural Phases</u>	
Project Initiation	2%
Development of Architectural Program	2%
Schematic Design	9%
Design Development	14%
Construction Documents	43%
Bidding/DSA	5%
Construction Administration	20%
Close-Out	5%

5.1.1.1 Invoices. Invoices may be submitted at the end of each Phase in the Table above, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District. All invoices must be submitted in accordance with section 5.5 below.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit B**, provided that payment will be made as follows: (i) two and one-half percent (2.5%) will be paid after the submission by the Architect of the Verified Report (described on **Exhibit B**) to DSA; and (ii) two and one-half percent (2.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect’s Consultant(s) providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District’s Board of Trustees.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 **DISPUTED AMOUNTS.** In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 **COMPENSATION FOR REIMBURSABLE SERVICES**

5.4.1 **PRIOR APPROVAL.** The District will not be obligated to pay for any Services performed or costs incurred by the Architect without prior written authorization by the District. The following will not be reimbursed under this Agreement:

5.4.1.1 Travel costs associated with delivery of Basic Services not explicitly approved under Section 5.4.2.

5.4.1.2 Reprographics costs associated with delivery of Basic Services not explicitly approved under Section 5.4.2.

5.4.1.3 Consultant fees and expenses not explicitly approved under Section 5.4.2.

5.4.1.4 Any other cost or expense not explicitly approved under Section 5.4.2.

5.4.2 **REIMBURSABLE EXPENSES.** Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant(s) in furtherance of performance of its obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed two percent (2%) of the Basic Fee. The following is the EXCLUSIVE list of reimbursable expenses:

5.4.2.1 **Travel and Mileage.** Architect 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 Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit B**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or agreement by the District to consider an interim invoice, the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an **Approval Letter** from the District in the form of **Exhibit D**, attached hereto.

5.5.1.2 Each invoice must be accompanied by an **Invoice Cover Sheet** indicating amounts billed to date, and remaining to be paid in the form of **Exhibit D**, attached hereto.

5.5.1.3 Progress payments shall not be made at any time during the Bidding Phase. If District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services shall be made monthly after approval by the District's Board of Trustees. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by District, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted **FINAL INVOICE FOR PROJECT 3 – LEMONWOOD RECONSTRUCTION**. The Architect shall provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay within forty-five (45) days of approval of final

invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

- 5.5.5 Combined Invoices.** Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6

DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

6.1.1 For Cause. The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. With respect to any monetary Architect Default, the termination shall be effective if the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District. With respect to any non-monetary Architect Default for which no time period for cure is otherwise specified below, the termination shall be effective if the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the 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 prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceeds the amounts withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.

6.1.2 For Convenience. The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 for all Services and authorized Additional Services actually performed, and all authorized Reimbursable Expenses actually incurred and paid, under and in accordance with this Agreement, up to and including the date of termination; provided that such payments shall not exceed the percentage amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the 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 the Architect's sole and exclusive compensation and the District shall have no liability to the Architect 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.

- 6.1.3 Temporary Suspension of Services.** If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If the Services are suspended, in whole or in part, by the District for one hundred twenty (120) consecutive calendar days or more, the Project's Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.
- 6.2 ARCHITECT DEFAULT.** The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:
- 6.2.1 Inability to pay Debts and Failure to Pay Architect Consultants.** At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultant(s) providing services in connection with this Agreement.
- 6.2.2 Assignment for the Benefit of Creditors.** An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.
- 6.2.3 False or Misleading.** Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.
- 6.2.4 Failure to Provide Acceptable Design.** The Architect's failure to provide a functional design that can be built within the Construction Budget in accordance with industry standards.
- 6.2.5 Defective Services; Errors or Omissions; Failure to Perform.** The Architect or the Architect Consultant(s) (a) provides defective services, including any deficiencies due to errors or omissions; or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).
- 6.2.6 Willful Violation.** The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Contract Documents; or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.
- 6.2.7 Failure to Cooperate With DSA.** Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU process will constitute an automatic default.
- 6.2.8 Unapproved Assignment.** The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.

- 6.2.9 Disregard of District Authority or Direction.** The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.
- 6.2.10 Violation of Applicable Law.** The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.
- 6.2.11 Failure To Maintain Errors and Omissions Insurance.** The Architect fails to maintain the insurance required pursuant to Section 11.2. herein.

6.3 DISTRICT REMEDIES

- 6.3.1 General Remedies.** If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.
- 6.3.2 Withholding Payment.** If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.
- 6.3.3 Stop Work.** Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.
- 6.3.4 Errors & Omissions; Additional Costs.** In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultant(s), including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed in accordance with industry standard for the particular Project; or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.
- 6.3.5 Self Help.** Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services

accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY ARCHITECT. The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect may terminate upon thirty (30) days written notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

SECTION 7

DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 Program Manager: The Program Manager represents the District in all matters pertaining to the Services. The Program Manager shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the work without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

- 7.1.3 Surveys and Tests.** The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites.
- 7.1.3.1 Site Survey.** The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site.
- 7.1.3.2 Geologic Hazards Investigation Survey.** The District shall have caused to be performed any geological hazards or investigation survey required by State of California authorities having jurisdiction and make copies available to the Architect for distribution as necessary.
- 7.1.3.3 Special Testing and Inspection.** The District shall furnish special testing and inspection services as required by law.
- 7.1.3.4 Checking and Permit Fees.** The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction.
- 7.1.3.5 Advertising.** The District shall pay the cost of any advertisements for bids that may be required.
- 7.1.3.6 District Inspector.** The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.
- 7.1.3.7 Hazardous Material Consultant.** Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into documents prepared by the Architect. If the hazardous materials consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's documents for the District's convenience and have not been prepared by the Architect. The note shall also direct questions about the specifications to its preparer.
- 7.1.4 District Site Visits.** At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below. Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and may assist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit B** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction “punch list” items have been corrected, District staff may accompany the Architect and the Contractor on the final site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District’s failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents, nor require District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District’s Board of Trustees adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District’s financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District 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 for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8 PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The estimated Construction Cost shall be prepared and updated by the Architect as required in **Exhibit B** during each Phase of the Services and shall be subject to District approval. The estimated Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes

aware that the estimated Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9

PROJECT SCHEDULE

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform services on time shall constitute a material breach of this Agreement. It shall not be a material breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the Project Schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant(s) (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder; (ii) the performance of Services; or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. 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.

SECTION 10

DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations, estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form

(hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant(s), as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as they relate to the Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to the Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultant(s) for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 10.2.1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's Consultant(s), if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant(s) and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant(s), and their respective agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

- 10.2.3** This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.
- 10.3 COPYRIGHT.** The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.
- 10.4 TECHNOLOGY USED.** The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.
- 10.5 DELIVERABLES UPON TERMINATION.** Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form acceptable to the District, one hard-copy and two (2) electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultant(s), if any.
- 10.6 NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES.** After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11

INDEMNIFICATION AND INSURANCE

11.1 INDEMNIFICATION.

- 11.1.1 INDEMNITY AND LITIGATION COSTS.** To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect agrees that it will indemnify, defend and hold the District, the District's Representative, members of the District's Board of Trustees, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all liability arising out of:

- 11.1.1.1** Any and all claims under worker's compensation acts and other employee benefit acts with respect to the Architect's employees or Architect Consultant's employees arising out of Architect's work under this Agreement; and
- 11.1.1.2** Any claim, loss, injury to or death of persons or damage to property to the extent that it is caused by any negligent or reckless act, error or omission or willful misconduct (other than a professional act or omission) of the Architect, its officers, employees, consultants, subconsultants or agents, including all damages due to loss or theft sustained by any person, firm or corporation including the Indemnitees, arising out of, or in any way connected with the Project, including injury or damage either on or off District property, but not for any loss, injury, death or damage caused by the negligence or willful misconduct of the Indemnitees or of other third parties for which the Architect is not legally liable.
- 11.1.2** To the fullest extent permitted by law, the Architect agrees to indemnify and hold the Indemnitees entirely harmless from all liability arising out of, pertaining to, or relating to any claim, loss, injury to or death of persons or damage to property to the extent caused by the negligent professional act or omission in the performance of professional services or willful misconduct by the Architect, its officers, employees, consultants, subconsultants or agents, pursuant to this Agreement.
- 11.1.3** The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent such actions or proceedings arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.
- 11.1.4** Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.
- 11.2** **INSURANCE.** Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.
- 11.2.1** **Minimum Limits of Insurance.** The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:
- 11.2.1.1** Commercial General Liability Insurance with a limit of not less than \$2,000,000 each occurrence for bodily injury, personal injury and property damage/\$4,000,000 annual aggregate.
- 11.2.1.2** Automobile Liability Insurance (Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 (any auto)). Minimum of \$1,000,000 limit each accident.
- 11.2.1.3** Professional Liability (Errors and Omissions) Insurance with a limit not less than \$2,000,000 per claim and \$2,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than \$1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage at least as broad) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance shall cover liability arising out of any automobiles (including owned, hired and non-owned automobiles). Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing liability coverage at least as broad. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self-insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than four (4) years after Final Completion of the Project to which it applies. The "retro date" must be shown and must be before the date of this Agreement.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1 The Commercial General Liability policy shall name District, its Board of Trustees and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds ("Additional Insureds"). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect's insurance and shall not contribute with it.

11.2.4.2 On each policy of insurance, the insurer shall agree to waive all rights of subrogation against District, its Board of Trustees and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3 Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior

written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days notice is acceptable. Qualified statements such as carrier “will endeavor” or that “failure to mail such notice shall impose no obligation and liability upon the company” shall not be acceptable.

11.2.4.4 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.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1 Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best’s Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant shall be required to procure insurance from another insurer.

11.2.5.2 Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3 The Architect or Architect Consultant(s), as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4 Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant(s) shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect’s expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of \$100,000 must be declared to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a

bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12

DISPUTE RESOLUTION

12.1 RESOLUTION OF CLAIMS. Claims shall be resolved by the parties in accordance with the provisions of this Section 12. All Claims shall be subject to the “**Claims Resolution Process**” set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims.

For purpose of this Section 12, a “**Claim**” shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

12.2 RESOLUTION OF OTHER DISPUTES. Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Ventura, and shall not be subject to the Claims Resolution Process.

12.3 SUBMISSION OF A CLAIM

12.3.1 By the Architect. The Architect’s right to commence the Claims Resolution Process shall arise upon the District’s written response denying all or part of a Claim or the passage of thirty (30) calendar days after submission of the claim should no denial be issued by the District. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect’s Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect’s statement of dispute shall be signed by a Principal of the Architect and shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the “Statement of Dispute”). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect’s obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect’s time for performance. Adequate supporting data for a Statement of Dispute involving the Architect’s compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.

12.3.2 By the District. The District’s right to commence the Claims Resolution Process shall arise at any time following the District’s actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the events or

circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events.

12.4 CLAIMS RESOLUTION PROCESS. The parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each party to proceed to the next step in the Claims Resolution Process.

12.4.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Trustees' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the parties may either continue the negotiations or either party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Services hereunder or; (ii) the termination of the Services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Services and the District shall continue to make payments for those services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.4.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.4.1, the parties agree to submit the Claim to non-binding mediation before a mutually acceptable third party mediator prior to commencement of any lawsuit or court action.

12.4.3.1 Qualifications of Mediator. The parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.4.3.2 Submission to Mediation and Selection of Mediator. The party initiating mediation of a Claim shall provide written notice to the other party of its decision to mediate. In the event the parties are unable to agree upon a mediator within ninety (90) calendar days after such written notice is given, then the parties shall submit the matter to the Superior Court of the County of Ventura to select a mediator in accordance with the qualifications herein and the applicable law.

12.4.3 Mediation Process. The location of the mediation shall be at the offices of the District, or otherwise mutually agreed. The costs of mediation shall be shared equally among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.4 Litigation. If the Claim remains unresolved after direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Ventura. The Architect hereby submits to the jurisdiction of said court.

12.5 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13
NOTICES

13.1 NOTICES. All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received 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; and (iii) on the date it is accepted or rejected if sent by certified mail. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

Caldwell Flores Winters, Inc.,
Program Manager
ATTN: Yuri Calderon, Chief Operating Officer
6425 Christie Ave., Suite 270
Emeryville, CA 94608

TO ARCHITECT:

With original copy to:

Oxnard School District
ATTN: Jeff Chancer, Superintendent
1051 South A St.
Oxnard, CA 93030

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

14.1 REPRESENTATIONS OF THE ARCHITECT. By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.

14.1.1 The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.

14.1.2 The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project until the Architect's duties in connection therewith have been fully satisfied.

14.1.3 The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.

14.1.4 The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructable in accordance with the standards of the profession.

14.1.5 The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any Architect Consultant(s) retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or Architect Consultant(s) now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.

14.1.6 The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.

14.2 COMPLIANCE WITH LAWS. The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, all non-discriminations laws (including federal and state laws), and any and all other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultant(s) to fully comply with all such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

14.2.1 Cost Disclosure - Documents and Written Reports. The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars (\$5,000).

14.2.2 Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, the 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 the 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 the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

- 14.2.3 Fingerprinting & Other Operational Requirements of the District.** Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit E** and incorporated herein by reference prior to any of the Architect's or Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultant(s) comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.
- 14.2.4 Name and Trademarks.** The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.
- 14.2.5 Conflict of Interest.** No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his or her personal interests or the interests of any corporation, partnership or association in which he or she is directly or indirectly interested.
- 14.2.6 Safety.** The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, Architect Consultant(s) and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.
- 14.2.7 Labor Certification.** By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

14.3 SUPPLEMENTAL CONDITIONS. Any supplemental conditions agreed to by the parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15

MISCELLANEOUS PROVISIONS

15.1 SUCCESSORS AND ASSIGNS. Inasmuch as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment,

transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.

- 15.2 SEVERABILITY.** If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.
- 15.3 ENTIRE AGREEMENT.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect 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 the District's Board of Trustees. The Architect specifically acknowledges that in entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.
- 15.4 GOVERNING LAW AND VENUE.** This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Ventura County.
- 15.5 NON-WAIVER.** None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the applicable standard of care which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.
- 15.6 INDEPENDENT CONTRACTOR.** The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect 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, workers' compensation benefits, sick or injury leave or other benefits.
- 15.7 NO ASBESTOS CERTIFICATION.** No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.
- 15.8 NON-DISCRIMINATION.** No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans With Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

15.9 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

15.10 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

15.11 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

15.12 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 Agreement or in any way to affect the terms and provisions set forth herein.

15.13 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.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

Architect

By: Robit J. Smith
Title: G. 4. 13 President

District

By: J. Chen
Title: SUPERINTENDENT

Date: 4.4.13

Date: _____

EXHIBIT "A"

PROJECT

April 5, 2013
Robert Simons, Principal
MVE Institutional
3 MacArthur Place Suite 850
Santa Ana, CA 92707

Architect Selection Package for Project 3 – Lemonwood Elementary School

Dear Mr. Simons,

As the District's Program Manager for Measure "R" and related capital facilities projects, Caldwell Flores Winters, Inc. ("CFW") has been directed by the Oxnard School District Board of Trustees to proceed with the Facilities Implementation Program. We are pleased to introduce at this time, **Project #3: Lemonwood campus replacement**. This project is herein referred to as "Project 3". All design work on this project will be assigned to a single architectural firm according to the method of selection outlined within this package.

Project 3 Summary

Project 3 includes a new elementary school campus to be designed and constructed on the same site where the existing school is currently located. The existing school will remain in operation throughout construction of the new facilities. Once the new school is ready for occupancy and the District confirms that all relocation efforts are complete, the existing structures will be demolished, reconfigured, or replaced as required to implement the approved design. As part of the reconfiguration of the existing campus, a portion of the existing facilities may be retained and modernized.

A lease-leaseback (LLB) method of delivery may be utilized for the project as determined by the Board. Work will be funded by proceeds from Measure "R" and anticipated reimbursements from State New Construction and Modernization grants. Accordingly, the team selected to work on this project will be required to coordinate activities with the District's State Aid consultant. In certain instances design strategies and efforts can help qualify for additional funding resources. Proposals that reflect creative strategies to obtain increased state funding are encouraged.

The Facilities Implementation Program provides specific direction that team members must follow for completing this project per a detailed master budget, schedule and timeline. All team members must also conform to the procedures and guidelines outlined within the previously distributed Program Implementation Handbook.

The reconstruction project must be completed and ready for occupancy by March 2017 concurrent with the District's timeline for State grant funding and educational program reconfiguration. In order to meet this timeline, this project must be prepared for DSA submittal as soon as possible for completion of the project to occur by the March 2017 deadline.

To assist the project team in meeting this timeline, the District has already completed an extensive community process, including development of a Facilities Master Plan ("FMP"), community input, and survey research. The community effectively endorsed this process with passage of Measure "R" on

November 6th, 2012, and the Board has since completed a series of workshops to establish the implementation parameters. Project 3 follows the findings of the Facilities Implementation Program that concluded the District's oldest K-5 school sites warrant full replacement with new facilities where funding is available, and the cost of sufficient modernization exceeds 50% of the cost of new facilities.

Detailed Description

Enclosed in this package is a detailed description of Project 3, including components per approved District Educational Specifications required to establish a K-8 grade configuration. The project has been carefully assembled to embrace the Facilities Master Plan ("FMP") commissioned by the Board and the Measure "R" project list approved by voters. Project components reflect required specifications established by the FMP, revised to be comparable to State guidelines, and subsequently approved by the Board in order to meet capacity goals and program requirements. A site map has been provided to conceptually indicate project parameters.

Master Budget, Timeline, and Schedule

Summaries of the Master Budget, Timeline, and Project Schedule for the Lemonwood campus are enclosed for reference. The Master Budget has been approved by the Board, and is based on cost estimates performed by professional cost estimators in the FMP process and further verified and revised in the Implementation Program. A Master Timeline for phasing of improvements has been established as has a Master Schedule for the project. These approved documents are subject to review by the Board of Trustees not less than every six months and may be amended.

Method of Selection

A process for assigning an architectural firm to a specific project has been created to ensure the best use of design team talent, and is described herein. Specific proposal parameters, requirements, and submittal guidelines are included. Please review this detailed Architect Selection Package and submit your response by Monday, April 29, 2013 @ 4:00pm in .pdf format via email to: Jeff Threet, Senior Program Manager, Caldwell Flores Winters, Inc., jthreet@cfwinc.com.

If you have any questions, please direct them to Jeff Threet, CFW at (510) 596-8170.

Sincerely,

Caldwell Flores Winters, Inc.



Oxnard School District
Architect Selection Package for Project 3
Reconstruction of Lemonwood School

Prepared by:

Caldwell Flores Winters

6425 Christie Avenue, Suite 270

Emeryville, CA 94608

1901 Victoria Avenue, Suite 106

Oxnard, CA 93035

ARCHITECT SELECTION PACKAGE

I. DETAILED DESCRIPTION: PROJECT 3 - DESIGN & RECONSTRUCT LEMONWOOD K-8 SCHOOL

PROJECT REQUIREMENTS

The project includes the demolition of the existing school and construction of a new school on the existing 9.9 acre site. Lemonwood Elementary School currently serves approximately 885 students in grades K-6. Lemonwood is planned to be reconfigured to serve up to 900 students in grades K-8. The school was constructed in 1981 and last modernized in 2004. The new Lemonwood campus will be built on the same campus as the existing school and will be constructed while the existing campus is occupied.

The new campus will need to house 900 students per State standards in grades K-8 including 28 general purpose classrooms (960 square feet each), 4 kindergarten classrooms (1,120 square feet each), 3 science/flex lab classrooms (1,200 square feet each), and 2 special education classrooms (960 square feet each). Additionally, the new campus will contain specified support facilities, administration areas, media center, food service, multipurpose room, physical education spaces, and restrooms. Latitude for consideration of two story construction for portions of the new campus by the design team is acceptable, but not a requirement. Refer to the enclosed Approved Educational Specifications for space requirements. The project scope includes associated demolition and site work, some of which may occur after the completion of the new school facility.

The total “all in” budget for the site is \$31,402,250 including demolition and site work (soft and construction costs combined, including contingencies). The District is currently engaged in the development and execution of various construction activities which is expected to continue for the next 5 years. In order to maximize cost efficiency, and minimize required duration for both design and construction phases, the District is requesting a ‘Re-Use of Plans’ effort for this project which is further described in a later section. Design activities must be completed and the plans submitted to the Division of State Architect (DSA) at the earliest date possible and by no later than April 18, 2014. Funding for construction will rely on the State’s 50/50 new construction program. The construction schedule is dependent upon the receipt of funds from the State. Per projected State Aid timelines, construction is scheduled to commence on July 20, 2015 and be substantially complete by February 7, 2017. This schedule may be adjusted should funds be received sooner.

METHOD OF DELIVERY

A lease-leaseback (LLB) method of delivery may be utilized for the project as determined by the Board. The contractor will participate in the project early on to provide constructability reviews of proposed designs, cost estimates, preliminary construction schedules, and a site logistics strategy to help create a design that is both inspiring, functional and meets the District’s budget and timeline. Design teams should be prepared to describe past experience with the LLB project delivery method, and suggestions for improving the process.

SITE BACKGROUND & COMMUNITY

Established in 1981, Lemonwood Elementary School is an integral part of the Oxnard community. In addition to educating children, the school has provided family support services, access to community information, early education and after-school mentorship programs, and a variety of other programs to empower students, build strong communities, and ensure the safety and wellbeing of all the families that comprise the Lemonwood attendance area.

The design team should be thoroughly familiar with the revised K-8 education program, learning objectives, and other qualitative functions and features intended for the future use of the site. Proposed designs should draw attention to the

unique qualities and opportunities available to future parents and their children, should they choose the Lemonwood K-8 education program as their school of choice. Successful designs will clearly demonstrate how 'form follows function' in such a way as to promote student success, community integration, and effective 21st century learning environments for students, while enhancing the existing community.

Furthermore, proposals should integrate design elements, including themes, color schemes, and functions that meaningfully reflect the 'look and feel' of the surrounding neighborhood and overall community within the limitations of the project budget and schedule. Proposals should include the following:

- Description of community-oriented design approaches
- Design features to be accentuated reflective of the neighborhood and the community of Oxnard
- Specific elements/themes/functions that reflect the existing character of the surrounding neighborhood
- Supporting information as to why particular design approaches/elements were selected, and the prospective impact on the community and the student learning experience

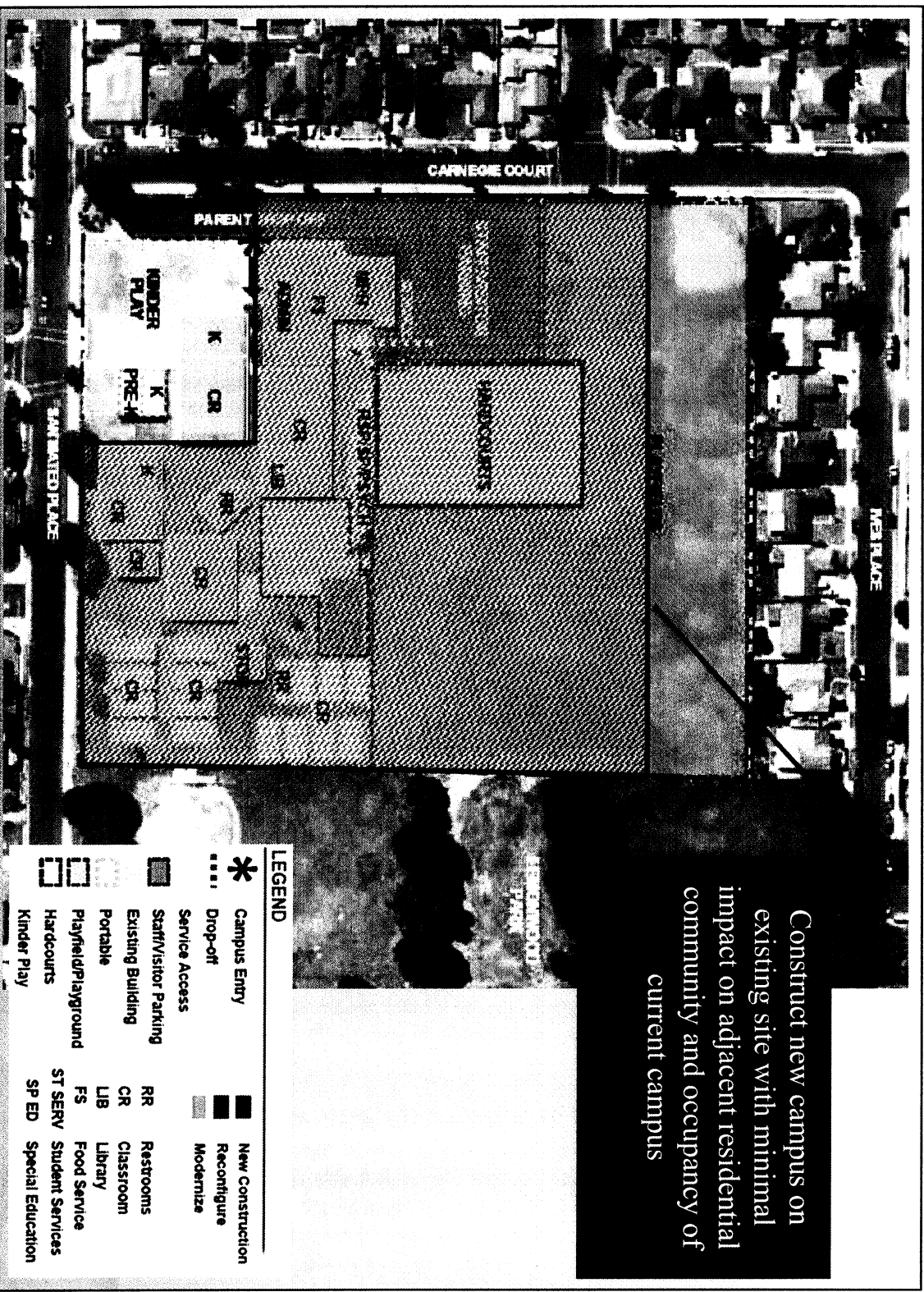
It is important for the design team to be mindful of the culture and character of the Lemonwood community, and awareness of this historical and multi-faceted community impact should be thoughtfully included in the proposed design.

SITE MAP

The diagram below is for conceptual purposes only and does not indicate the actual placement of new school facilities. Design teams should work closely with CFW and the District, to identify the best "re-use" of previously approved designs, as well as currently existing facilities, as appropriate, to maximize the value and cost-efficiency of the new campus. Final placement of the proposed site has not yet been determined, so proposals should thoughtfully consider site configurations that are mindful of access requirements, proximity to existing uses and facilities, and promoting the most efficient use and integration of space. At this point there is a desire to preserve the location of existing facilities that may best accommodate a kindergarten and preschool environment as indicated.

A plan for the interim use of the existing K-6 Lemonwood facilities to house a K-8 educational program is underway and will be in full functional use by the opening of school in August 2014. The student population will be relocated to the new K-8 facility upon its completion. The reuse of the existing facilities is being undertaken with District forces, but will be closely coordinated with input from the selected design team by CFW. There is a goal to minimize the cost of additional interim facilities to accommodate the new construction of facilities.

Lemonwood Site Map



Construct new campus on existing site with minimal impact on adjacent residential community and occupancy of current campus

LEGEND

Campus Entry	New Construction
Drop-off	Reconfigure
Service Access	Modernize
Staff/Visitor Parking	RR Restrooms
Existing Building	CR Classroom
Portable	LIB Library
Playground/Playground	FS Food Service
Hardcourts	ST SERV Student Services
Kinder Play	SP ED Special Education

APPROVED EDUCATIONAL SPECIFICATIONS & BUDGET

The below specifications reflect the Board approved Educational Specifications within the Facilities Implementation Plan and should be addressed in the proposed design.

New Lemonwood K-8 School			
<i>Design & Reconstruct School to K-8 Specifications</i>			
<i>Description</i>	<i>Quantity</i>	<i>Units</i>	<i>Total</i>
Demolition	35,000	sf	35,000
Classrooms			27,360
Classrooms - Estimate 28 rms @ 960 sf ea.	26,880	sf	
RSP	480	sf	
Kindergarten			6,440
Kinder Classroom 4 @ 1,120sf	4,480	sf	
Workroom/Storage	400	sf	
Toilets 4 @ 65 sq. ft.	260	sf	
Equipment Storage	100	sf	
Kinder Shade Structure	1,200	sf	
6th-8th Science & Electives	-		3,800
Science/Flex lab 3 @ 1,200 sq. ft.	3,600	sf	
Prep/Workroom	200	sf	
Special Education	-		2,435
Special Ed Classroom	1,920	sf	
Independent Living Skills	320	sf	
Laundry/Storage Room	100	sf	
Toilet/Changing Room	95	sf	
Administration	-		4,915
Lobby/Public Waiting	400	sf	
Reception/Clerical	150	sf	
Principal's Office	200	sf	
Asst. Principal's Office	300	sf	
Administrative Assistant	75	sf	
Conference Room	250	sf	
Work/Main Copy Room	250	sf	
Health Office	100	sf	
Nurse/Health Clerk	75	sf	
Toilet	65	sf	
Staff Workroom/Lounge	600	sf	
Kitchenette/Vending	150	sf	
Staff Toilets	390	sf	
Parent/Conf. - Multi Purpose/Workroom	300	sf	
Parent/Conf. - Storage Room	100	sf	
Counselor's Office	150	sf	
Speech Office	250	sf	
Psychologist Office	150	sf	
SDC	960	sf	

<i>Description</i>	<i>Quantity</i>	<i>Units</i>	<i>Total</i>
Media Center			2,700
Control Desk	100	sf	
Work/Processing Room	200	sf	
Storage Room	100	sf	
Reading Room	900	sf	
Story Telling	400	sf	
Stacks	400	sf	
Surplus Texbook Storage	200	sf	
Small Breakout Room	250	sf	
Tech Work/Storage Room/MDF	150	sf	
Multi-Purpose Room	-		6,375
Multi-Purpose Room	4,400	sf	
Chair Table Storage	300	sf	
Control Room	75	sf	
Music Platform	1,400	sf	
Instrument Storage	200	sf	
Physical Education	-		800
Changing Rooms	600	sf	
PE Equipment Storage	200	sf	
Food Service	-		4,500
Serving/Prep Kitchen	450	sf	
Walk-in Refg/Freezer	75	sf	
Dry Storage	75	sf	
Locker Alcove	50	sf	
Office/Work Station	75	sf	
Toilet/Changing	75	sf	
Lunch Shelter	3,600	sf	
Custodial Services	100	sf	
Restrooms	2,800	sf	2,800
Sitework			357,000
Parking Lot/Circulation	90,000	sf	
Walkways on Campus	12,000	sf	
Utilities	1	ls	
Play Courts	60,000	sf	
Play Fields (4 acres)	175,000	sf	
Landscaping	20,000	sf	
Total Quantity	419,125	sf	419,125
	Total Hard Costs		\$19,983,250
	Total Soft Costs		\$8,564,250
	Total Contingency		\$2,854,750
TOTAL BUDGET			31,402,250

II. MASTER BUDGET, TIMELINE, & SCHEDULE

SUMMARY BUDGET:

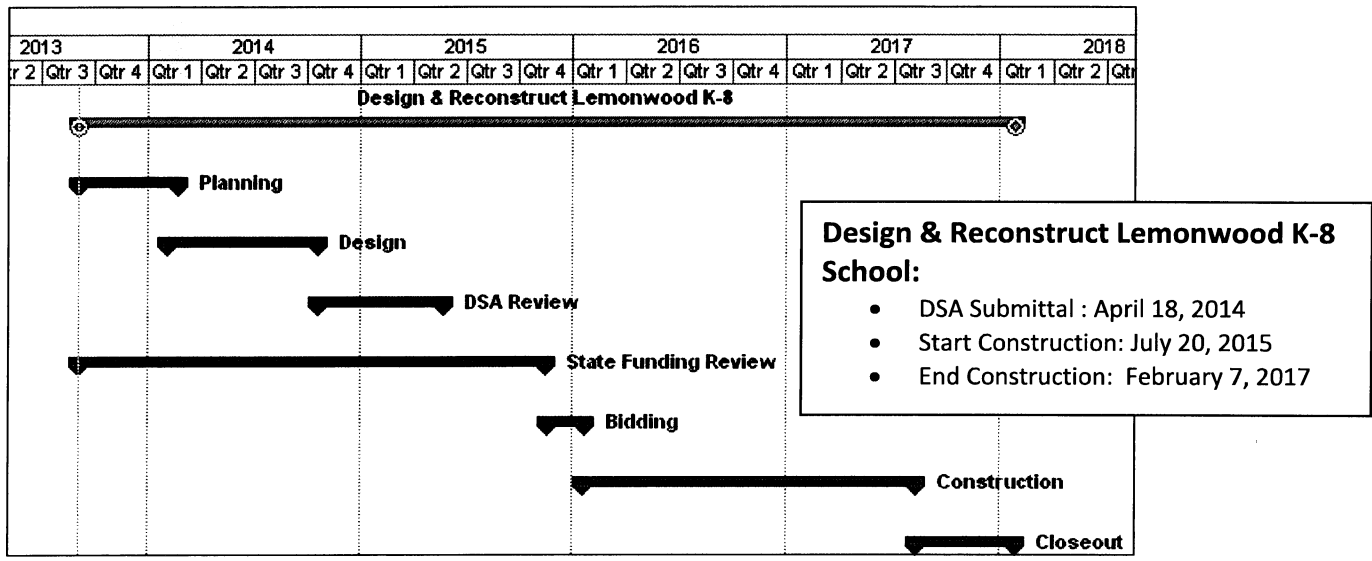
The budget below is all inclusive of both construction costs, and soft costs to implement the project including design fees, contractor’s fee, consulting services, testing & inspection services, agency approval fees, etc.

Lemonwood School K-8

Project	Year	Budget
Design & Reconstruct Lemonwood K-8	2014/16	
Demolition		\$1,155,000
Sitework		\$8,209,143
Classrooms		\$9,888,686
Kindergarten		\$2,035,314
6th-8th Science & Electives		\$1,463,000
Special Education		\$880,079
Administration		\$1,776,421
Media Center		\$975,857
Multi-Purpose Room		\$2,504,464
Physical Education		\$314,286
Food Service		\$990,000
Restrooms		<u>\$1,210,000</u>
		\$31,402,250
Est. Total		\$31,402,250

SUMMARY TIMELINE & SCHEDULE:

The construction schedule and academic schedule may require that both new and old portions of the campus be in operation simultaneously. Confirming that existing site utilities have adequate capacity for this simultaneous use will be a critical component of achieving a successful project. Design teams are encouraged to engage Civil Engineering consultants early on in the process in this regard. The schedule chart below is based on the District’s fiscal year calendar, in which Q1 of FY2014 effectively begins July 1, 2013, and Q4 of FY2014 effectively ends June 30, 2014.



III. METHOD OF SELECTION

BACKGROUND:

In 2012, Oxnard School District issued a Request for Qualifications for architectural services for the Measure R construction projects. In October of 2012, three firms were selected and approved by the District's Board of Trustees. All three firms have been prequalified. Each construction project that is funded by Measure R will be assigned an architect from the pool. The approved Architectural Selection Process is prescriptive in nature to ensure that each individual proposal is evaluated to a common standard and approval criteria.

RE-USE OF PLANS:

In order to maximize cost efficiency, and minimize required duration for both design and construction phases, the District is requesting a 'Re-Use of Plans' effort for this project. The proposing architectural firms should carefully review the content of this selection package, specifically the approved Educational Specifications and Project Budgets enclosed, and select at least (2) best-fit options for re-use of plans that have been previously approved by DSA, successfully constructed within the last 5 years, and have detailed construction cost documentation available. Minimizing re-design efforts required for code compliance, and other regulatory requirements is a critical aspect of this effort, so projects that have been designed & constructed under current building codes should be prioritized where possible.

Architectural firms may select specific components from a variety of approved projects, however such proposals must include a general design showing how the various elements connect to create a cohesive campus concept for the Lemonwood site. In all cases, design teams should carefully review requests for information (RFI's), submittals, agency review comments, and any other issues that created delays or added cost to the original project, to ensure that the appropriate solutions are pro-actively incorporated into the new Lemonwood elementary school design. The proposals should include a brief "lessons learned" narrative from the construction issues that arose when the design was previously built.

ASSIGNMENT PROCESS:

Each prequalified firm can elect, or decline, to participate in the assignment process for Project 3. Any decision will not affect future opportunities. Firms should carefully review the detailed information and submittal requirements contained within this package. Teams that wish to visit the project site to make further observations should contact Jeff Threet, Sr. Program Manager, at (510) 596-8170 to request a site visit. CFW will organize a single tour of the Lemonwood site for all interested teams. Please do not visit any school site without coordinating with CFW.

Once the proposal deadline has passed, CFW will begin arranging interviews with all participating firms. All participating firms will be interviewed. The design firms should include staff assigned to the project in the interview process. The interview results will be considered along with the proposed "re-use" design, estimated fee amounts, estimated cost of construction, quality of staff, level of understanding of the project parameters, and creativity of the proposed approach to meet educational specifications without sacrificing the quality of the finished product. Site visits to referenced projects may be conducted.

SCHEDULE

The following is a projection of tentative milestone dates for selection:

- Project 3 selection package sent to prequalified firms: April 5
- Participating teams notify CFW of their intent to provide a proposal: April 9
- Participating teams submit final proposals: April 29, no later than 4:00pm
- Project Review Committee to interview each design team, including attendance at Architect designated site tours of completed campuses proposed for “re-use”: May 2-3
- Conduct site visits: May 7-9
- Final selection to be announced to winning firm: May 10
- Executed Contract returned: May 14
- Board action on recommendations: May 15 (Regular Board meeting)
- Notice of Award issued and commencement of architectural services: May 20

SUBMITTAL FORMAT & REQUIREMENTS

Proposals should be formatted to effectively address the following issues in as much detail as necessary to fulfill each request. Each proposal should have a cover letter briefly discussing the proposed “re-use” project, and the firm’s unique qualifications to pursue the Lemonwood project. In addition, the proposal should include, but not be limited to the following items:

1. Brief summary of similar projects completed by your firm within the last five years that closely match the proposed Project 3 program as referenced in the Project Description.
2. Detailed summary of 2-3 proposed “re-use” projects, indicating whether an entire project, or a combination of several projects are best-suited to be “re-used” for Project 3. Project summaries should include:
 - a. Detailed construction cost & schedule information relating to each of the projects identified in item 2 above.
 - b. Narrative of “lessons learned” from each of the proposed projects identified in item 2 above. Narrative should include commentary of RFIs, agency comments, inspection requirements, or other challenges that had to be overcome to produce a successful project.
 - c. Design firms must schedule a site visit with program manager and District to review a completed site(s) as identified in item 2 above.
 - d. Design firms should be prepared to present & review complete DSA approved plan sets for projects identified in item #2 above.

- e. Discuss the complexities of “re-use” and how your firm intends to integrate lessons learned from the original construction to enhance the quality of the proposed design.
3. Discuss the challenges of designing a new campus on an existing site, with construction creating a minimal impact on the existing operational school facilities
4. Discuss ways in which the “re-use” strategy can help to meet or accelerate the proposed timelines of the proposed project.
5. Discuss the firm's experience with the District's preferred delivery method of using a Lease-leaseback contractor, in comparison with other delivery methods within the firm's experience.
6. Discuss the role of the assigned personnel, the benefits they bring to the project, and their assigned level of participation on the project. Please be specific.
7. Provide brief summary of community oriented design approach, and proposed strategies to reflect the unique character and culture of the surrounding community in the creative design process. Photos and commentary from design team neighborhood visits are encouraged.

Limit response to no more than 10 double-sided 8 ½ x 11 pages, and (12) 11 x 17 drawings to illustrate the “re-use” proposals for Project 3 (maximum of 4 pages of drawings per proposed “re-use” project site). Submit in .pdf format via email to Jeff Threet at jeff.threet@cfwinc.com by no later than 4:00pm PDT, Monday April 29, 2013.

The Project is Amended As Follows:

Background

The proposed "re-use" design contains component buildings from three separate sites, including a 2-story classroom building from the Alta California site in Panorama City, a multi-purpose room/gymnasium ("MPR/Gym") from Torch Middle School in the City of Industry, and an administration building from Orchard Hills K8 School in Irvine, CA. When the three separate buildings are compiled into a single site, the overall proposal contains superfluous spaces which have been acknowledged by MVEI to be in excess of the educational specifications clearly communicated in the original selection package. It is the mutual understanding of the District and MVEI that all re-design requirements to bring the proposed re-use project into compliance with the approved educational specifications, and all costs associated with phasing required to construct the project while coordinating with the existing school site, are the sole responsibility of MVEI and all related design services required to accomplish this scope of work are hereby included in the Basic Services Fee established by this Agreement.

Summary of Amendment

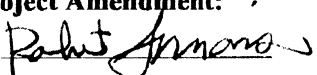
Pursuant to this mutual understanding, the Project is hereby amended as follows:

1. **Education Specifications Amendment** – The Education Specifications shall be amended to replace the Multi-Purpose Room with the proposed Torch Middle School hybrid Multi-Purpose Room/Gymnasium building proposed by MVEI. Amended Educational Specifications shall include at minimum all necessary MPR support spaces as indicated in the original specifications including multi-purpose room, chair/table storage, control room, music platform, and instrument storage, as well as additional spaces to accommodate the proposed gymnasium square footage and support areas required for a functional MPR/Gym.
2. **MPR/Gym** – Proposed MPR/Gym facility design shall be revised in accordance with District direction for pick-up/waiting area, lunch shelter orientation, P.E. changing facilities, and other support spaces and programming requirements in accordance with the Educational Specifications
3. **Administration Building** – Proposed admin building shall be revised including removal of redundant library, and other changes required for compliance with Educational Specifications.
4. **Classroom Building** – Proposed 2-story classroom building shall be revised to eliminate redundant library, and provide required classroom spaces per Educational Specifications including science labs, flex labs, SDC classrooms, and associated support spaces.
5. **Site Adaption, District Requests, and District Standards** – Proposed re-use project shall be revised as necessary to accommodate all necessary site adaption changes, including site utility coordination, coordination with existing conditions including phasing and interim housing planning and design, and other necessary revisions to achieve an DSA approved design acceptable to the District. In addition to site adaption, Architect shall meet all the current and pending District Standards, and District requested changes shall be accommodated through completion of Schematic Design Phase at no additional cost to the District.
6. **Architectural Theme** – Proposed re-use project shall be revised to ensure that all proposed buildings reflect a consistent and cohesive architectural theme including colors, textures, fenestration, and facades consistent with the character of the Lemonwood community. The Architect shall submit proposed architectural theme including complete exterior elevations as part of the Schematic Design Submittal, which requires District approval of the architectural theme prior to commencement of Design Development Phase.

Amended Budget

As mutually agreed to by District and MVEI, the Project amendment as described above shall be constructed within the original stated Project Budget of \$31,402,250.00, with Construction Budget increased to \$22,000,000.00 to accommodate additional square footage and gymnasium facilities.

Acceptance of Project Amendment:

Accepted by MVEI 

Accepted by District 

The Project is Amended As Follows:

Background

The proposed “re-use” design contains component buildings from three separate sites, including a 2-story classroom building from the Alta California site in Panorama City, a multi-purpose room/gymnasium (“MPR/Gym”) from Torch Middle School in the City of Industry, and an administration building from Orchard Hills K8 School in Irvine, CA. When the three separate buildings are compiled into a single site, the overall proposal contains superfluous spaces which have been acknowledged by MVEI to be in excess of the educational specifications clearly communicated in the original selection package. It is the mutual understanding of the District and MVEI that all re-design requirements to bring the proposed re-use project into compliance with the approved educational specifications, and all costs associated with phasing required to construct the project while coordinating with the existing school site, are the sole responsibility of MVEI and all related design services required to accomplish this scope of work are hereby included in the Basic Services Fee established by this Agreement.

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Acceptance of Project Amendment:

Accepted by MVEI  Accepted by District _____

EXHIBIT "B"

BASIC SERVICES AND DESCRIPTION OF SUBMITTALS

A. GENERAL REQUIREMENTS

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Services:

- (1) Determine which governmental agencies have jurisdiction over the Project or any portion thereof and document same in writing to the District; coordinate with and implement the requirements of such agencies, e.g., California Department of Education ("CDE"), Office of Public School Construction (OPSC), Division of the State Architect (DSA), State Fire Marshal, *et cetera*.
- (2) Review subsoil data, chemical, mechanical and other data logs of borings, etc., furnished to Architect pursuant to this Agreement and advise the District whether such data are sufficient for purposes of design, or whether additional data are necessary.
- (3) Utilize District provided title report for Project site to determine scope and extent of any easements or other site limitations.
- (4) Be responsible for the coordination of the design and the layout of the technology backbone system with the District's technology consultant. The coordination effort shall include location and routing of raceways, conduits, and outlets and required spaces to accommodate electrical, data and communication wiring.
- (5) Provide services required to obtain local agencies approval for off-site work including review by governmental agencies having jurisdiction over the Project.
- (6) Develop a grading and drainage plan and a site plan from architectural information showing a final development of the site, this drawing will also include a horizontal and vertical control plan and a utility infrastructure plan. The services described in this Subparagraph shall be provided by a professional civil engineer who is to subcontract with the Architect.
- (7) Architect to document the location of existing utility lines, telephone, water and sewage, etc., within the limits of all on-site and off-site work. This information shall be provided by the District. Architect shall verify the capacity of all existing project utilities.
- (8) Chair, conduct and take minutes of coordination meetings, held as reasonably necessary during each design phase with its consultants. Invite the District and the District's consultants to participate in these meetings. Keep a separate log to document design/coordination comments generated in these meetings. The form of Comment Tracking Document to be used by Architect should be coordinated with the Contractor.

- (9) Maintain a log of all meetings, site visits or discussions held in conjunction with the work of this Project (with documentation of major discussion points, observations, decisions, questions or comments) and furnish to the District for inclusion in the overall Project documentation.
- (10) Utilize the standardized filing system as currently utilized by Architect.
- (11) Provide interior design and other similar services required for or in connection with color coordination including furnishing, including the provision of a standard color board to assist in consultation with the District regarding such color coordination. Coordinate the placement of furniture, and equipment layout and consult with District to ensure proper placement of required furniture and equipment. The District shall procure furnishing and moveable equipment.
- (12) Prepare necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, the CDE, the State Fire Marshall and all other agencies exercising jurisdiction over the Project. Prepare and submit any required applications, notices or certificates to public agencies as required by law. Provide copies of all such documents to the District.
- (13) Prepare all documentation performed pursuant to this Agreement with the assistance of technology that is currently utilized by Architect. Deliver to the District, on request, the tape and/or his disc format and the name of the supplier of the software/hardware necessary to use the design file. Architect and District shall each sign a "hard" copy of reproducible documents that depict this information at the time provided to the District.

B. ESTIMATES AND COSTS GENERALLY

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Services:

- (1) The Architect shall review Construction Cost and Project Budget estimates at each phase of the Services. If such estimates are in excess of the Construction Budget and Project Budget, the Architect, in consultation with the District and without additional cost to the District, shall revise the type, quantity or quality of construction to come within the budgeted limits. The District, in its sole discretion, may, but in no event shall be required to, increase the Construction Budget for the Project.
- (2) The Architect shall at all times include in each estimate of Construction Cost a contingency for Change Orders, in such amount as agreed by the District.
- (3) The Architect shall at all times notify the District if adjustments to previous estimates of the Construction Cost will be necessary due to market fluctuations or approved changes in scope or requirements.

- (4) The Architect shall ensure that all plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructable and otherwise comply with provisions of this Agreement, law and District standards and policies, regardless of any revisions necessary to keep construction costs within the Construction Budget.

C. PROJECT INITIATION PHASE

Within ten days after receipt from the District of the notice to proceed with the Services, the Architect shall complete all of the following:

- (1) Meet with the District and its representatives to prepare a detailed task analysis and work plan for documentation in a computer generated project schedule. The District will produce the final scheduling format based on data furnished by Architect.

This task analysis and work plan will identify specific tasks including, but not limited to: interviews, data collection, required District filing standards, analysis, report preparation, planning, Architectural programming, concepts and schematic design preparation and estimating that are part of the work of the Project. Also identified will be milestone activities or dates, specific task responsibilities, required times for completion and additional definition of deliverables.

- (2) Review the developed work plan with the District and its representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.
- (3) Participate in a general Project kick-off meeting to include the Architect's Consultants, and District staff.
 - (i) The Project kick-off meeting will introduce key team members from the District and the Architect to each other defining roles and responsibilities relative to the Project.
 - (ii) Identify and review pertinent information and/or documentation necessary from the District for the completion of the Project.
 - (iii) Review and explain the overall Project goals, general approach, tasks, work plan and procedures and deliverable products of the Project.
 - (iv) Review and explain the task analysis and Project work plan for all parties present; determine any adjustments or fine tuning that needs to be made to the work plan.
 - (v) Review documentation of the project kick-off meeting prepared by the District and/or its representatives and comment prior to distribution.

D. DEVELOPMENT OF ARCHITECTURAL PROGRAM

Upon receipt from the District of the notice to proceed with the Services, the Architect shall perform pre-design investigations to establish appropriate guidelines around which and within which the Project is to be designed; identify design issues relating to functional need, directives and constraints imposed by applicable law and regulatory requirements; and complete design checklist as provided by the District; and take all other necessary actions in accordance with the following:

- (1) Coordinate with the District's Educational Specifications to identify critical issues affecting Project completion and certification; significant site considerations; applicable planning and zoning requirements; applicable code requirements; applicable fire and life safety requirements; sanitary and storm sewer service requirements; electrical power service and requirements; heating, ventilating and air conditioning requirements; natural gas availability and requirements; domestic and fire water service requirements; and incorporation of mitigation measures, if any, from the final environmental impact report and/or mitigation negative declaration adopted by the District for the Project. With respect to environmental mitigation measures, the District shall cooperate with Architect to ensure that Architect has access to those mitigation measures adopted by the District for the Project.
- (2) Hold initial community information/PTA meeting at a location designated by the District, if requested by the District.
- (3) Conduct architectural program meeting with the District selected Project participants.
- (4) The Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project or increase the efficiency and/or functionality of the Project.
- (5) Develop an estimate of probable Construction Cost for the Project and reconcile the estimate with the Construction Manager and the Contractor; estimates are to be based on the developed functional Architectural programs as approved by the District.
- (6) Estimates prepared by Architect:
 - (i) All costs are to be based on current bid prices, with escalation rate and duration clearly identified as a separate line item; rate of cost escalation and projected bid and construction dates are to be as approved by the District and the Program Manager.
 - (ii) Contingencies for design, bidding or construction, if included in the estimate, are to be included as individual line items, with the percentage and base of calculation clearly identified.
 - (iii) All Construction Cost estimates developed per the above should additionally be presented in a building systems format (e.g., foundations, substructure, structural system, exterior wall enclosure, window systems, etc.) for new buildings, and summarized by the Construction Specification Institute (CSI) category for buildings being modernized.

- (iv) One week prior to submittal of documents, Architect's proposed cost format must be submitted to the District for review and approval.
- (v) Architect shall submit a unit cost breakdown for three types of new building cost models ranging from a low end per square foot cost for the District's consideration, to high end per square foot cost. The unit cost shall not include the site work, the Contractor's overhead and profit, and general conditions (Include separate columns for additional upgrades / condition assessment scope and possible condition assessment reduction credits). In addition, Architect shall provide a cost estimate for a permanent modular if appropriate/applicable.
- (vi) Mechanical, electrical, civil, landscaping and estimating Architect's Consultants shall participate in the progress meeting as appropriate and shall provide input and feedback into the development of the cost estimate.

E. SCHEMATIC DESIGN PHASE

Upon written authorization from the District to proceed with the Schematic Design Phase, the Architect shall prepare for the District's review a Schematic Design Study and take other necessary actions in accordance with the following:

- (1) Architectural:
 - (i) Scaled floor plans showing overall dimensions, identifying the various major areas and their relationship.

Include all net usable floor areas and a summary of gross floor area. Also, provide typical layouts of major equipment or operational layout.
 - (ii) Preliminary building exterior elevations and sections in sufficient detail to demonstrate design concept indicating location and size of fenestration.
 - (iii) Identify proposed roof system, deck, insulation system and drainage technique.
 - (iv) Site plan with building located and minimum one (1) foot contour grade intervals. All major site development, such as paving, utilities and outside facilities shall be shown, including property lines, adjacent existing structures, walls and fences fifty (50) feet beyond the property line. The District shall provide a site survey to Architect for purposes of completing the task outlined within this paragraph.
- (2) Civil:
 - (i) Development of on and off site utility systems such as sewer, water, storm drain, firewater lines and fire hydrants.

(ii) Identify surface improvements including roadways, parking (with assumed wheel weights) preliminary finish grades and drainage.

(iii) Coordinate finish floor elevations with architectural site plan.

(3) Landscaping:

Development and coordination of landscape design concepts entailing analysis of existing conditions, proposed components and how the occupants will use the facility. Include location and description of planting, ground improvements and visual barriers.

(4) Specifications:

Outline specifications of proposed architectural, structural, mechanical and electrical materials, system and equipment and their criteria and quality standards. Architect is to use District's standardized equipment/material list for new construction and modernization in development of the Project design and specifications.

(5) Estimates:

(i) Schematic Estimates: This estimate consists of unit cost applied to the major items and quantities of work. The unit cost shall reflect the complete direct current cost of work. Complete cost meaning labor, material, waste allowance, sales tax and Contractor's and subcontractor's mark-up.

General conditions shall be applied separately. This estimate shall be prepared by specification section and summarized by the Construction Specification Institute (CSI) category.

(ii) The estimate shall separate the Project's building cost from site and utilities cost. Architect shall submit to the District the cost estimating format for prior review and approval.

(iii) Escalation: all estimates shall be priced out at current market conditions. The estimates shall incorporate all adjustments as appropriate, relating to mid-point construction, contingency, and cost index (i.e. Lee Saylor Index).

(6) Meetings:

(i) The District and the Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of services of the Architects.

(ii) During the Schematic Design Phase it is anticipated that the Architect will attend 2-3 design meetings; Structural, Electrical, Mechanical and Plumbing Engineer, and Civil and Landscape engineers will attend design meeting.

(7) Presentation:

Architect shall present and review with the District the detailed Schematic Design.

The schematic design studies shall be revised within the program parameters until a final concept has been accepted and approved by the District at no additional cost to the District.

F. DESIGN DEVELOPMENT PHASE

Upon written authorization by the District to proceed with the Design Development Phase, Architect shall prepare Design Development Phase documents based on Schematic Design Phase documents approved by the District and take other necessary actions in accordance with the following:

(1) Architectural:

- (i) Scaled, dimensioned floor plans with final room locations including all openings.
- (ii) 1/8" scale building sections showing dimensional relationships, materials and component relationships.
- (iii) Identification and coordination of all furniture, fixtures, and equipment required for a complete Project.
- (iv) Site plan completely drawn with beginning notes and dimensions including grading and paving.
- (v) Preliminary development of details and large scale blow-ups.
- (vi) Legend showing all symbols used on drawings.
- (vii) Floor plans identifying all fixed and major movable equipment and furniture.
- (viii) Outline specification and schematic for architectural, structural, mechanical, electrical, civil and landscape manuals, systems and equipment.
- (ix) Typical reflected ceiling development including ceiling grid and heights for each ceiling to be used, showing:
 - (a) Light fixtures
 - (b) Ceiling registers or diffusers
 - (c) Access Panels

- (x) A tabulation of both the net and gross assignable floor areas, and a comparison to the initial program area requirements.
 - (xi) Building design shall conform to all adopted energy regulations.
 - (xii) Identify minimum finish requirements, including ceiling, floors, walls, doors, windows, and types of hardware.
 - (xiii) Identify code requirements; include occupancy classification(s) and type of construction.
- (2) Structural:
- (i) Structural drawing with all major members located and sized.
 - (ii) Layout structural systems with dimensions and floor elevations. Identify structural systems (pre-cast, structural steel with composite deck, structural steel bar joists, etc.); with preliminary sizing identified. Establish final building and floor elevations.
 - (iii) Preliminary specifications.
 - (iv) Identify foundation systems and requirements (fill requirements, piles, caissons, spread footings, etc.); with preliminary sizing identified, and associated soil pressure, water table and seismic center. Architect shall design the foundation of the Project in accordance with recommendations of the District's soil engineer as provided by the District. Architect must notify the District in time to prepare this soil report for Architect's use.
- (3) Mechanical:
- (i) Heating and cooling load calculations as required and major duct or pipe runs sized to interface with structural. Calculate block heating, ventilation and cooling loads including skin versus internal loading.
 - (ii) Select a minimum of two (2) HVAC systems that appear compatible with loading conditions for subsequent life cycle costing.
 - (iii) Show selected system on drawings as follows:
 - (a) Single line drawing(s) of all mechanical equipment spaces, ductwork and pipe chases
 - (b) Location and preliminary sizing of all major equipment and duct work in allocated spaces
 - (c) Schematic piping

- (d) Temperature control zoning.
- (ii) Major mechanical equipment should be scheduled indicating size and capacity.
- (iii) Ductwork and piping should be substantially located and sized.
- (iv) Devices in ceiling should be located.
- (v) Legend showing all symbols used on drawings.
- (vi) More developed outline specifications indicating quality level and manufacture.

(4) Electrical:

- (i) Calculate overall approximate electrical loads.
- (iii) Identify proposed electrical system for service, power, lighting, low voltage and communication loads.
- (iv) Show system(s) selected on drawings as follows:
 - (a) Single line drawing(s) showing major distribution system.
 - (b) Location and preliminary sizing of all major electrical systems and components including:
 - (1) Load centers
 - (2) Main panels
 - (3) Switch gear
- (v) Identify and define the scope of the technology backbone system.
- (vi) All lighting fixtures should be located and scheduled showing all types and quantities of fixtures to be used, including proposed lighting levels for each usable space(s).
- (vii) All major electrical equipment should be scheduled indicating size and capacity.
- (viii) Complete electrical distribution including a one line diagram indicating final location of switchboards, communications, controls; (high and low voltage) motor control centers, panels, transformers and emergency generators, if required.
- (ix) Legend showing all symbols used on drawings.
- (x) More developed outline specifications indicating quality level and manufacture.

- (xi) Identify and coordinate the Project with the District's IT systems and infrastructure.
- (5) Civil:
 - (i) Further refinement of schematic design drawings of on and off site utility systems for sewer, water, storm drain and fire water. Includes pipe sizes, materials, invert elevation location and description of manholes, clean outs, hookups, bedding and installation details.
 - (ii) Further refinement of schematic design drawings of roadways, parking and storm drainage improvements; including but not limited to: details and large scale drawings of curb and gutter, manhole, thrust blocks, paved parking and roadway sections.

- (6) Landscape:
 - (i) Further refinement of schematic design concepts, includes coordination of hardscape, landscape planting, ground cover and irrigation main distribution lines.

- (7) District to provide the general conditions and the supplementary conditions for the contract with the Contractor.

- (8) Estimate:

Design Development Estimate: This estimate of the Construction Cost shall be prepared by specification section, summarized by CSI category. The estimate shall include individual item unit costs of materials, labor and equipment. Sales tax, contractor's mark-ups, LLBC fee, and general conditions shall be listed separately.

- (9) Meetings:

The District and the Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of Services of the Architects unless such revision or reconsideration is required by Section 4.2.16.1 of the Agreement.

During the Design Development Phase it is anticipated that the Architect will attend (2) design meetings, Structural, Electrical, Mechanical and Plumbing Engineer, and Civil and Landscape engineer will attend (1) design meeting.

- (10) Presentation:

Architect and applicable Architect Consultants shall present and review with the District the detailed design development drawings and concepts.

The design development design studies shall be revised within the program parameters until a final concept has been accepted and approved by the District at no additional cost to the District.

- (11) The Architect shall submit the Construction Documents to the District for review by facilities, maintenance and operations, and other staff of the District, and Architect shall respond to, and shall revise the Construction Documents as necessary in response to, any comments, suggestions and/or updates provided through such review.

G. CONSTRUCTION DOCUMENTS PHASE

Upon written authorization from the District to proceed with the Construction Documents Phase, Architect shall prepare Construction Documents based on the Design Development Phase Documents approved by the District and take other necessary actions in accordance with the following:

- (1) Prepare Construction Documents in compliance with the appropriate applicable building codes, ordinances and other regulatory authorities.
- (2) Construction Documents ("C/D") 50% stage:
 - (i) Architectural:
 - (a) Site plan developed to show building location, all topographical elements and existing/proposed contour lines.
 - (b) Elevations, (exterior and interior) sections and floor plans corrected to reflect design development review comments.
 - (c) Architectural details and large blow-ups started.
 - (d) Well developed finish, door, and hardware schedules.
 - (e) Site utility plans started.
 - (f) Fixed equipment details and identification started.
 - (g) Reflected ceiling plans coordinated with floor plans and mechanical and electrical systems.
 - (ii) Structural:
 - (a) Structural floor plans and sections with detailing well advanced.
 - (b) Structural footing and foundation plans, floor and roof framing plans with detailing well advanced.

- (c) Completed cover sheet with general notes, symbols and legends.
- (iii) Mechanical:
 - (a) Mechanical calculations virtually completed with all piping and ductwork sized.
 - (b) Large scale mechanical details should be started.
 - (c) Mechanical schedule for equipment substantially developed.
- (iv) Electrical:
 - (a) Lighting, power, signal and communication plans should show all switching and controls. Fixture schedule and lighting details development should be started.
 - (b) Distribution information on all power consuming equipment; lighting and device branch wiring development should be well started.
 - (c) All electrical equipment schedules should be started.
 - (d) Special system components should be approximately located on plans.
 - (e) Completely develop the layout of the technology backbone system, including equipment room layouts, raceway and conduit routing and outlet locations.
- (v) Civil:

All site plans, site utilities, parking and roadway systems updated to reflect update revisions from Design Development Phase.
- (vi) Landscape:

All landscape, hardscape and irrigation plans updated to reflect update revisions from Design Development Phase.
- (vii) Estimate:

Update and refine the estimate of the Construction Cost prepared during the Design Development Phase. Also provide an estimate sorted by District's bid packages.
- (viii) Specifications:

- (a) Virtually complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

Where articles, materials and equipment are identified by brand names, at least two names shall be used, and such names shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400.

Specifications shall not contain restrictions that will limit competitive bids other than those required for maintenance convenience by the District.

At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District.

- (b) Coordination of the development of specifications by other disciplines.
- (c) Specification shall be in CSI format.

(3) Construction Documents 90%/DSA Submittal Stage:

(i) Architectural:

- (a) Virtually complete site plan.
- (b) Virtually complete floor plan, elevations and sections.
- (c) Architectural details and large blow-ups near completion.
- (d) Finish door, and hardware schedules virtually complete, including most details.
- (e) Site utility plan virtually complete.
- (f) Fixed equipment details and identification virtually complete.
- (g) Reflected ceiling plan virtually complete.
- (h) Provide Finish Schedule (with the exceptions of colors) identifying type of material and textures on walls, floors, doors, etc. Architect to recommend color selection for approval by the District.
- (i) All equipment catalog cuts.

(ii) Structural:
Completed structural floor plans and sections with detailing well advanced.

(iii) Mechanical:
(a) Mechanical load calculations complete and all piping and ductwork sized.
(b) Large scale mechanical details should be substantially complete.
(c) Mechanical schedule for equipment substantially complete.

(iv) Electrical:
(a) Lighting, power, signal and communication plan(s) should reflect all switching and controls. Fixture schedule(s) should be virtually complete.
(b) Distribution information on all power consuming equipment; lighting and device branch wiring should be virtually complete.
(c) All electrical equipment schedules should be virtually complete.
(d) Special system components should be located on plans.

(v) Civil:
All site plans, site utilities, parking and roadway systems updated to reflect update revisions from 50% C/D's.

(vi) Landscape:
All landscape, hardscape and irrigation plans updated to reflect update revisions from 50% C/D's and completed.

(4) Construction Documents - Substantial Completion Stage:

(i) Architectural:
(a) Completed site plan.
(b) Completed floor plans, elevations and sections.
(c) Architectural details and large blow-ups completed.

- (d) Finish, door and hardware schedules completed, including all details.
 - (e) Site utility plans completed.
 - (f) Fixed equipment details and identification completed.
 - (g) Reflected ceiling plans completed.
- (ii) Structural:
- (a) Structural floor plans and sections with detailing completed.
 - (b) Structural calculations completed.
- (iii) Mechanical:
- (a) Large scale mechanical details complete.
 - (b) Mechanical schedules for equipment completed.
 - (c) Completed electrical schematic for environmental cooling and exhaust equipment.
 - (d) Complete energy conservation calculations and report.
- (iv) Electrical:
- (a) Lighting and power plan should show all switching and controls. Fixture schedule and lighting details should be completed.
 - (b) Distribution information on all power consuming equipment, including lighting, power, signal and communication device(s) branch wiring completed.
 - (c) All electrical equipment schedules completed.
 - (d) Special system components plans completed.
 - (e) Electrical load calculations completed.
- (v) Civil:
- All site plans, site utilities, parking and roadway systems completed.
- (vi) Estimate:
- Update and refine the estimate of the Construction Cost prepared during the 50% Construction Document Phase.

(vii) Specifications:

- (a) Complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

Where articles, materials and equipment are identified by brand names, they shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400.

Specifications shall not contain restrictions that will limit competitive bids other than those necessary for District maintenance requirements.

At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District. Architect shall coordinate with District to incorporate any changes by the District, or the District's Construction Manager, made during District review of specifications.

- (b) Coordination of the development of specifications by other disciplines.
- (c) Specifications shall be in CSI format.

(5) Construction Documents Final DSA Approval Stage:

- (i) The construction document final stage shall be for the purpose of the Architect incorporating all governmental agencies' comments into the drawings, specifications, and estimate. All corrections made by the Architect during this stage should be at no additional cost to the District, except for changes by District from Design Development Phase or changes that are required by Section 4.2.16.1 of the Agreement.
- (ii) The Construction Documents delivered to the District upon completion by Architect shall include, but not limited to, the following:
- (a) Drawings: Original of all drawings on CADD or plotted bond with Architect's and/or Architect Consultants' State license stamp(s).
- (b) Specifications: Original computer generated technical specifications on reproducible masters in CSI format.
- (c) Update and refine the Architect Consultant's completed Construction Documents.

(6) Construction Documents Final Back-Check Stage:

- (i) Make corrections as required, to reflect governmental agencies' final back-check comments into the drawings, specifications and estimate. All such corrections will be made at no cost to the District.
 - (ii) Upon written approval by the District that the documents are complete, Architect shall provide to the District completed drawings printed to scale and a complete set of specifications on reproducible masters. Reproduction of the Construction Documents for distribution to bidders will be provided by the District.
- (7) Construction Documents:
- (i) The Architect shall prepare and submit to the District for written approval the Construction Documents for the Project. The Architect shall conform for use in the Construction Documents the form(s) of such documents as are provided by the District, e.g., form of agreement, general conditions, *et cetera*.
 - (ii) To the extent required, the Architect shall submit the Construction Documents to DSA for plan check, and make all revisions and corrections as necessary to secure DSA approval of the Construction Documents. Upon receipt of DSA approval of the Construction Documents, the Architect shall provide to the District a final estimate of Construction Cost for the Project.
 - (iii). Unless the District informs Architect that District will be responsible for preparing bid documents, the Architect shall prepare all bid documents during the Construction Documents Phase of the Project, and forward them to the District for written approval not less than three weeks prior to the anticipated first advertisement date for bids as established by the District.
- (8) Meetings:
- (i) During the Construction Document Phase it is anticipated that the Architect will attend (2) design meetings; the structural, electrical, mechanical, plumbing engineer will attend the civil and landscape engineer will attend (1) meeting
 - (ii) Such meetings shall not exceed one (1) day in duration and will normally be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsiderations of such decisions affecting program, master plan, schematic design and design development shall constitute a change in the Services of the Architect unless such revision or reconsideration is required by Section 4.2.16.1 of the Agreement.

H. BIDDING PHASE

Upon written authorization from the District to proceed with the Bidding Phase, except to the extent the responsibility for any of the following is assumed by the District or a District consultant, or the bid

documents or other contracts applicable to the Project make any of the following the responsibility of some other party, Architect shall take all necessary actions in accordance with the following:

- (1) The development of the bidding procedure and the general condition of the construction contract shall be the joint responsibility of the District and the Architect, and the Contractor.
- (2) Following written approval of the Construction Documents and written acceptance by the District of Architect's final estimate of Construction Cost, the Architect shall cooperate with the District and/or its Program Manager or Contractor in the reproduction of the Construction Documents and the distribution of the Construction Documents to contractors interested in bidding on the Project. All sets of Construction Documents requested by the District for bidding purposes shall be reproduced at District's expense.
- (3) All questions concerning the intent or interpretation of the bidding and Construction Documents shall be referred to the District for screening and subsequent processing through Architect and/or the Construction Manager.
- (4) In the event any matter is identified that requires interpretation of the drawings or specifications, the Architect shall analyze the matter for decision by the District as to substantive and procedural requirements and, as necessary for corrections or clarifications, prepare one or more addenda for issuance by the District.
- (5) The Architect shall assist the District in evaluating all bids and contract proposals, evaluating substitutions proposed by bidders, and awarding the bids. The Architect shall review the qualifications of all bidders and make recommendations to the District as to whether, in the Architect's professional opinion, bidders are qualified and meet minimum requirements for performance of the work.

I. CONSTRUCTION PHASE

The Architect shall commence providing Construction Phase services upon award of the first contract for construction and until the earlier of the issuance to the District of the final Certificate for Payment or sixty (60) days after final completion of construction, including, without limitation, completion of all punch list items.

- (1) During construction, the Architect shall furnish all necessary additional drawings for supplementing, clarifying and/or correcting purposes and for change orders required. Such drawings shall be requested in writing from the Architect by the District and shall be at no additional cost unless designated as an Additional Service to the District. The original drawings and contract wording for change orders shall be submitted to the District for duplication and distribution.

- (2) The Architect will receive written notification of the award of a construction contract. Upon receiving such written notification, the Architect will proceed with the Services required by the Construction Phase of the Agreement.
- (3) Architect shall review and approve or take other appropriate action upon contractor's submittals such as: shop drawings, project data, samples and Change Orders, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Construction Documents.

The Architect's action shall be taken within fourteen (14) calendar days so as to cause no unreasonable delay, while allowing sufficient time in the Architect's professional judgment to permit adequate review.

In no case shall the review period associated with a single, particular submittal exceed fourteen (14) calendar days from the receipt by the Architect.

- (4) During the course of construction, all Requests for Clarification must be responded to in a most expeditious manner, no more than seven (7) days, so as not to impact and delay the construction progress.
- (5) Drawings or change orders required due to actions of the District which are beyond the scope of the Architect's responsibilities, shall be considered Additional Services.
- (6) Architect shall visit the job site for on-site review of the construction of the Project. The schedule of these visits shall be coordinated and approved in advance by the District and the Construction Manager. The purpose of these visits is to resolve discrepancies in the Construction Documents and to monitor the progress of the Project.

Architect shall bring to the attention of the District, in writing to guard the District against, but does not assure against, any defects or deficiencies in the work by the Contractor which the Architect may observe.

- (7) The Architect shall visit the site at intervals appropriate to the stage of construction or as otherwise agreed by the District and Architect in writing to become familiar with the progress and quality of the work completed and to determine that the work is being performed in a manner that the work when completed will be in accordance with the Construction Documents. On the basis of on-site observations as an architect, the Architect shall keep the District informed of the progress and the quality of the work, and shall endeavor to guard the District against defects and deficiencies in the work. However, the Architect shall not be a guarantor of the Contractor's performance.
- (8) Prepare "Record Drawings": on the approved drawings original tracings to record changes made during the construction Project based upon information provided by the Contractor and changes by Change Orders. These "Record Drawings" along with three copies shall be delivered to the District at completion of the construction and shall be a condition precedent to the District's approval of the Architect's final payment. Architect may coordinate with District to identify electronic media alternatives to the satisfaction of all, or a portion of, this requirement.

- (9) The Architect shall not be responsible for, nor have control or charge of, construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Project, and shall not be responsible for Contractors' failure to carry out work in accordance with the Construction Documents. The Architect shall not be responsible for, nor have control over, the acts or omissions of the Contractors, subcontractors, any of their agents or employees, or any other persons performing any work.
- (10) Architect shall review equipment and maintenance manuals, and a complete set of warranty documents for all equipment and installed systems.
- (11) Architect shall also provide at the District's request, architectural/engineering advice to the District on start-up, break-in and debugging of facility systems and equipment; and apparent deficiencies in construction following the acceptance of the Contractor's work.

J. PROJECT CLOSE-OUT PHASE

As a condition to final payment to the Architect pursuant to this Agreement, the Architect shall complete all actions necessary for close-out of the Project in accordance with the following:

- (1) Architect shall perform all actions necessary for District to obtain final close-out approval from DSA and any other governmental agencies with jurisdiction over the Project or any portion thereof. Architect shall not be responsible for documents or actions required of inspectors, testing labs, Contractors, the District, or any other consultants retained by the District.
- (2) Architect shall provide to the District any and all documentation required pursuant to this Agreement not already provided during prior phases of the Services.
- (3) Architect shall coordinate with the District , at extra expense to be agreed upon between the District and the Architect, to prepare for the District as part of the project closeout, following completion of construction and occupation of the Project by the District, a survey reviewing how certain areas of the Project are being utilized as compared to their intended utilization. The District shall, at the Architect's request and with the Architect's assistance, identify those areas of the Project to be included in such survey.

K. MATTERS NOT WITHIN SCOPE OF SERVICES

The Architect is not responsible for providing, as part of the Services, any of the following:

- (1) Ground contamination or hazardous material analysis.
- (2) Any asbestos testing, design or abatement.
- (3) Environmental impact report.

- (4) Historical significance report.
- (5) Soils investigation.
- (6) Geotechnical hazard report.
- (7) Topographic survey.
- (8) Title report.

EXHIBIT "C"

DELIVERABLES

(1) Schematic Design Phase

Deliverables and No. of Copies:

- (a) Schematic Design Submittal Package - 6 copies
- (b) Cost estimates - 4 copies
- (c) Design Checklist - 2 copies

(2) Design Development Phase

Deliverables and No. of Copies:

- (a) Rendered perspective drawings - 6 copies
- (b) Color/Material Boards - 2 copies
- (c) Design Development drawing submittal - 4 copies
- (d) Outline Specifications - 4 copies
- (e) Cost Estimate - 4 copies
- (f) Design Checklist - 4 copies
- (g) Project scale model, for additional fee, if requested by the District.

(3) Construction Documents Phase

Deliverables and No. of Copies:

- (a) Fifty percent (50%) submittal - 4 copies

four (4) prints of the fifty percent (50%) working drawings, three (3) specifications, and three (3) cost estimates.
- (b) Ninety percent/DSA Submittal - 4 copies

four (4) prints of the ninety percent (90%)/DSA Submittal working drawings, and three (3) equipment cut sheets.

- (c) Statement of requirements for testing and inspection of service for compliance with Construction Documents and applicable codes -2

(Submit with DSA Submittal)

- (d) One hundred percent (100%)/DSA Approved submittal - 4 copies

four (4) prints of the DSA Approved one hundred percent (100%) working drawings, three (3) specifications, one (1) engineering calculation and three (3) cost estimates.

- (e) Electronic file copy of DSA Approved C/D drawings and specifications on C/D- 1 copy (in PDF and CAD format)

- (f) Design Checklist - 2 copies

- (g) A statement at each stage of C/D review indicating any authorized changes made to the program from the last submittal and the cost impact of such changes on the previously approved Construction Budget - 2 copies

If no program changes occur but shifts of costs occur between disciplines, identify for District review. (Submit with all submittals, 50, 75, 100%)

EXHIBIT "D"

INVOICE APPROVAL FORM

DATE:

Project No. 3: Lemonwood Reconstruction

Architect of Record: MVE Institutional, Inc.

MVE Institutional, Inc. ("MVEI") has submitted Invoice No. _____ for review by the District's Program Manager, Caldwell Flores Winters, Inc., and Executive Director of Facilities, Jorge Gutierrez.

By signing below, a representative of MVEI, hereby certifies that the invoice submitted is a true and accurate reflection of the work performed to date and is an accurate representation of the percent work completed for the phase identified in the invoice.

MVE Institutional, Inc.

The invoice has been reviewed by the following and is recommended for payment:

Caldwell Flores Winters, Inc.

Jorge Gutierrez
Executive Director, Oxnard School District

Lisa Franz
Director of Purchasing, Oxnard School District

CONSULTANT/VENDOR PROGRESS BILLING FORM

TO: **Caldwell Flores Winters, Inc. (CFWI)**
Program Manager for Oxnard School District
1901 Victoria Ave, Suite 106
Oxnard, CA 93035
ATTN: Tyler Middlestadt (tmiddlestadt@cfwiinc.com)

PROJECT: **PROJECT #3 - Lemonwood Reconstruction**

PROJECT TYPE: **New Construction/Reconstruction**
 DATE OF INVOICE: _____
 INVOICE #: _____
 BILLING PERIOD OF INVOICE: _____
 PERIOD COVERED: _____
 PO #: _____

SUBCONTRACTOR: **MVE Institutional, Inc.**
 PREPARED BY: _____
 EMAIL: _____
 PHONE #: _____
 FAX #: _____

BASE CONTRACT BILLING FORM									
ITEM #	COST CODE	CONTRACT	CONTRACT SCOPE	COST	% TO DATE	COST COMPLETED TO DATE	TOTAL PREVIOUS BILLINGS	% THIS PERIOD	CURRENT BILLING
1	6210	Base Contract - fee	Architectural Services	\$1,888,312.00	0%	\$0.00	0		\$0.00
2	6210-R	Base Contract - Re-imbursables	Architectural Services	\$37,966.00	0%	\$0.00	0		\$0.00
SUBTOTALS				\$1,926,278.00	\$0.00	\$0.00	\$0.00	%VALUE:	\$0.00

TOTAL EARNED ON BASE CONTRACT AND ADDITIONAL AWARDS:		\$0.00
TOTAL DUE THIS INVOICE:		\$0.00

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 (umiddlestadt@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.

EXHIBIT "E"

FINGERPRINTING REQUIREMENTS

SECTION 00510

**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

3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

By: _____

Its: _____

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

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 Amendment #006 to Agreement #13-121 with SVA Architects to provide additional Architectural Services for the Elm School Reconstruction Project (Penanhoat/Fateh/CFW)

At the October 16, 2013 regularly scheduled Board Meeting, the Board of Trustees approved Agreement #13-121 with MVE Institutional (now and going forward known as SVA Architects) to provide Architectural Services to complete the design for the Elm School Reconstruction Project (Project).

Amendment #006 and the attached proposal received from SVA Architects, Inc. is presented to the District for the additional costs associated with design revisions, and the accompanying construction administration fees.

FISCAL IMPACT:

One Hundred Three Thousand Three Hundred Seventy-Two Dollars and Zero Cents (\$103,372.00), to be paid out of Master Construct & Implementation Funds.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with CFW, that the Board of Trustees approve Amendment #006 to Agreement #13-121 with SVA Architects for the Elm Reconstruction Project for additional architectural and engineering services.

ADDITIONAL MATERIAL(S):

- Amendment #006, SVA Architects (3 Pages)
- SVA Architects, Inc. Proposal, dated August 20, 2018 (2 Pages)
- Agreement #13-121 SVA Architects (formerly known as MVE Institutional) (96 Pages)

**Amendment No. 006 to Architect
Services Agreement #13-121**

The Architect Services Agreement #13-121 (“Agreement”) entered into on October 16, 2013, by and between the Oxnard School District (“District”) and MVEI Architects, Inc. (Now known as SVA Architects, Inc.) (“Architect”), is hereby amended by the parties as set forth in this Amendment No. 006 to the Architectural Services Agreement (“Amendment”) that is incorporated herein for all purposes.

RECITALS

WHEREAS, The District retained Architect to provide architectural and design services for Project No. 5 of the District’s Facilities Implementation Plan, otherwise referred to as the Elm School Reconstruction Project (“Project”);

WHEREAS, the Architect has completed the design work for the Project and submitted the construction documents to the Division of the State Architect (“DSA”) for their review;

WHEREAS, DSA has reviewed the Project plans and has stamp-approved the construction plans;

WHEREAS, the Board of Trustees has taken certain actions to approve the construction of the New Elm School Reconstruction campus;

WHEREAS, upon consideration of the off-site sewer and street improvements, program changes to the “Teacher Center” at the Classroom, Kindergarten, and Media Center, the extension of the project schedule and all accompanying meetings, and the inclusion of fencing at the perimeter and inner-core, the District requires amending the scope of work of SVA Architects to design, engineer and coordinate the completion of the new school incorporating the additional work contemplated by the District Administration;

WHEREAS, the Board recognizes that the timing of the various components of work must all be approved by DSA;

NOW THEREFORE, for the good and valuable consideration, the Parties agree to the following amended terms to Agreement:

AMENDMENT

The Parties agree to add the following language to SECTION 3 of the Agreement:

The proposed amendment contemplates all work related to the design and engineering of the work, the preparation of a Construction Change Directive (“CCD”) and the work associated with any and all permitting, licensing, and agency approvals, including stamp-approval from DSA, and upon completion

of the construction project, all work associated with certified close-out of Project.

The Parties agree to add the following language to SECTION 4.1 of the Agreement:

The definition of Basic Services is expanded to include the deliverables and submittals set forth herein, provided for under the original Agreement between the Parties and those identified in the attached proposal hereto, where not inconsistent with the original Agreement or this Amendment. Terms used in Exhibit F shall have the same meaning as those terms are defined in the Agreement.

The Parties agree to add a new SECTION 5.2.6 to the Agreement as follows:

SECTION 5.2.6 Additional Compensation for Elm School Reconstruction Project revised Scope of Work. The Architect agrees to perform the Basic Services as described in the original Agreement, and attached proposal thereto, with respect to the Project. Architect agrees to deliver the deliverables identified in Exhibit "C" of the original Agreement for the Project. In consideration for the amended basic services and deliverables, Architect agrees to be compensated an additional flat "all-in" Basic Fee for the additional work totaling:

- A. One Hundred Three Thousand Three Hundred Seventy-Two Dollars and Zero Cents (\$103,372.00) for the adjusting of the scope of the Elm E.S. Reconstruction project and incorporating the additional scope including: Off-site sewer and street improvements design, program changes to the "Teachers Center" at the Classroom, Kindergarten, Media Center Buildings, the extension of the project completion date, and the addition of fencing around the perimeter and inner-core, along with all necessary meetings and conference calls.**

The combined sum for the additional services total:

One Hundred Three Thousand Three Hundred Seventy-Two Dollars and Zero Cents (\$103,372.00)

The Parties agree that the work identified herein constitutes all of the additional owner requested scope, changes or modifications arising out of this Agreement.

The Parties agree that all other provisions of the Architectural Services Agreement entered into and executed by the Parties on October 16, 2013 remain in full force and effect. Architect agrees that any provisions, limitations and exclusions in its proposal, are stricken for all purposes and are invalid as inconsistent with the terms and conditions of the Agreement and this Amendment.

IN WITNESS THEREOF, the Parties hereto execute this Amendment No. 006 and represented that each has authority to do so on the dates set forth below:

OXNARD SCHOOL DISTRICT:

By: _____
Lisa A. Franz, Director, Purchasing

Date

SVA ARCHITECTS, INC.:

By: _____
Robert Simons, Principal

Date

AMENDMENT NO. 6

Architect:	SVA Architects, Inc. ("Architect") 3 MacArthur Place, Suite 850 Santa Ana, CA 92707	Client:	Oxnard School District ("Client") 1051 South A Street Oxnard, CA 93030
Architect Contact:	Mel Tan, Tom Bardwell	Client Contact:	Scott Burkett, Caldwell Flores Winters, Inc. Dr. Cesar Morales, Oxnard School District
Agreement Date:	October 16, 2013 ("Agreement")	Amendment Date:	August 20, 2018 ("Amendment")
Project Name:	Project 5 – Elm Reconstruction ("Project")	Description:	Extended CA Fees
Job No:	2013-40159.804	Client Ref:	n/a

A. Scope of Services

SVA and its Structural Engineer ("Petra") shall provide the following services in accordance with the terms and conditions of the Agreement:

- Off-site Sewer and Street improvements design requiring the attendance of 6 meetings with City of Oxnard Water Resources Department and 12 conference calls to review 4 developed design proposals to address the City of Oxnard's concern that the new school sewer design would generate significant impacts to the existing city sewer system. In addition, the city required street improvements around the perimeter of the campus that would be upgrades to their sidewalks and additional street signs and crosswalks beyond the number of street signs and crosswalks already existing around the campus.
- District requested program changes to the Classroom "Teacher Centers". Adding four to six additional Power/AV connections in each classroom, along with adding a "Teachers Center" including a TV to the RSP room, to meet requirements beyond the contracted scope of work. Additional structural coordination to verify shear wall capacities with the additional boxes.
- District requested program changes to the Kindergarten "Teacher Centers". Adding two (2) additional TV's inclusive of all the additional Power/AV requirements to each of the four Kindergarten classrooms. Additional coordination time with the design team was required for the proposed locations in each classroom along with the additional electrical calculations to determine that the proposed electrical power capacity has not been exceeded. Additional structural coordination to verify shear wall capacities with the additional boxes.
- District requested program changes to the Media Center "Teacher Center". Adding four to six additional Power/AV requirements to the reading room to provide the same A/V requirements as the Classroom and Kindergarten Buildings. Additional structural coordination to verify shear wall capacities with the additional boxes.
- Project completion date has been extended 6 months from July 2018 to January 2019 largely due to the replacement of structural posts at the Classroom Building, Admin Building and Multipurpose Building. SVA will participate in on-site Project meetings every two weeks beginning September 2018 to January 2019.
- District requested proposed perimeter fencing layout around campus along with revisions to the inner-core building fencing.

B. Compensation

Architect will be compensated for the additional services delineated herein in accordance with the terms and conditions of the Agreement on a fixed fee basis in the amount of **One hundred three thousand three hundred seventy two dollars (\$103,372.00)** as follows:

Service	Fee
SVA Architects, Inc.	\$88,372
Petra Structural Engineers	\$15,000
Total	\$103,372



Architect shall not exceed this fee without Client's prior written authorization. Reimbursable expenses of Architect will be invoiced in accordance with the terms and conditions of the Agreement and are not included in the above-stated compensation.

It is expressly understood that the requirements of Cal. Business and Professions Code § 5536.22 requiring mutual written agreement by the parties prior to proceeding with the work are met by this Amendment. In the event that contract negotiations are pending at the time this Amendment is executed, the parties understand and agree that upon execution of such final agreement, that all work performed under this Amendment will be governed by the terms and conditions thereof. In the event that an agreement has been executed by the parties at the time of this Amendment, it is understood that this Amendment amends the Agreement only as delineated herein, all other terms of the Agreement shall remain the same. Architect will not proceed with work until this form is executed and returned. **The undersigned represents and warrants that he/she has the authority to bind the entity for which he/she is executing this Amendment.**

Approved and Accepted:

Architect:	SVA Architects, Inc.
Signature:	
Printed Name:	Robert Simons, AIA Lic. No. C18301
Title:	President & Partner
Date:	

Approved and Accepted:

Client:	Oxnard School District
Signature:	
Printed Name:	Dr. Cesar Morales
Title:	
Date:	

RS:js

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AGREEMENT #13-121 FOR ARCHITECTURAL SERVICES

BETWEEN

MVE INSTITUTIONAL, INC.

AND

OXNARD SCHOOL DISTRICT

OCTOBER 16, 2013

FOR

PROJECT 5 – ELM RECONSTRUCTION

received
10/16/13

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AGREEMENT FOR ARCHITECTURAL SERVICES

PREAMBLE

This Agreement for Architectural Services ("**Agreement**") is entered into on this 16th day of **October, 2013** by and between **MVE Institutional, Inc.**, an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the "**Architect**"), with a business address at 3 MacArthur Place Suite 850, Santa Ana CA 92707 and the Oxnard School District, a California public school district ("**District**"), with offices located at 1051 South A Street, Oxnard CA 93030. District and Architect are sometimes individually referred to herein as "Party" and collectively as "Parties."

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the "**Project**") and, in connection with the Project, requires the services of a duly qualified and licensed architect.

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement.

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District's Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District's staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1 GENERAL PROVISIONS

- 1.1 **DEFINITIONS.** When used in this Agreement or in the Exhibits, the following terms shall have the meanings set forth below:
 - 1.1.1 "**Addendum**" shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids, which modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.
 - 1.1.2 "**Additional Services**" shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.
 - 1.1.3 "**Agreement**" shall mean this document and all its identified exhibits, attachments and amendments.
 - 1.1.4 "**Architect**" shall mean the architectural firm listed in the first paragraph of this Agreement.

- 1.1.5 “**Architect Consultant**” shall mean a person properly qualified and licensed in an aspect of design and construction employed at Architect’s sole expense, pursuant to prior approval from the District, to provide Services for the Project.
- 1.1.6 “**Architect’s Supplemental Instruction**” or “**ASI**” shall mean a set of drawings which better explains the Architect’s intent with respect to the design of a building or structure
- 1.1.7 “**As-Built Documents**” shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals, etc.) showing the condition of the Project as actually built and accepted.
- 1.1.8 “**As-Built Drawings**” shall mean the final set of drawings prepared by the Architect that incorporates all changes from all drawings, sketches, details, and clarifications recording all changes from the Bid Set.
- 1.1.9 “**Basic Fee**” shall mean the compensation provided to the Architect for providing Basic Services.
- 1.1.10 “**Basic Services**” are described in Exhibit B and shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project; (ii) preparing educational specifications for the Project; and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State of California.
- 1.1.11 “**Bid**” shall mean the written proposal submitted to the District by a contractor in accordance with the Bid Set for the construction of the Project.
- 1.1.12 “**Bid Set**” shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.
- 1.1.13 “**Bidder**” shall mean the person or entity submitting a Bid.
- 1.1.14 “**BIM**” or “**Building Information Modeling**” shall mean the process of generating and managing building data during its life cycle. Typically it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.
- 1.1.15 “**CDE**” shall mean the California Department of Education.
- 1.1.16 “**Change Order**” or “**CO**” shall mean a written document between the District and the Contractor that is signed by the District and the Contractor authorizing a change in the work or and adjustment in the contract, or the contract time.
- 1.1.17 “**Change Order Request**” or “**COR**” shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its

changes clause) which becomes a Change Order when approved by the District and the Contractor.

- 1.1.18 “CHPS” shall mean Collaborative for High Performance Schools.
- 1.1.19 “Construction Budget” shall mean the amount of money that the District has allocated for the total Construction Cost for the Project, as may be amended by the District in its sole discretion.
- 1.1.20 “Construction Cost” shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any Architect Consultant; (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District; (iii) all costs and fees related to off-site improvements; (iv) all costs incurred to remedy any design or construction defects or errors; and (v) any other Project-related costs and fees typically excluded.
- 1.1.21 “Construction Documents” shall mean those documents which are required for the actual construction of the Project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.
- 1.1.22 “Construction Manager” shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.
- 1.1.23 “Construction Document Phase” shall have the meaning set forth in Exhibit B.
- 1.1.24 “Construction Phase(s)” shall mean individual construction contract packages that are bid and/or contracted for separately.
- 1.1.25 “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 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.
- 1.1.26 “Contractor” shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.
- 1.1.27 “Contractor Payment Application” shall mean a Contractor’s written request for payment for completed portions of the work and for materials delivered or stored by the Contractor.
- 1.1.28 “Design Bid Build” shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.
- 1.1.29 “Design Development Phase” shall have the meaning set forth in Exhibit B.
- 1.1.30 “District” shall mean the Oxnard School District.

- 1.1.31 **“District Design Standards”** shall be the implementation of standard equipment and/or products as determined by the District, into the overall Project design.
- 1.1.32 **“District’s Representative”** shall mean the District’s Superintendent and/or, Assistant Superintendent of Facilities and Operations and/or Director of Planning and Construction, and/or Program Manager or any authorized designee of those officers.
- 1.1.33 **“DSA”** shall mean the Division of the State Architect of the State of California.
- 1.1.34 **“DSA Record Set”** shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.
- 1.1.35 **“Educational Specifications”** shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.
- 1.1.36 **“Funding Consultant”** shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State of California.
- 1.1.37 **“Guaranteed Maximum Price” or “GMP”** shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the “Estimated GMP” and the “Final GMP”.
- 1.1.38 **“Inspector of Record” or “IOR”** shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.
- 1.1.39 **“Lease-Leaseback”** shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.
- 1.1.40 **“LEED”** shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.
- 1.1.41 **“Modernization/New Construction”** shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.
- 1.1.42 **“MOU”** shall mean a memorandum of understanding.
- 1.1.43 **“Notice of Completion” or “NOC”** shall mean the legal notice filed with the County Recorder after completion of the Project.
- 1.1.44 **“OPSC”** shall mean the Office of Public School Construction of the State of California.
- 1.1.45 **“Phase”** when used without the word “Construction” shall mean the various phases of architectural work described in this Agreement.

- 1.1.46 **“Potential Change Order”** or **“PCO”** shall mean a written document before it has been approved and effected by the Contractor and the District.
- 1.1.47 **“Principal(s)”** shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.
- 1.1.48 **“Project”** shall mean the project described hereinafter in Section 3.
- 1.1.49 **“Project Budget”** shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project including, but not limited to, professional services, all construction services (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.
- 1.1.50 **“Project Director”** shall mean, with reference to the Architect, a licensed, experienced and well trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including, but not limited to, executing change orders during construction, and to bind the Architect to any commitments made on the Architect’s behalf in connection herewith.
- 1.1.51 **“Program Manager”** shall mean the District approved program management firm, Caldwell Flores Winters, Inc., the primary District Representative and Project Manager for the Project.
- 1.1.52 **“Project Manager”** shall mean the person assigned by the District to supervise the Project. The District will identify the Project Manager(s) for each Project.
- 1.1.53 **“Project Schedule”** shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Architect Consultant(s), the Contractor and other consultants.
- 1.1.54 **“Primavera Contract Management System”** or **“CMS”** shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.
- 1.1.55 **“Request for Information”** or **“RFI”** shall mean a written request from the Contractor to the District or the Architect for clarification or information about the Construction Documents following contract award.
- 1.1.56 **“Re-Use of Plans”** or **“Re-Use”** shall mean the process by which the Architect develops a design for the Project which meets the District Design Standards, Educational Specifications, Project Budget, and Project Schedule requirements, and is based upon a record set of plans, drawings, and specification approved by DSA for past projects constructed in other locations, and including all Site Adaption requirements.
- 1.1.57 **“SAB”** shall mean the State Allocation Board of the State of California.
- 1.1.58 **“Schematic Design Phase”** shall have the meaning set forth in Exhibit B.
- 1.1.59 **“Services”** shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and work reasonably inferred from this Agreement, as further described and clarified in **Exhibit B** hereto, including any Additional Services required of the Architect hereunder.

- 1.1.60 **“Site Adaption”** shall mean all necessary revisions to a record set of plans, drawings and specifications approved by DSA for a past project utilized in the Re-Use of Plans to ensure that site specific conditions and District requirements are incorporated into the final design, and DSA Pre-Check (“PC”) Approval is maintained.
- 1.1.61 **“SWPPP”** shall mean Storm Water Prevention and Pollution Plan.
- 1.1.62 **“Time Impact Analysis”** or **“TIA”** shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the District or the Contractor.
- 1.2 **INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS.** The Recitals above and all Exhibits attached to this Agreement, now or hereafter by agreement of the Parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2

EMPLOYMENT OF ARCHITECT

- 2.1 **EMPLOYMENT OF ARCHITECT.** The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the Services required to complete the Project in a professional and conscientious manner in accordance and consistent with highest industry standards and the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District’s review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project; and (iii) the Architect’s review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.
- 2.2 **PROJECT DIRECTOR AND OTHER EMPLOYEES.** The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect’s behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement.
- 2.3 **ARCHITECT COVENANT AGAINST CONTINGENT FEES.** The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3 **THE PROJECT**

The Project consists of such works of new construction, modernization and/or improvement that require Services to be provided by the Architect described more fully on Exhibit A.

SECTION 4 **SERVICES**

- 4.1 BASIC SERVICES.** The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit B**. Terms used in Exhibit B shall have the same meaning as those terms are defined in the Agreement. The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule.
- 4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES**
- 4.2.1 Employment of Personnel.** The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. The Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District, as described in Section 14.2.3 below. The Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. The Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.
- 4.2.2 Employment of Architect Consultant(s).** For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereinafter.
- 4.2.3** The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultant(s) shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultant(s). An Architect Consultant(s) may include but are not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to District. The request shall include the names of the Architect Consultant proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed Architect Consultant and/or personnel. If the proposed Architect Consultant and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to District.

- 4.2.4 Cooperation with District and Other Consultants.** The Architect and Architect Consultant(s) shall confer and cooperate with District, DSA, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and the Project.
- 4.2.5 Project Communication.** In all cases, the Architect shall direct Project communication to the District's Program Manager, including any correspondence to the District, the District's consultants, District staff, Construction Manager, Contractors, and/or any members of the public related to the Project.
- 4.2.6 Primavera Contract Management System or CMS.** The Project will be managed through the Primavera Contract Management System project management software from design through closeout. The Architect will utilize the Primavera Contract Management System software as required by the District.
- 4.2.7 Corrections to Construction Documents and Other Deliverables.** The Architect shall revise the Construction Documents as needed to incorporate any and all Change Orders and necessary modifications required due to negligent acts or any errors or omissions by the Architect or the Architect Consultant(s). The Architect shall also provide any modifications to any deliverables required under **Exhibit B** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultant(s).
- 4.2.8 Minutes of Progress Meetings.** The Architect will note discussions during progress meetings concerning any Services and will provide a draft copy of the minutes.
- 4.2.9 Independent Reviews; Audits.** Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.
- The scope of the Architect's obligations during Constructability Review includes, without limitation, written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the Construction Documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.
- 4.2.10 Independent Cost Estimates.** The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's and any independent estimator's estimate.
- 4.2.11 Inspection of Records; Familiarity with Site and Project.** The Architect shall be solely responsible for researching and analyzing all records of the existing improvements and the proposed Project, identifying all District held record documents concerning each portion of the

Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate existing conditions and record plans of existing buildings and site utilities.

- 4.2.12 Construction Delivery Methods: Lease-Leaseback.** The District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.
- 4.2.13 Funding Applications and Approvals.** The Architect shall assist the District with any and all funding applications and submittals for any program administered by the State of California or other entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.
- 4.2.14 District Design Standards.** The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.
- 4.2.15 Storm Water Prevention and Pollution Plan (SWPPP).** The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the required regulatory approvals and permits.
- 4.2.16 Changes.** The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.
- 4.2.16.1 Changes Required to Meet Construction Budget.** If the lowest responsible bid, the preconstruction estimate as validated by the District, or the GMP exceeds one hundred ten percent (110%) of the Construction Budget, the Architect shall revise the scope and/or design of the Project at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope and/or design intended to effect cost reduction and no such changes shall be effective until approved by the District.
- 4.2.17 Deliverables.** Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on **Exhibits B and C.**
- 4.2.17.1 DSA Approval Deliverable.** DSA approval shall be the responsibility of the Architect, including the preservation of DSA Pre-Check (PC) Approval for the Re-Use of Plans including all necessary revisions to accommodate Site Adaption, District Design Standards, Educational

Specifications, Project Budget, Project Schedule, District requested changes, and/or any other requirements to meet code, or other requirements of all agencies having jurisdiction.

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the District Board of Trustees. It is understood and agreed that the Architect shall not perform any Additional Services unless and until the Architect receives specific written approval for such Additional Services from the District Board of Trustees. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services. It is understood and agreed that if the Architect performs any services which it claims are Additional Services without receiving prior written approval from the District Board of Trustees, the Architect shall not be paid for such claimed Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

4.3.2.1 Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to make the documents compliant with original design requirements; (ii) revisions that should have been implemented during design; (iii) revisions required under Section 4.2.15.1; or (iv) necessary to comply with applicable laws, rules, or regulations.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultant(s), including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultant(s).

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor; or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultant(s).

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services; and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 180 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultant(s).

SECTION 5
ARCHITECT'S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

One Million One Hundred Twenty Five Thousand Dollars and No Cents (\$1,125,000.00)

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for the Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in Exhibit B & C, and approval of invoices satisfactory to the District, in amounts not to exceed the percentages for each Phase as set forth in the following Table:

Architectural Phases

Project Initiation	2%
Development of Architectural Program	2%
Schematic Design	9%
Design Development	14%
Construction Documents	43%
Bidding/DSA	5%
Construction Administration	20%
Close-Out	5%

5.1.1.1 Invoices. Invoices may be submitted at the end of each Phase in the Table above, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District. All invoices must be submitted in accordance with section 5.5 below.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit B**, provided that payment will be made as follows: (i) two and one-half percent (2.5%) will be paid after the submission by the Architect of the Verified Report (described on **Exhibit B**) to DSA; and (ii) two and one-half percent (2.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect's Consultant(s) providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District's Board of Trustees.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 **DISPUTED AMOUNTS.** In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to the Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 **COMPENSATION FOR REIMBURSABLE SERVICES**

5.4.1 **PRIOR APPROVAL.** The District will not be obligated to pay for any Services performed or costs incurred by the Architect without prior written authorization by the District. The following will not be reimbursed under this Agreement:

5.4.1.1 Travel costs associated with delivery of Basic Services not explicitly approved under Section 5.4.2.

5.4.1.2 Reprographics costs associated with delivery of Basic Services not explicitly approved under Section 5.4.2.

5.4.1.3 Consultant fees and expenses not explicitly approved under Section 5.4.2.

5.4.1.4 Any other cost or expense not explicitly approved under Section 5.4.2.

5.4.2 **REIMBURSABLE EXPENSES.** Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant(s) in furtherance of performance of its obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed **FIFTY THOUSAND DOLLARS NO CENTS (\$50,000.00)**. The following is the **EXCLUSIVE** list of reimbursable expenses:

5.4.2.1 **Travel and Mileage.** The Architect 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 Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit B**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or agreement by the District to consider an interim invoice, the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an Approval Letter from the District in the form of **Exhibit D**, attached hereto.

5.5.1.2 Each invoice must be accompanied by an Invoice Cover Sheet indicating amounts billed to date, and remaining to be paid in the form of **Exhibit D**, attached hereto.

5.5.1.3 Progress payments shall not be made at any time during the Bidding Phase. If the District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services shall be made monthly after approval by the District's Board of Trustees. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by the District.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date all required supporting information is received by the District, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted

FINAL INVOICE FOR PROJECT 5 – ELM RECONSTRUCTION. The Architect shall provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay the final invoice within sixty (60) days of the District's approval of the final invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

- 5.5.5 Combined Invoices.** Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6

DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

- 6.1.1 For Cause.** The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. With respect to any monetary Architect Default, the termination shall be effective if the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District. With respect to any non-monetary Architect Default for which no time period for cure is otherwise specified below, the termination shall be effective if the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the 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 prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceeds the amounts withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.
- 6.1.2 For Convenience.** The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 for all Services and authorized Additional Services actually performed, and all authorized Reimbursable Expenses actually incurred and paid, under and in accordance with this Agreement, up to and including the date of termination; provided that such payments shall not exceed the percentage amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the 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 the Architect's sole and exclusive compensation and the District shall have no liability to the Architect 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.

- 6.1.3 Temporary Suspension of Services.** If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If the Services are suspended, in whole or in part, by the District for one hundred twenty (120) consecutive calendar days or more, the Project Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.
- 6.2 ARCHITECT DEFAULT.** The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:
- 6.2.1 Inability to pay Debts and Failure to Pay Architect Consultants.** At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultant(s) providing services in connection with this Agreement.
- 6.2.2 Assignment for the Benefit of Creditors.** An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.
- 6.2.3 False or Misleading.** Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.
- 6.2.4 Failure to Provide Acceptable Design.** The Architect's failure to provide a functional design that can be built within the Construction Budget in accordance with industry standards.
- 6.2.5 Defective Services; Errors or Omissions; Failure to Perform.** The Architect or the Architect Consultant(s) (a) provides defective services, including any deficiencies due to errors or omissions; or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).
- 6.2.6 Willful Violation.** The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Construction Documents; or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.
- 6.2.7 Failure to Cooperate With DSA.** Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU process will constitute an automatic default.

- 6.2.8 Unapproved Assignment.** The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.
- 6.2.9 Disregard of District Authority or Direction.** The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.
- 6.2.10 Violation of Applicable Law.** The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.
- 6.2.11 Failure To Maintain Errors and Omissions Insurance.** The Architect fails to maintain the insurance required pursuant to Section 11.2. herein.

6.3 DISTRICT REMEDIES

- 6.3.1 General Remedies.** If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.
- 6.3.2 Withholding Payment.** If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.
- 6.3.3 Stop Work.** Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.
- 6.3.4 Errors & Omissions; Additional Costs.** In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultant(s), including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed in accordance with industry standard for the particular Project; or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.
- 6.3.5 Self Help.** Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants

made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY ARCHITECT. The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect may terminate upon thirty (30) days written notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

SECTION 7

DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 Program Manager: The Program Manager represents the District in all matters pertaining to the Services. The Program Manager shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the Services without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget

limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

7.1.3 Surveys and Tests. The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites.

7.1.3.1 Site Survey. The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site.

7.1.3.2 Geologic Hazards Investigation Survey. The District shall have caused to be performed any geological hazards or investigation survey required by State of California authorities having jurisdiction and make copies available to the Architect for distribution as necessary.

7.1.3.3 Special Testing and Inspection. The District shall furnish special testing and inspection services as required by law.

7.1.3.4 Checking and Permit Fees. The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction.

7.1.3.5 Advertising. The District shall pay the cost of any advertisements for bids that may be required.

7.1.3.6 District Inspector. The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.

7.1.3.7 Hazardous Material Consultant. Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into documents prepared by the Architect. If the hazardous materials consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's documents for the District's convenience and have not been prepared by the Architect. The note shall also direct questions about the specifications to its preparer.

7.1.4 District Site Visits. At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below.

Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and may assist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit B** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction "punch list" items have been corrected, District staff may accompany the Architect and the Contractor on the final site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District's failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents, nor require District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District's Board of Trustees adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District 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 for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8

PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The estimated Construction Cost shall be prepared and updated by the Architect as required in **Exhibit B** during each Phase of the Services and shall be subject to District approval. The estimated Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable

allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes aware that the estimated Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9 **PROJECT SCHEDULE**

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform the Services on time shall constitute a material breach of this Agreement. It shall not be a material breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the Project Schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant(s) (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder; (ii) the performance of Services; or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. 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.

SECTION 10 **DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE**

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations,

estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form (hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant(s), as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as they relate to the Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to the Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultant(s) for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 10.2.1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's Consultant(s), if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant(s) and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant(s), and their

respective agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

- 10.2.3** This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.
- 10.3 COPYRIGHT.** The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.
- 10.4 TECHNOLOGY USED.** The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.
- 10.5 DELIVERABLES UPON TERMINATION.** Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form acceptable to the District, one hard-copy and two (2) electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultant(s), if any.
- 10.6 NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES.** After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11

INDEMNIFICATION AND INSURANCE

11.1 INDEMNIFICATION.

- 11.1.1 INDEMNITY AND LITIGATION COSTS.** To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, the Architect agrees that it will indemnify, defend and hold the District, the District's Representative, members of the District's Board of Trustees, directors, officers, employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from all liability arising out of:

- 11.1.1.1 any and all claims under worker's compensation acts and other employee benefit acts with respect to the Architect's employees or Architect Consultant's employees arising out of Architect's work under this Agreement; and
- 11.1.1.2 any claim, loss, injury to or death of persons or damage to property to the extent that it is caused by any negligent or reckless act, error or omission or willful misconduct (other than a professional act or omission) of the Architect, its officers, employees, consultants, subconsultants or agents, including all damages due to loss or theft sustained by any person, firm or corporation including the Indemnitees, arising out of, or in any way connected with the Project, including injury or damage either on or off District property, but not for any loss, injury, death or damage caused by the negligence or willful misconduct of the Indemnitees or of other third parties for which the Architect is not legally liable.
- 11.1.2 To the fullest extent permitted by law, the Architect agrees to indemnify and hold the Indemnitees entirely harmless from all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, consultants, subconsultants or agents, pursuant to this Agreement.
- 11.1.3 The Architect's obligation to indemnify does not include the obligation to defend actions or proceedings brought against the Indemnitees but rather to reimburse the Indemnitees for attorney's fees and costs incurred by the Indemnitees in defending such actions or proceedings brought against the Indemnitees to the extent such actions or proceedings arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Architect, but not to the extent of loss, injury, death or damage caused by the negligence or willful misconduct of District or of other third parties for which the Architect is not legally liable.
- 11.1.4 Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.
- 11.2 **INSURANCE.** Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.
- 11.2.1 **Minimum Limits of Insurance.** The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:
- 11.2.1.1 Commercial General Liability Insurance with a limit of not less than \$2,000,000 each occurrence for bodily injury, personal injury and property damage/\$4,000,000 annual aggregate.
- 11.2.1.2 Automobile Liability Insurance (Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 (any auto)). Minimum of \$1,000,000 limit each accident.
- 11.2.1.3 Professional Liability (Errors and Omissions) Insurance with a limit not less than \$2,000,000 per claim and \$2,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than \$1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage at least as broad) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance shall cover liability arising out of any automobiles (including owned, hired and non-owned automobiles). Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing liability coverage at least as broad. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self-insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than four (4) years after Final Completion of the Project to which it applies. The "retro date" must be shown and must be before the date of this Agreement.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by the Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1 The Commercial General Liability policy shall name District, its Board of Trustees and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds ("Additional Insureds"). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect's insurance and shall not contribute with it.

11.2.4.2 On each policy of insurance, the insurer shall agree to waive all rights of subrogation against District, its Board of Trustees and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3 Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior

written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days notice is acceptable. Qualified statements such as carrier "will endeavor" or that "failure to mail such notice shall impose no obligation and liability upon the company" shall not be acceptable.

11.2.4.4 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.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1 Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best's Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant shall be required to procure insurance from another insurer.

11.2.5.2 Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3 The Architect or Architect Consultant(s), as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4 Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant(s) shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect's expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of \$100,000 must be declared to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a

bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12

DISPUTE RESOLUTION

- 12.1 RESOLUTION OF CLAIMS.** Claims shall be resolved by the Parties in accordance with the provisions of this Section 12. All Claims shall be subject to the “**Claims Resolution Process**” set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims.

For purpose of this Section 12, a “**Claim**” shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

- 12.2 RESOLUTION OF OTHER DISPUTES.** Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Ventura, and shall not be subject to the Claims Resolution Process.

12.3 SUBMISSION OF A CLAIM

- 12.3.1 By the Architect.** The Architect’s right to commence the Claims Resolution Process shall arise upon the District’s written response denying all or part of a Claim or the passage of thirty (30) calendar days after submission of the claim should no denial be issued by the District. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect’s Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect’s statement of dispute shall be signed by a principal of the Architect and shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the “Statement of Dispute”). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect’s obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect’s time for performance. Adequate supporting data for a Statement of Dispute involving the Architect’s compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.
- 12.3.2 By the District.** The District’s right to commence the Claims Resolution Process shall arise at any time following the District’s actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the events or

circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events.

12.4 CLAIMS RESOLUTION PROCESS. The Parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each Party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each Party to proceed to the next step in the Claims Resolution Process.

12.4.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each Party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such Party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Trustees' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the Parties may either continue the negotiations or either Party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Services hereunder or; (ii) the termination of the Services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Services and the District shall continue to make payments for those Services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.4.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.4.1, the Parties agree to submit the Claim to non-binding mediation before a mutually acceptable third party mediator prior to commencement of any lawsuit or court action.

12.4.3.1 Qualifications of Mediator. The Parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.4.3.2 Submission to Mediation and Selection of Mediator. The Party initiating mediation of a Claim shall provide written notice to the other Party of its decision to mediate. In the event the Parties are unable to agree upon a mediator within ninety (90) calendar days after such written notice is given, then the parties shall submit the matter to the Superior Court of the County of Ventura to select a mediator in accordance with the qualifications herein and the applicable law.

12.4.3.3 Mediation Process. The location of the mediation shall be at the offices of the District, or otherwise mutually agreed. The costs of mediation shall be shared equally among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.4 Litigation. If the Claim remains unresolved after direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Ventura. The Architect hereby submits to the jurisdiction of said court.

12.5 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13 **NOTICES**

13.1 NOTICES. All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received 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. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

Caldwell Flores Winters, Inc.,

Program Manager

ATTN: Yuri Calderon, Chief Operating Officer

6425 Christie Ave., Suite 270

Emeryville, CA 94608

TO ARCHITECT:

MVE Institutional, Inc.

Robert Simons, Principal

3 MacArthur Place Suite 850

Santa Ana, CA 92707

With original copy to:

Oxnard School District

ATTN: Dr. Cesar Morales, Superintendent

1051 South A St.

Oxnard, CA 93030

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

- 14.1 REPRESENTATIONS OF THE ARCHITECT.** By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.
- 14.1.1** The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.
- 14.1.2** The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project until the Architect's duties in connection therewith have been fully satisfied.
- 14.1.3** The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.
- 14.1.4** The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructable in accordance with the standards of the profession.
- 14.1.5** The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any Architect Consultant(s) retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or Architect Consultant(s) now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.
- 14.1.6** The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.
- 14.2 COMPLIANCE WITH LAWS.** The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, all non-discriminations laws (including federal and state laws), and any and all other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultant(s) to fully comply with all such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

- 14.2.1 Cost Disclosure - Documents and Written Reports.** The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars (\$5,000).
- 14.2.2 Disabled Veteran Business Enterprise Participation.** Pursuant to Education Code section 17076.11, the 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 the 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 the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.
- 14.2.3 Fingerprinting & Other Operational Requirements of the District.** Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit E** and incorporated herein by reference prior to any of the Architect's or Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultant(s) comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.
- 14.2.4 Name and Trademarks.** The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.
- 14.2.5 Conflict of Interest.** No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his or her personal interests or the interests of any corporation, partnership or association in which he or she is directly or indirectly interested.
- 14.2.6 Safety.** The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, Architect Consultant(s) and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.
- 14.2.7 Labor Certification.** By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.
- 14.3 SUPPLEMENTAL CONDITIONS.** Any supplemental conditions agreed to by the Parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15
MISCELLANEOUS PROVISIONS

- 15.1 SUCCESSORS AND ASSIGNS.** Inasmuch as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment, transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.
- 15.2 SEVERABILITY.** If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.
- 15.3 ENTIRE AGREEMENT.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect 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 the District's Board of Trustees. The Architect specifically acknowledges that in entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.
- 15.4 GOVERNING LAW AND VENUE.** This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Ventura County.
- 15.5 NON-WAIVER.** None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the District's review, approval of, nor payment for, any of the Services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the applicable standard of care which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.
- 15.6 INDEPENDENT CONTRACTOR.** The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect 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, workers' compensation benefits, sick or injury leave or other benefits.
- 15.7 NO ASBESTOS CERTIFICATION.** No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.

15.8 NON-DISCRIMINATION. No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans With Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

15.9 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

15.10 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

15.11 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

15.12 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 Agreement or in any way to affect the terms and provisions set forth herein.

15.13 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.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

Architect

By: Robert J. ...
Title: President
Date: 10.10.13

District

By: Lisa A. Franz
Title: Director, Purchasing
Date: 10-13-13

EXHIBIT "A"

PROJECT

September 4, 2013

Robert Simons, Principal
MVE Institutional
3 MacArthur Place Suite 850
Santa Ana, CA 92707

Architect Selection Package for Project 5 – Elm Elementary School (K-5)

Dear Mr. Simons,

As the District's Program Manager for Measure "R" and related capital facilities projects, Caldwell Flores Winters, Inc. ("CFW") has been directed by the Oxnard School District Board of Trustees to proceed with the Facilities Implementation Program. We are pleased to introduce at this time, **Project #5: Elm Campus Replacement**. This project is herein referred to as "Project 5". All design work on this project will be assigned to a single architectural firm according to the method of selection outlined within this package.

Project 5 Summary

Project 5 will utilize a "re-use of plans" approach whereby designs from previously completed facilities are to be reused for the Elm campus with adaptations provided to meet specific requirements for form, function, circulation, site context, efficiency and budget. The existing school will remain in operation throughout construction of the new facilities. Once the new school is ready for occupancy and the District confirms that all relocation efforts are complete, the existing structures will be demolished.

A lease-leaseback (LLB) or alternated method of delivery may be utilized for the project as determined by the Board. Work will be funded by proceeds from Measure "R" and anticipated reimbursements from State New Construction and Modernization grants. Accordingly, the team selected to work on this project will be required to coordinate activities with the District's State Aid consultant.

The District has already completed an extensive community process, including development of a Facilities Master Plan ("FMP"), community input, and survey research. The community effectively endorsed this process with passage of Measure "R" on November 6th, 2012, and the Board has since completed a series of workshops to establish the specifications and implementation parameters for Project 5.

Detailed Description

Enclosed in this package is a detailed description of Project 5, including components per approved District Educational Specifications required to establish a K-5 grade configuration. The project has been carefully assembled to embrace the Facilities Master Plan ("FMP") commissioned by the Board and the Measure "R" project list approved by voters. Project components reflect required specifications established by the FMP, revised to be comparable to State guidelines, and subsequently approved by the Board in order to meet capacity goals and program requirements. A site map has been provided to conceptually indicate project parameters.

Master Budget, Timeline, and Schedule

Summaries of the Master Budget, Timeline, and Project Schedule for the Elm campus are enclosed for reference. The Master Budget has been approved by the Board, and is based on cost estimates performed by professional cost estimators in the FMP process and further verified and revised in the Implementation Program. A Master Timeline for phasing of improvements has been established as has a Master Schedule for the project. These approved documents are subject to review by the Board of Trustees not less than every six months and may be amended.

Method of Selection

A process for assigning an architectural firm to a specific project has been created to ensure the best use of design team talent, and is described herein. Specific proposal parameters, requirements, and submittal guidelines are included. The detailed Architect Selection Package should be reviewed and, if interested, responses need to be submitted by Friday, September 13, 2013 @ 4:00pm in PDF format via email to: Yuri Calderon, Chief Operating Officer, Caldwell Flores Winters, Inc., ycalderon@cfwinc.com

If you have any questions, please direct them to Yuri Calderon, CFW at (510) 596-8170.
Sincerely,

Caldwell Flores Winters, Inc.



Oxnard School District
Architect Selection Package for Project 5
Reconstruction of Elm School

Prepared by:
Caldwell Flores Winters
6425 Christie Avenue, Suite 270
Emeryville, CA 94608

1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

ARCHITECT SELECTION PACKAGE

DETAILED DESCRIPTION PROJECT 5 - DESIGN & RECONSTRUCT ELM K-5 SCHOOL

PROJECT REQUIREMENTS

The Elm school site currently exists on a 6.1 acre site. Project 5 includes the construction of a new school and the demolition of the existing school. Elm Elementary School currently serves approximately 767 students in grades K-6. Elm is planned to be reconfigured to serve up to 600 students per state standard in grades K-5. The school was constructed in 1948 and last modernized in 2003. The new Elm campus will be built on the same campus while the existing campus is occupied.

The new campus will need to house 600 students per State standards in grades K-5 including 20 general purpose classrooms (960 square feet each), 4 kindergarten classrooms (1,120 square feet each), and 1 Resource Specialist Program (RSP) room (480 square feet). Additionally, the new campus will contain specified support facilities, administration areas, student information center (library), food service, multipurpose room, physical education spaces, and restrooms. Refer to the enclosed Approved Educational Specifications for space requirements. The project scope includes associated demolition and site work. The total "all in" budget for the site is \$20,170,543 including demolition and site work (soft and construction costs combined, including contingencies). The site will continue to operate within existing facilities during construction. The existing facilities will be demolished once the new facilities are completed and students are moved into the new facilities.

DESIGN APPROACH

In order to maximize cost efficiency, and minimize required duration for both design and construction phases, the District is requesting a "Re-Use of Plans" effort for this project which is further described in a later section. Adaptations may be required to meet specific requirements for form, function, circulation, site context, and budget. The proposed configuration for Elm must allow for the construction of the new facilities while the existing facilities remain in operation during construction, therefore eliminating the need for interim housing.

Design activities must be completed and the plans submitted to the Division of State Architect (DSA) at the earliest date possible and by no later than January 23, 2014. Funding for construction will utilize a mix of sources that include the State School Facilities Program (SFP). Construction is scheduled to commence in August 2014 and be substantially complete by September, 2015.

SITE BACKGROUND & COMMUNITY

Established in 1948, Elm Elementary School is an integral part of the Oxnard community. In addition to educating children, the school has provided family support services, access to community information, early education and after-school mentorship programs, and a variety of other programs for students and the community.

The design team should be thoroughly familiar with the revised K-5 education program, learning objectives, and other qualitative functions and features intended for the future use of the site. Proposed designs should draw attention to the unique qualities and opportunities available to future parents and their children, should they choose the Elm K-5 education program as their school of choice. Successful designs will clearly demonstrate how 'form follows function' in such a way as to promote effective 21st century learning environments for students.

Furthermore, proposals should integrate design elements, including themes, color schemes, and functions that meaningfully reflect the 'look and feel' of the surrounding neighborhood and overall community within the limitations of the project budget and schedule. Proposals should include the following:

- Description of community-oriented design approaches
- Design features to be accentuated reflective of the neighborhood and the community of Oxnard
- Specific elements/themes/functions that reflect the existing character of the surrounding neighborhood
- Supporting information as to why particular design approaches/elements were selected, and the prospective impact on the community and the student learning experience

It is important for the design team to be mindful of the culture and character of the Elm community, and awareness of this historical and multi-faceted community impact should be thoughtfully included in the proposed design.

EDUCATIONAL PROGRAM VISION

Elm Elementary School will implement an education strand program in the fall of 2014 to provide students with hands-on application of subject matter based on core curriculum requirements. Students will learn from experts and experience authentic content that will strengthen the foundation for their participation in academy programs at the middle school level and beyond. The program will regularly engage students and experts in on-going conversations through various electronic media sources. The District has formed a vision for the form and function of facilities that is intended to guide schematic design. The design team should be mindful of the vision for the form and function of school facilities.

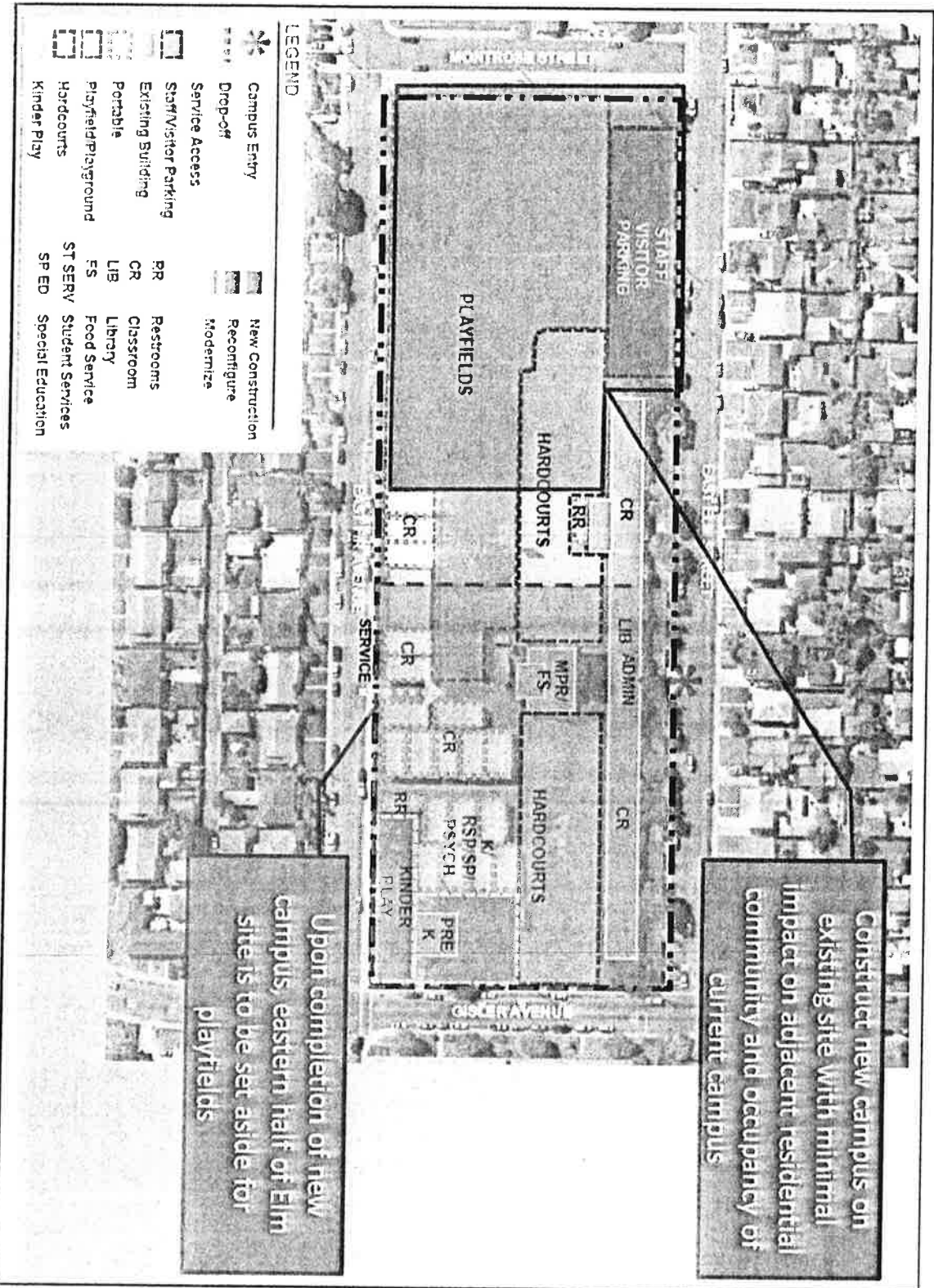
SITE MAP & CONFIGURATION GUIDELINES

The Elm site is bounded by Elm Street, Gisler Avenue, Fir Avenue, and Montrose Street. Most of the current campus building mass is situated along the eastern half of the site and thus permits construction of new facilities to take place on the western half. Once the new campus is complete, demolition of the old campus will accommodate playfields on the remaining half of the site. Design teams are encouraged to explore configuration options that promote setbacks from Elm and Fir in order to reduce the impact of building massing on nearby homes.

Final placement of new buildings on the site has not yet been determined, so proposals should thoughtfully consider site configurations that are mindful of access requirements, proximity to existing uses and facilities, and promoting the most efficient use and integration of space. There is no requirement that buildings relate to the surrounding street grid at right angles, and therefore firms may find it constructive to explore options that position structures at alternate angles. Parking should accommodate a minimum of 70 vehicles and may make more efficient use of available space when bus and vehicle drop-off is provided at curbside locations along Montrose, Fir, and/or Elm.

The diagram that follows is for conceptual purposes only and does not indicate the actual placement of new school facilities. No interim housing beyond existing buildings will be required as the site will continue to operate within existing facilities that will be demolished once facilities are completed as determined by the Board. The existing student population will be relocated to the new K-5 facility upon its completion.

ELM SITE MAP:



APPROVED EDUCATIONAL SPECIFICATIONS & BUDGET

The specifications below reflect the Board approved Educational Specifications within the Facilities Implementation Plan and should be addressed in the proposed design.

Elm Elementary Specifications (K-5 Schools)			
<i>Design & Reconstruct School to K-5 Specifications for 600 students</i>			
Description	Quantity	Units	Total
Classrooms			19,680
Classrooms - Estimate 20 rms @ 960 sf ea.	19,200	sf	
RSP	480	sf	
Kindergarten			6,440
Kinder Classroom 4 @ 1,120sf	4,480	sf	
Workroom/Storage	400	sf	
Toilets 4 @ 65 sq. ft.	260	sf	
Equipment Storage	100	sf	
Kinder Shade Structure	1,200	sf	
Administration			4,515
Lobby/Public Waiting	300	sf	
Reception/Clerical	150	sf	
Principal's Office	200	sf	
Administrative Assistant	75	sf	
Conference Room	250	sf	
Work/Main Copy Room	250	sf	
Health Office	100	sf	
Nurse/Health Clerk	75	sf	
Toilet	65	sf	
Staff Workroom/Lounge	600	sf	
Kitchenette/Vending	150	sf	
Staff Toilets	390	sf	
Parent/Conf. - Multi Purpose/Workroom	300	sf	
Parent/Conf. - Storage Room	100	sf	
Flex Office	150	sf	
Speech Office	250	sf	
Psychologist Office	150	sf	
SDC	960	sf	

Description	Quantity	Units	Total
Student Information Center			2,700
Control Desk	100	sf	
Work/Processing Room	200	sf	
Storage Room	100	sf	
Reading Room	900	sf	
Story Telling	400	sf	
Stacks	400	sf	
Surplus Textbook Storage	200	sf	
Small Breakout Room	250	sf	
Tech Work/Storage Room/MDF	150	sf	
Multi-Purpose Room			5,375
Multi-Purpose Room	3,500	sf	
Chair Table Storage	200	sf	
Control Room	75	sf	
Music Platform	1,400	sf	
Instrument Storage	200	sf	
Food Service			3,600
Serving/Prep Kitchen	350	sf	
Walk-in Refg/Freezer	75	sf	
Dry Storage	75	sf	
Locker Alcove	50	sf	
Office/Work Station	75	sf	
Toilet/Changing	75	sf	
Lunch Shelter	2,800	sf	
Custodial Services	100	sf	
Restrooms	1,800	sf	1,800
Total Building Quantity			44,110
Sitework			
Parking Lot/Circulation	70,000	sf	
Walkways on Campus	10,000	sf	
Utilities	1	ls	
Play Courts	40,000	sf	
Play Fields (3 acres)	130,000	sf	
Landscaping	15,000	sf	

MASTER BUDGET, TIMELINE, & SCHEDULE

SUMMARY BUDGET:

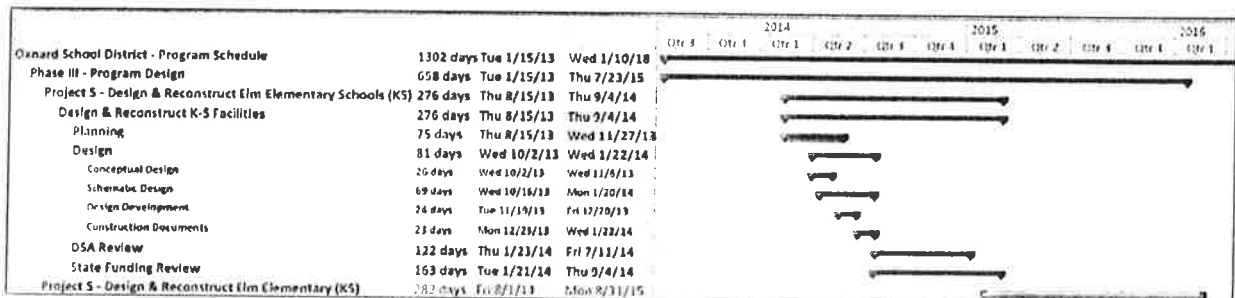
The budget below is all inclusive of both construction costs, and soft costs to implement the project including design fees, contractor's fee, consulting services, testing & inspection services, agency approval fees, etc.

Elm Elementary School K-5		
Project	Year	Budget
Design & Reconstruct Elm Elem. K-5	2014/2015	
Demolition		\$1,155,000
Sitework		\$5,272,143
Classrooms		\$5,378,057
Kindergarten		\$2,035,314
Administration		\$1,631,850
Media Center		\$975,857
Multi-Purpose Room		\$2,111,607
Food Service		\$832,857
Restrooms		\$777,857
Est. Total		\$20,170,543

Much of the functionality in Elm's learning and administrative spaces is achieved through innovative choices on furniture, fixtures, and equipment (FF&E). As the "essence" of the interior design vision, these FF&E elements will enable instructors to transform their teaching pedagogy. Designs that recognize and incorporate these concepts will enable such a vision to be fully realized. Therefore, the above budget also incorporates the cost of appropriate furniture, fixtures and equipment within each project category. Design teams will be provided with the corollary Elm Facilities Vision & Description document for specific guidance on the necessary FF&E for the Elm campus.

SUMMARY TIMELINE & SCHEDULE:

The construction schedule and academic schedule may require that both new and old portions of the campus be in operation simultaneously. Confirming that existing site utilities have adequate capacity for this simultaneous use will be a critical component of achieving a successful project. Design teams are encouraged to engage Civil Engineering consultants early on in the process in this regard. The schedule chart below is based on the District's fiscal year calendar, in which Q1 of FY2014 effectively begins July 1, 2013, and Q4 of FY2014 effectively ends June 30, 2014.



III. METHOD OF SELECTION

BACKGROUND:

In 2012, Oxnard School District issued a Request for Qualifications for architectural services for the Measure R construction projects. In October of 2012, three firms were selected and approved by the District's Board of Trustees. All three firms have been prequalified. Each construction project that is funded by Measure R will be assigned an architect from the pool.

RE-USE OF PLANS:

In order to maximize cost efficiency, and minimize required duration for both design and construction phases, the District is requesting a 'Re-Use of Plans' effort for this project. The proposing architectural firms should carefully review the content of this selection package, specifically the approved Educational Specifications and Project Budgets enclosed, and select at least (2) best-fit options for re-use of plans that have been previously approved by DSA, successfully constructed within the last 5 years, and have detailed construction cost documentation available. Minimizing re-design efforts required for code compliance, and other regulatory requirements is a critical aspect of this effort, so projects that have been designed & constructed under current building codes should be prioritized where possible.

Architectural firms may select specific components from a variety of approved projects, however such proposals must include a general design showing how the various elements connect to create a cohesive campus concept for the Elm site. In all cases, design teams should carefully review requests for information (RFI's), submittals, agency review comments, and any other issues that created delays or added cost to the original project, to ensure that the appropriate solutions are pro-actively incorporated into the new Elm elementary school design. The proposals should include a brief "lessons learned" narrative from the construction issues that arose when the design was previously built.

ASSIGNMENT PROCESS:

Each prequalified firm can elect, or decline, to participate in the assignment process for Project 5. Any decision will not affect future opportunities with the Oxnard School District. Firms should carefully review the detailed information and submittal requirements contained within this package. Teams that wish to visit the project site to make further observations should contact Yuri Calderon, Chief Operating Officer, at (510) 596-8170 to request a site visit. CFW will organize a single tour of the Elm site for all interested teams. Please do not visit the site without coordinating with CFW.

Once the proposal deadline has passed, CFW will begin arranging interviews with all participating firms. All participating firms will be interviewed. The design firms should include staff assigned to the project in the interview process. The interview results will be considered along with the proposed "re-use" design, estimated fee amounts, estimated cost of construction, quality of staff, level of understanding of the project parameters, and creativity of the proposed approach to meet educational specifications without sacrificing the quality of the finished product. Site visits to referenced projects may be conducted. Design teams must coordinate in advance a potential site visit at each proposed site with the site staff

and district facilities as required to ensure that all sites are on stand-by for a site visit during the times allotted in the schedule below, should the District choose to visit the site(s).

SCHEDULE

The following is a projection of tentative milestone dates for selection:

- Project 5 selection package sent to prequalified firms: September 4
- Participating teams notify CFW of their intent to provide a proposal: September 5
- Conduct site visits: September 10
- Participating teams submit final proposals: September 13, no later than 4:00pm
- Project Review Committee to interview each design team: September 17
- Project Review Committee to attend Architect designated site tours of completed campuses proposed for “re-use”: September 19
- Final selection to be announced to winning firm and commencement of contract negotiation: September 20

SUBMITTAL FORMAT & REQUIREMENTS

Proposals should be formatted to effectively address the following issues in as much detail as necessary to fulfill each request. Each proposal should have a cover letter briefly discussing the proposed “re-use” project, and the firm’s unique qualifications to pursue the Elm project. In addition, the proposal should include, but not be limited to the following items:

1. Brief summary of similar projects completed by your firm within the last five years that closely match the proposed Project 5 program as referenced in the Project Description.
2. Detailed summary of 2-3 proposed “re-use” projects, indicating whether an entire project, or a combination of several projects are best-suited to be “re-used” for Project 5. Project summaries should include:
 - a. Detailed construction cost & schedule information relating to each of the projects identified in item 2 above. *See attachment A –Cost Comparison Sheet.*
 - b. Narrative of “lessons learned” from each of the proposed projects identified in item 2 above. Narrative should include commentary of RFIs, agency comments, inspection requirements, or other challenges that had to be overcome to produce a successful project.
 - c. Design firms must schedule a site visit with program manager and District to review completed site(s) as identified in item 2 above.
 - d. Design firms should be prepared to present & review complete DSA approved plan sets for projects identified in item #2 above.

- e. Discuss the complexities of “re-use” and how your firm intends to integrate lessons learned from the original construction to enhance the quality of the proposed design.
3. Discuss the firm’s approach to designing “from the inside out” such that facilities provided by the “re-use” project accommodate the District’s established vision and description for 21st century learning spaces and incorporate required furnishings, fixtures, and equipment. See *attachment B – Elm K-5 Facilities Vision & Description*.
4. Discuss the challenges of designing a new campus on an existing site, with construction creating a minimal impact on the existing operational school facilities
5. Discuss ways in which the “re-use” strategy can help to meet or accelerate the proposed timelines of the proposed project.
6. Discuss the firm’s experience with the District’s preferred delivery method of using a Lease-leaseback contractor, in comparison with other delivery methods within the firm’s experience.
7. Discuss the role of the assigned personnel, the benefits they bring to the project, and their assigned level of participation on the project. Please be specific.
8. Provide a brief summary of community oriented design approach, and proposed strategies to reflect the unique character and culture of the surrounding community in the creative design process. Photos and commentary from design team neighborhood visits are encouraged.

Limit response to no more than 10 double-sided 8 ½ x 11 pages, and (12) 11 x 17 drawings to illustrate the “re-use” proposals for Project 5 (maximum of 4 pages of drawings per proposed “re-use” project site). Firms are requested to submit their response within a single file in PDF format via email (use of FTP download link, Hightail, DropBox or similar service for large file transmittal is acceptable) to Yuri Calderon at ycalderon@cfwinc.com by no later than 4:00pm PDT, Friday, September 13, 2013.

The Project is Amended As Follows:

Background

All architectural firms participating in the Elm Elementary School selection process, including MVE Institutional (MVEI) agreed as part of their participation to adjust initial proposed plans in order to match District expectations for use and functionality of the Elm campus. It is the mutual understanding of the District and MVEI that all re-design requirements to bring the proposed re-use project into compliance with the approved educational specifications, all site adaption requirements, and all costs associated with phasing required to construct the project while coordinating with the existing school site, are the sole responsibility of MVEI and all related design services required to accomplish this scope of work are hereby included in the Basic Services Fee established by this Agreement.

Summary of Amendment

Pursuant to this mutual understanding, the Project is hereby amended to reflect the design concepts proposed by MVEI in the presentation submitted on September 24, 2013. The design is based on Tustin Unified School District's Orchard Hills K-8 School in Irvine, CA, repurposed to serve as a K-5 school and revised as needed to comply with the Oxnard School District's educational specifications, program vision, and other design changes reflected in the 9/24/13 submittal.

The proposed re-use project shall be further revised as required to accommodate all necessary site adaption changes, including site utility coordination, site circulation and access, coordination with existing conditions including phasing and interim housing planning and design, and other necessary revisions to achieve a DSA approved design acceptable to the District. In addition to site adaption, Architect shall meet all the current and pending District Standards and District requested changes shall be accommodated through completion of Schematic Design Phase at no additional cost to the District.


The proposed re-use project shall be revised to ensure that all proposed buildings reflect a consistent and cohesive architectural theme including colors, textures, fenestration, and facades consistent with the character of the Elm community. The Architect shall submit proposed architectural theme including complete exterior elevations as part of the Schematic Design Submittal, which requires District approval of the architectural theme prior to commencement of Design Development Phase.

Amended Budget

As mutually agreed to by District and MVEI, the Project amendment as described above shall be constructed within the original approved Project Budget of \$20,170,543, with original Construction Budget of \$16,003,323, inclusive of owner controlled contingency of \$1,186,479.

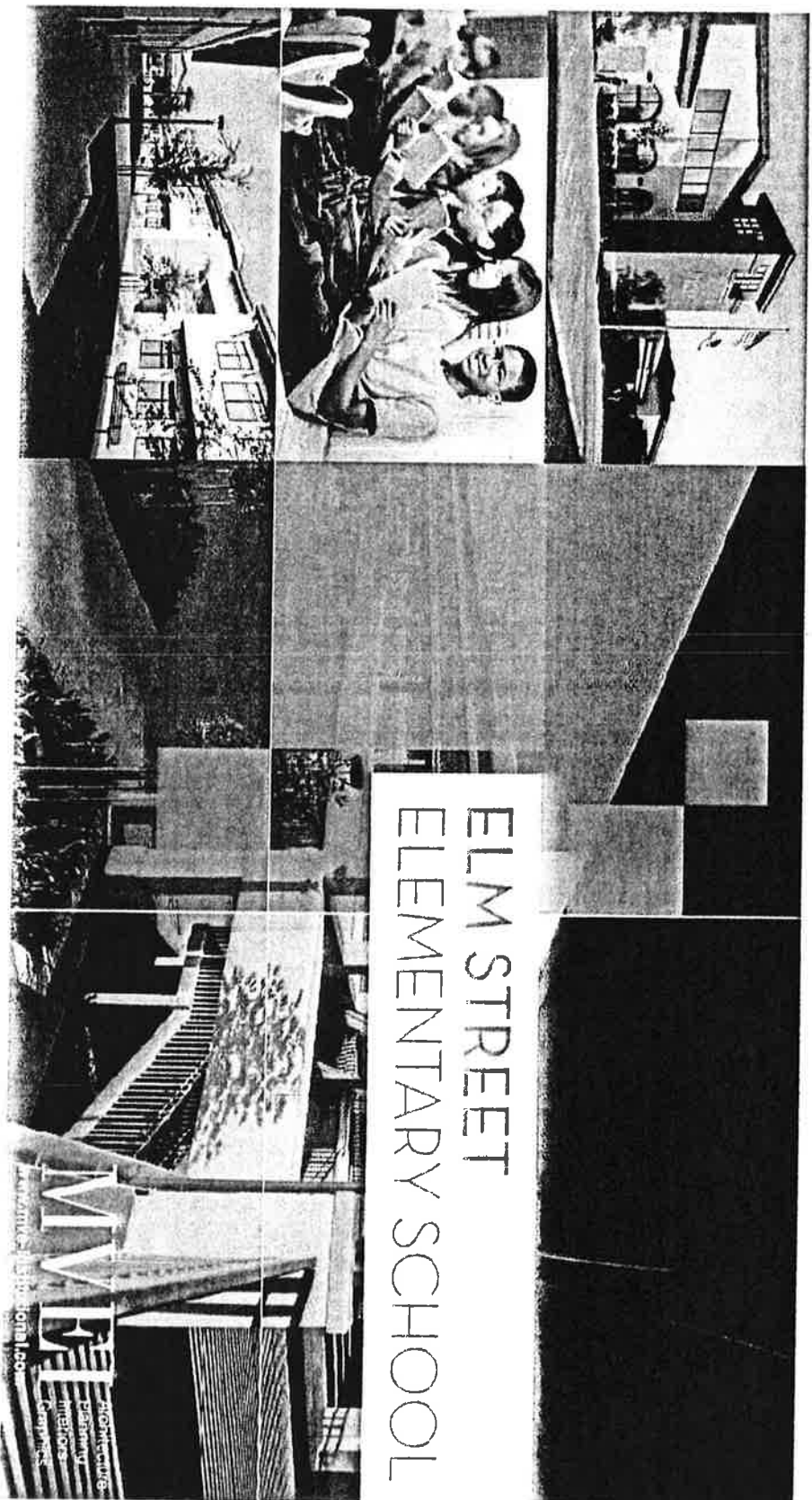
Acceptance of Project Amendment:

Accepted by MVEI 
Signed _____ Date 10.10.13

Accepted by District 
Signed _____ Date 10-18-13

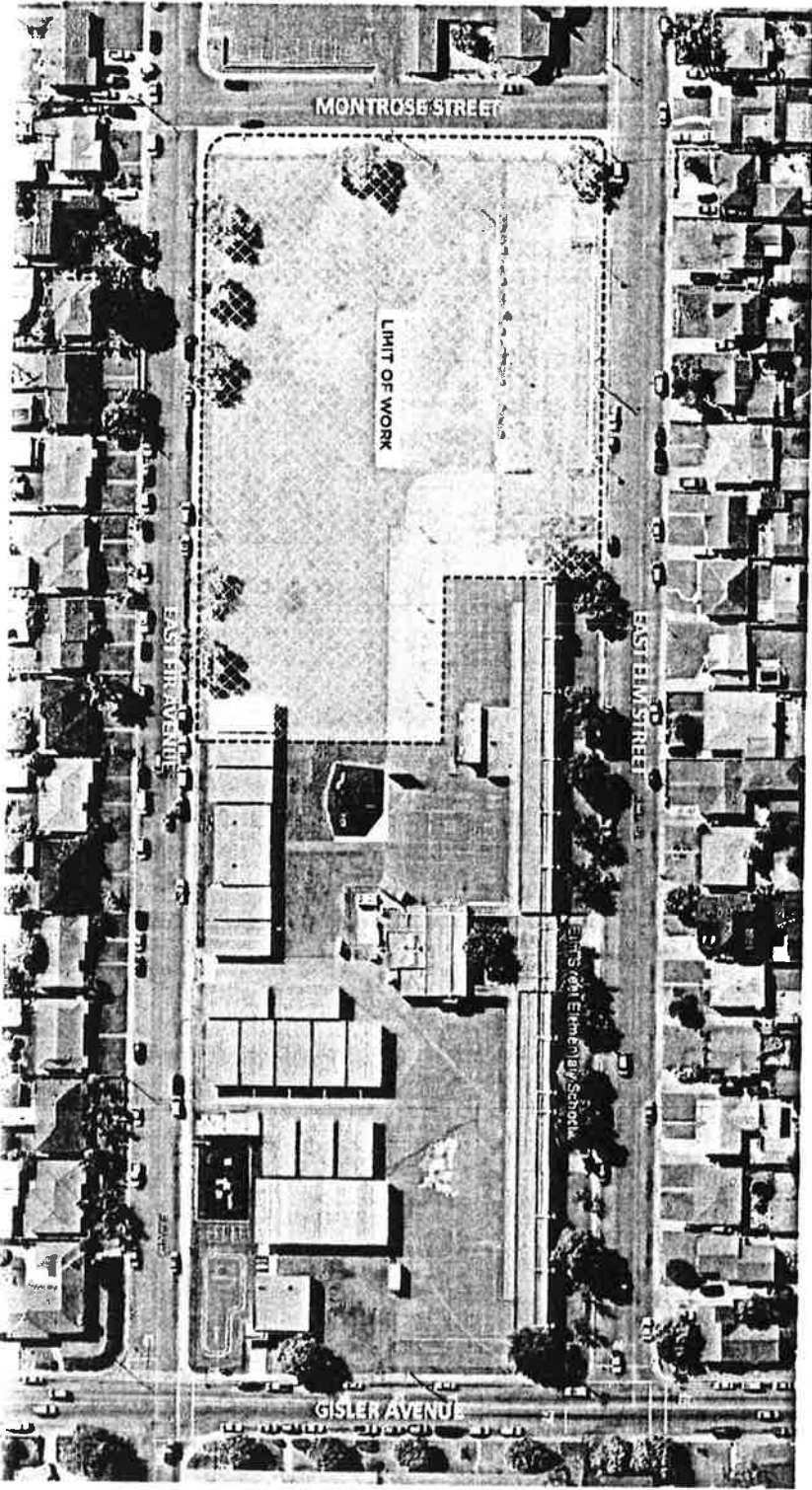
OXNARD SCHOOL DISTRICT

ARCHITECT SELECTION PACKAGE FOR PROJECT 5 -
ELM STREET ELEMENTARY SCHOOL



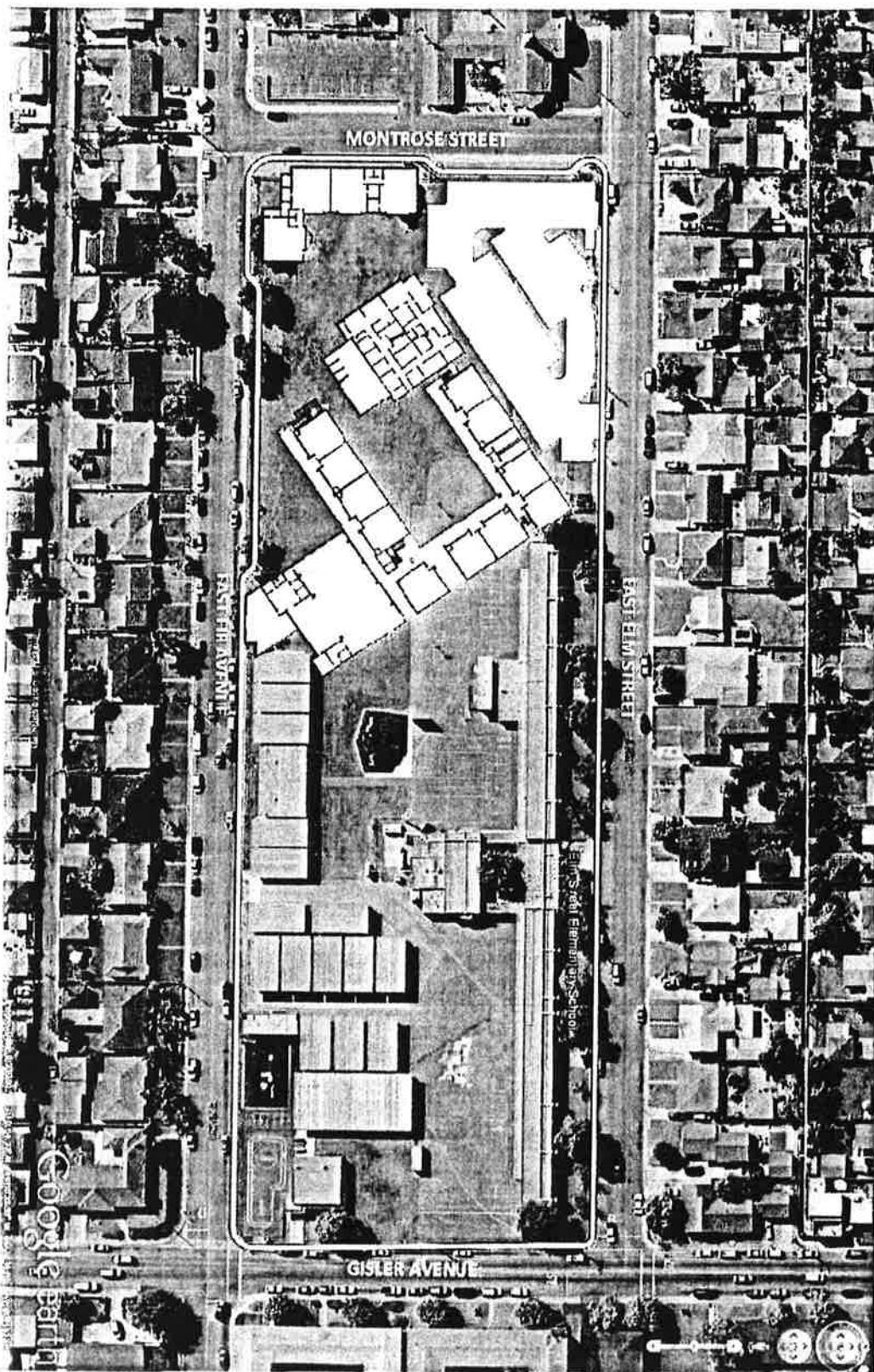
ELM STREET
ELEMENTARY SCHOOL

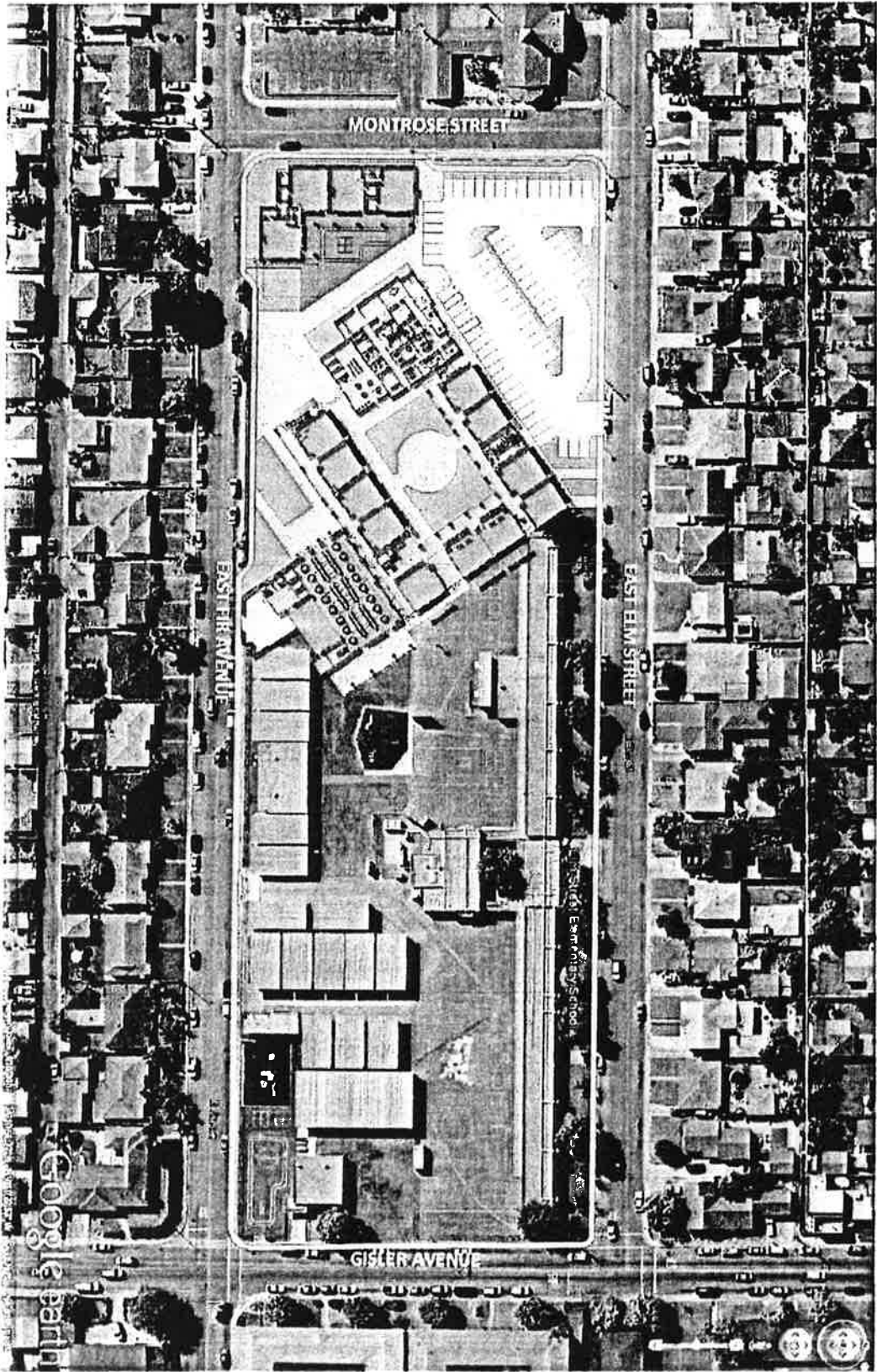
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ELM STREET ELEMENTARY SCHOOL
PHASING PLAN

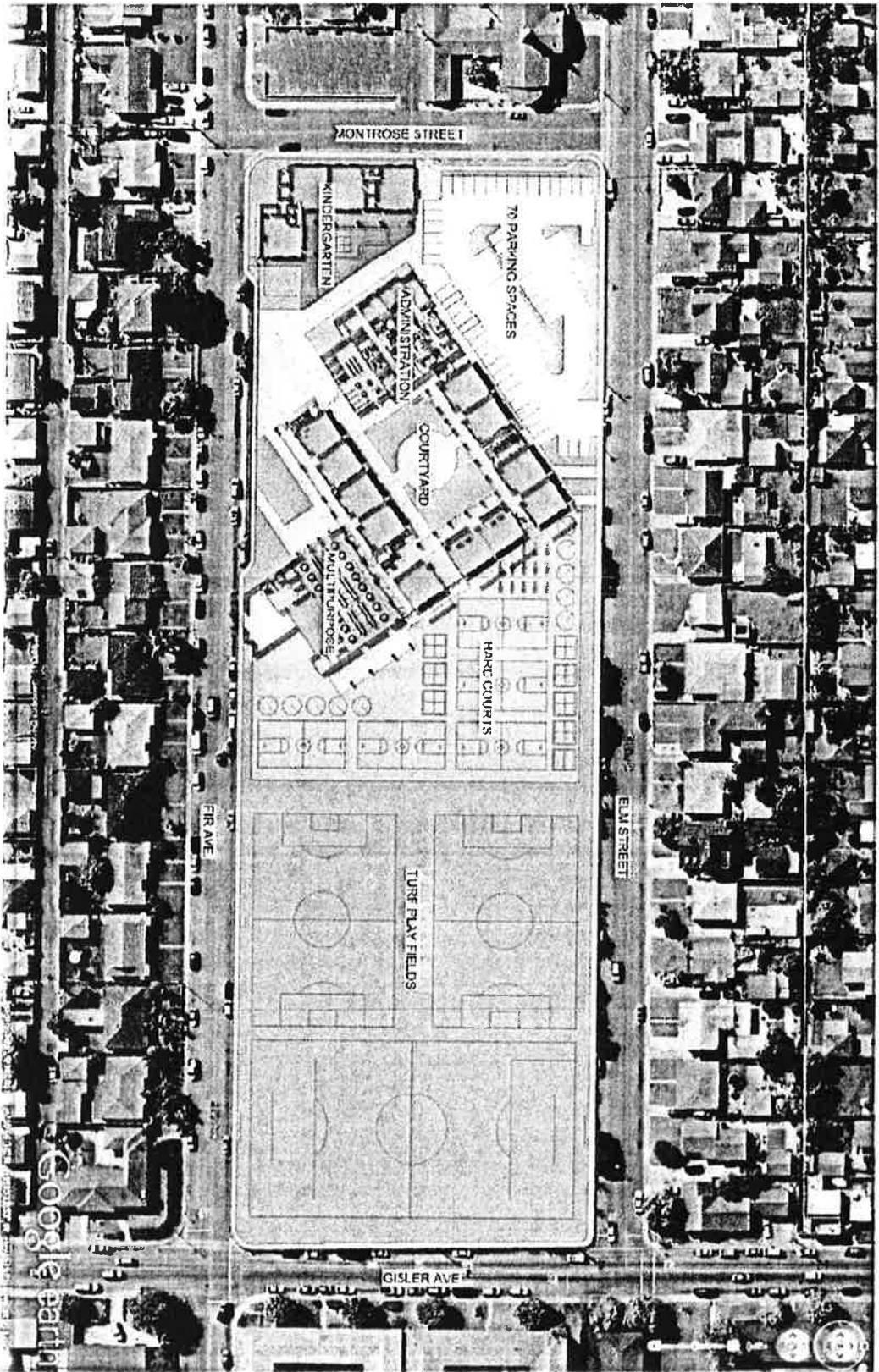
OXNARD MAP





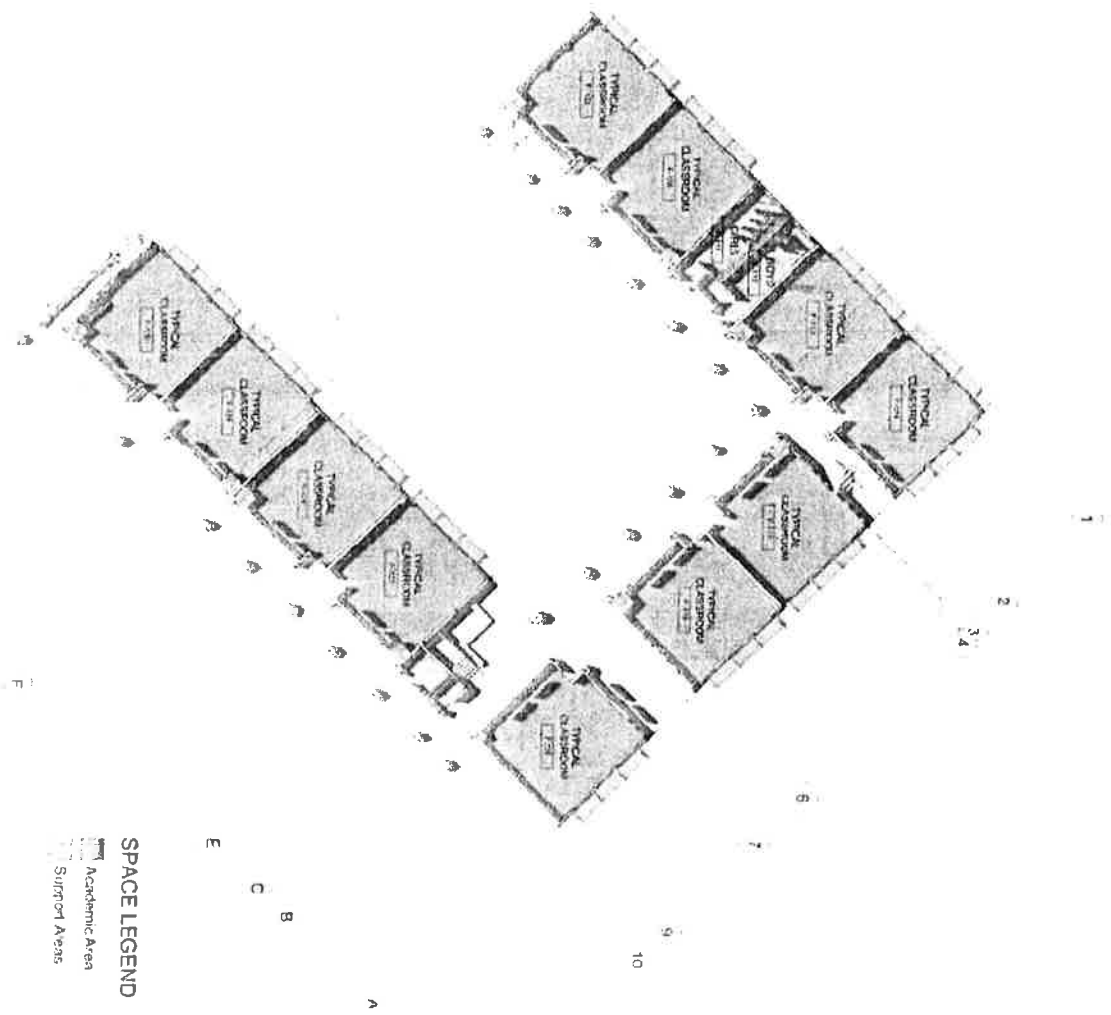
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BHASKINISID 2N

OXNARD, CA

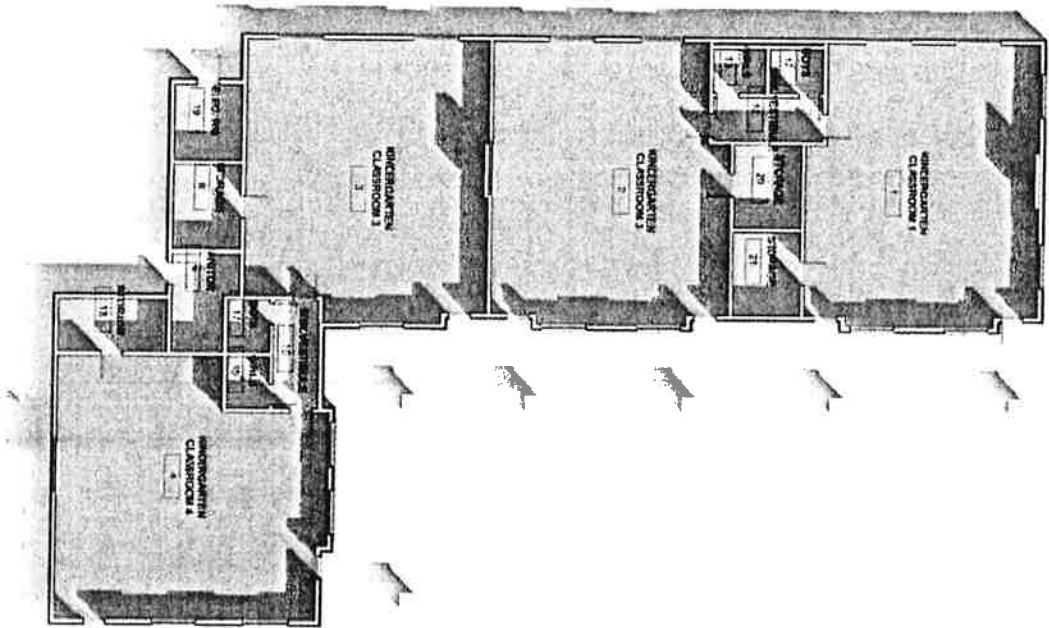


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OXNARD WA 91301
Google Earth

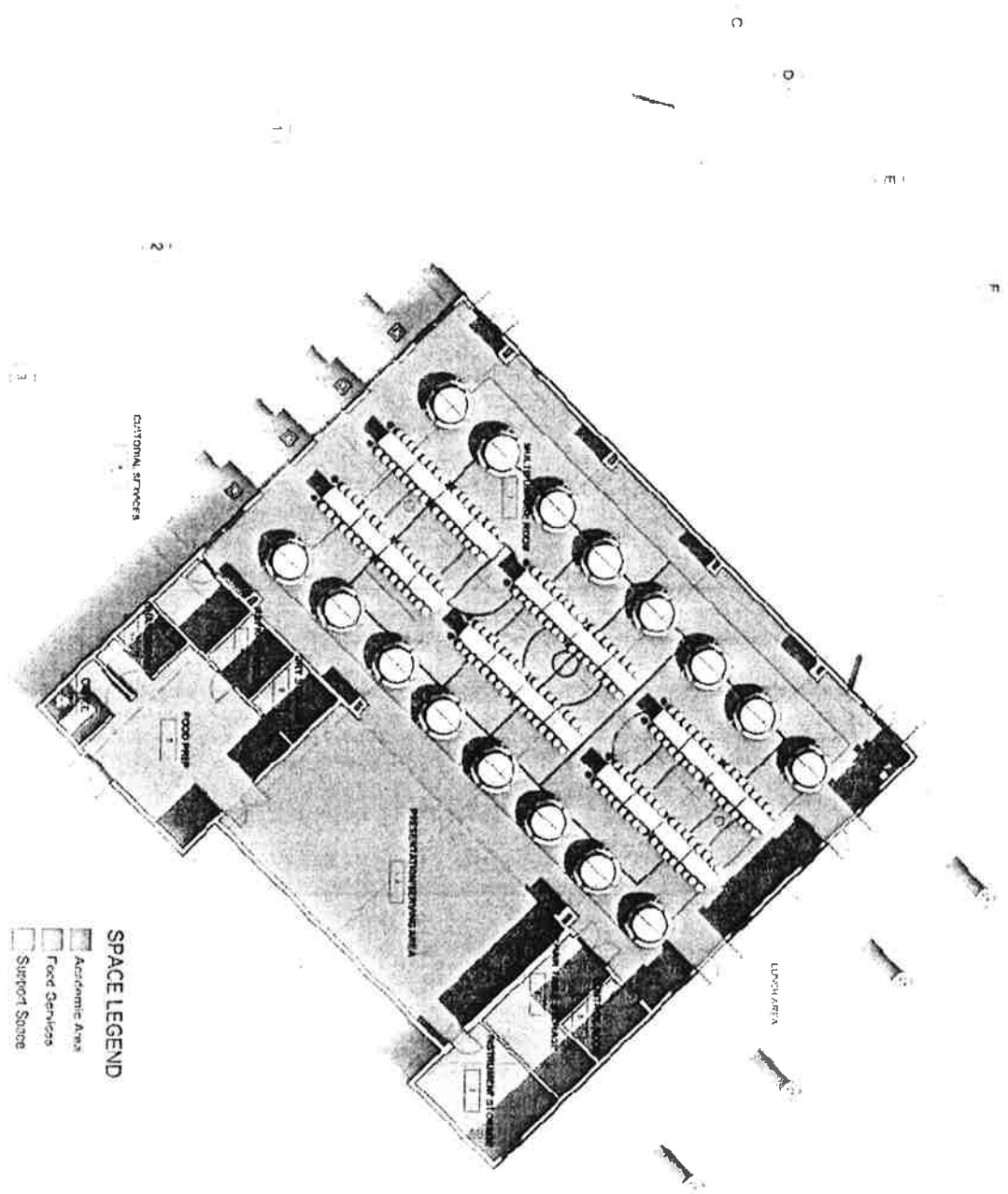


SPACE LEGEND
Academic Area
Support Areas

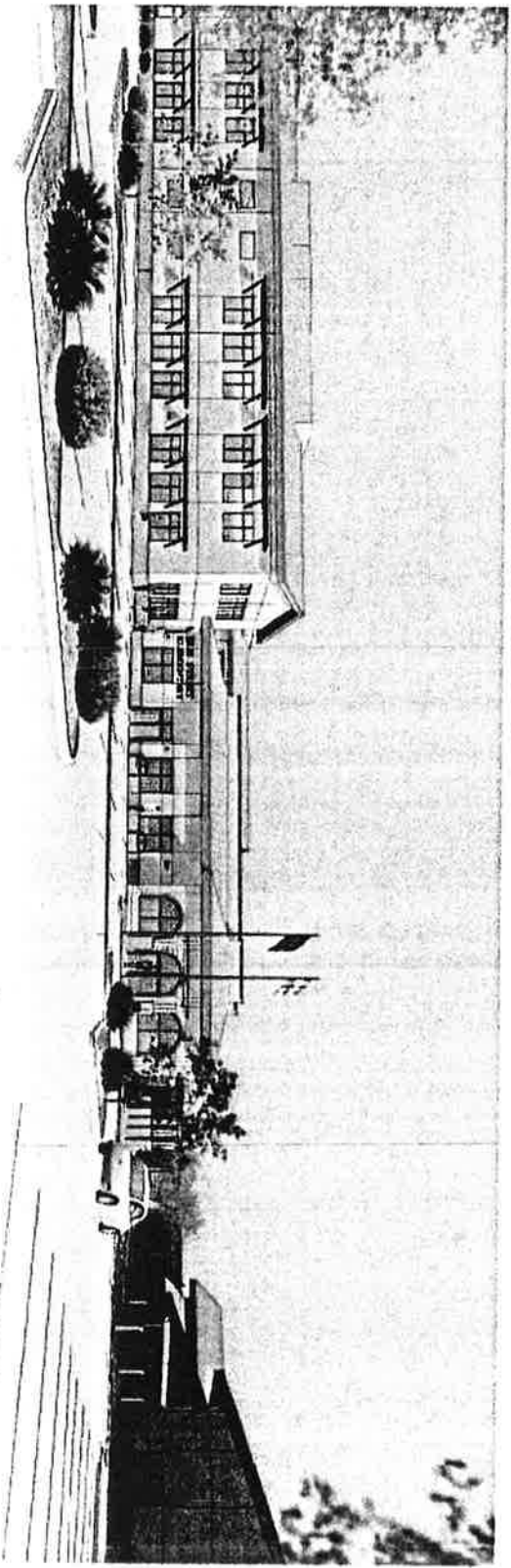


SPACE LEGEND

- Academic Area
- Academic Support
- Support Areas

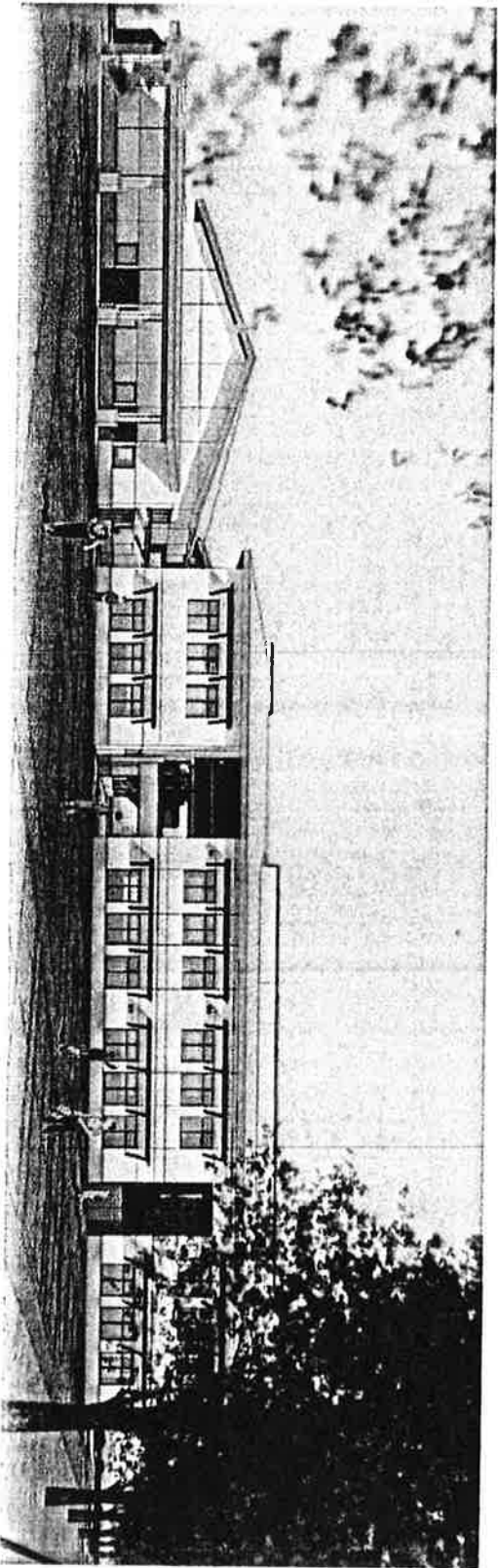


ELM STREET ELEMENTARY SCHOOL
PERSPECTIVE VIEW #1



CAMPUS ENTRY

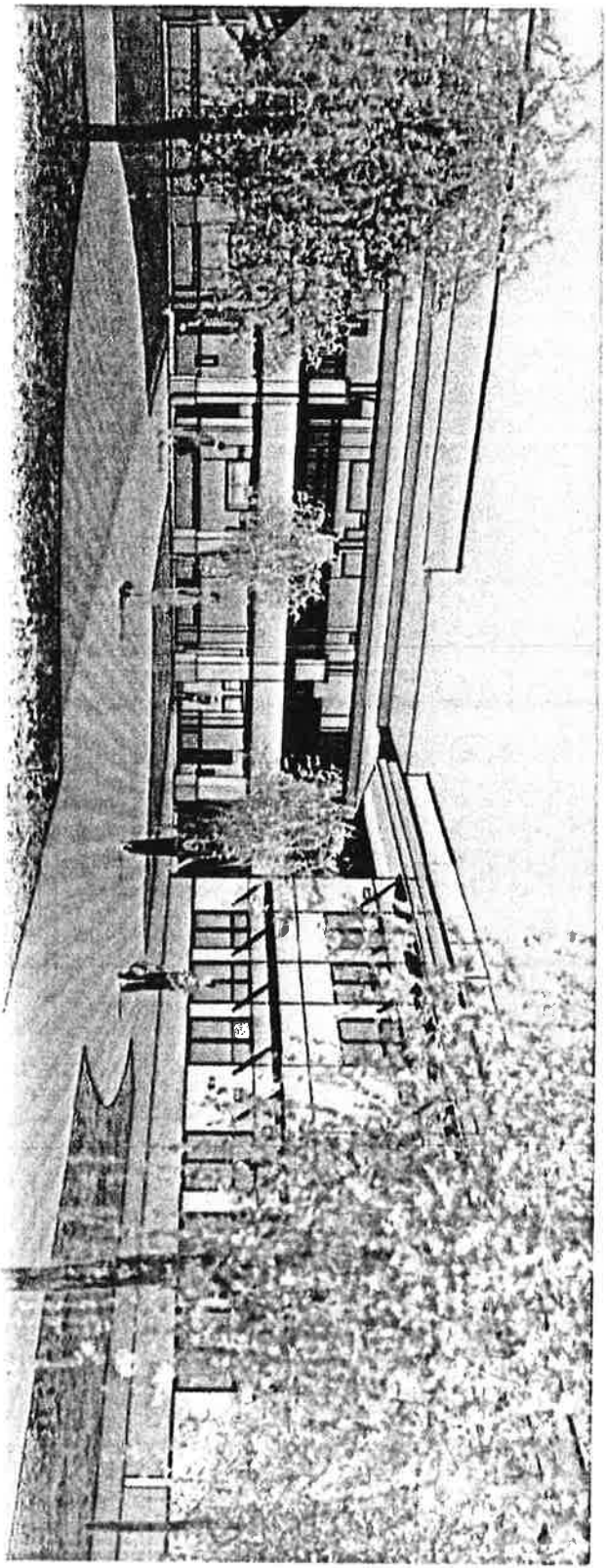
OXNARD MVB1



TWO STORY CLASSROOM BUILDING

ELM STREET ELEMENTARY SCHOOL
PERSPECTIVE VIEW W/10/17/99

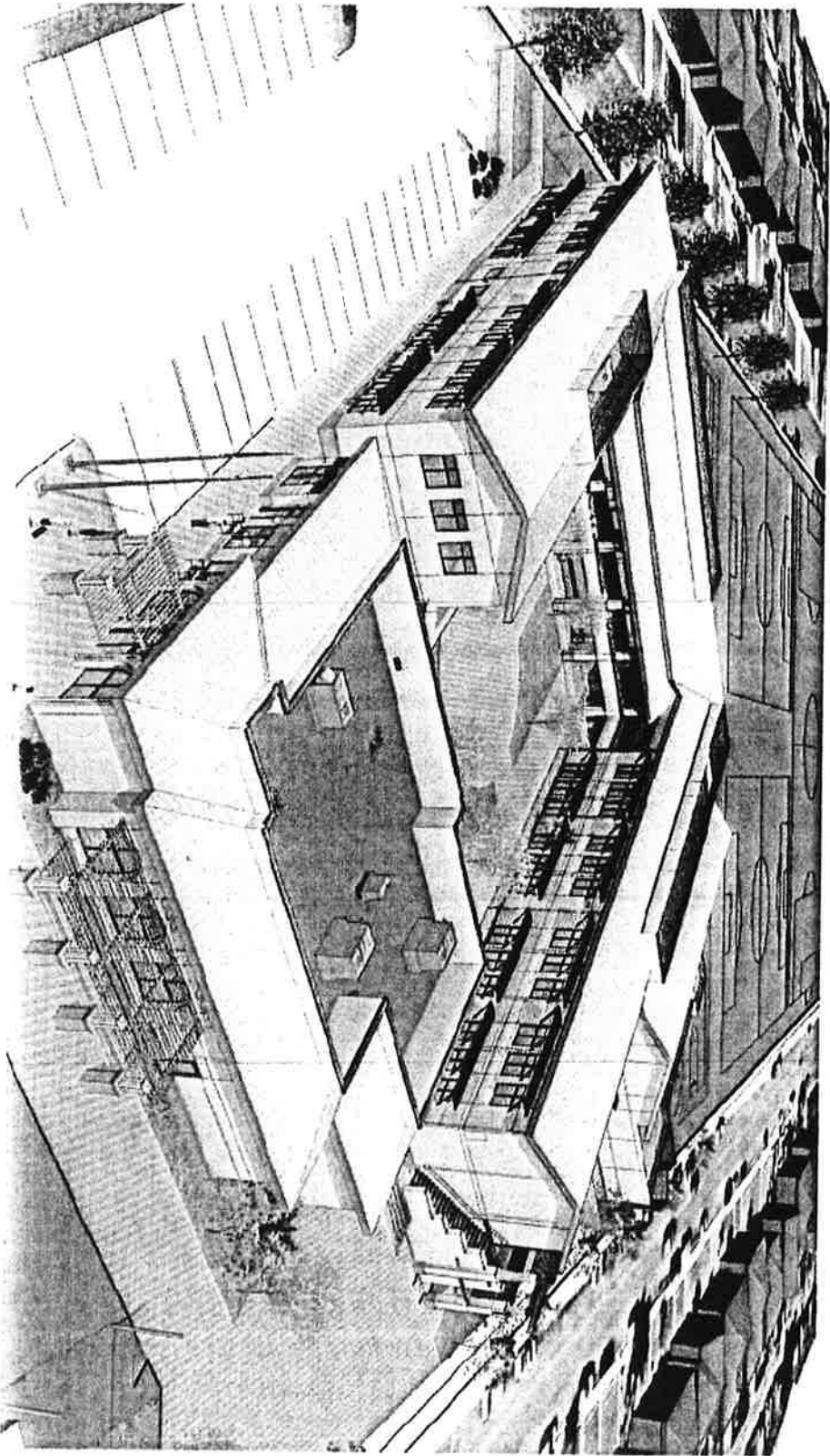
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CENTRAL COURTYARD

ELM STREET ELEMENTARY SCHOOL
PERSPECTIVE VIEW #3

OXNARD MVD



AERIAL VIEW

ELM STREET ELEMENTARY SCHOOL
PERSPECTIVE VIEW #4

OXNARD MVB

EXHIBIT "B"

BASIC SERVICES AND DESCRIPTION OF SUBMITTALS

A. GENERAL REQUIREMENTS

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Services:

- (1) Determine which governmental agencies have jurisdiction over the Project or any portion thereof and document same in writing to the District; coordinate with and implement the requirements of such agencies, e.g., California Department of Education ("CDE"), Office of Public School Construction (OPSC), Division of the State Architect (DSA), State Fire Marshal, *et cetera*.
- (2) Review subsoil data, chemical, mechanical and other data logs of borings, etc., furnished to Architect pursuant to this Agreement and advise the District whether such data are sufficient for purposes of design, or whether additional data are necessary.
- (3) Utilize District provided title report for Project site to determine scope and extent of any easements or other site limitations.
- (4) Be responsible for the coordination of the design and the layout of the technology backbone system with the District's technology consultant. The coordination effort shall include location and routing of raceways, conduits, and outlets and required spaces to accommodate electrical, data and communication wiring.
- (5) Provide services required to obtain local agencies approval for off-site work including review by governmental agencies having jurisdiction over the Project.
- (6) Develop a grading and drainage plan and a site plan from architectural information showing a final development of the site, this drawing will also include a horizontal and vertical control plan and a utility infrastructure plan. The services described in this Subparagraph shall be provided by a professional civil engineer who is to subcontract with the Architect.
- (7) Architect to document the location of existing utility lines, telephone, water and sewage, etc., within the limits of all on-site and off-site work. This information shall be provided by the District. Architect shall verify the capacity of all existing project utilities.
- (8) Chair, conduct and take minutes of coordination meetings, held as reasonably necessary during each design phase with its consultants. Invite the District and the District's consultants to participate in these meetings. Keep a separate log to document design/coordination comments generated in these meetings. The form of Comment Tracking Document to be used by Architect should be coordinated with the Contractor.

- (9) Maintain a log of all meetings, site visits or discussions held in conjunction with the work of this Project (with documentation of major discussion points, observations, decisions, questions or comments) and furnish to the District for inclusion in the overall Project documentation.
- (10) Utilize the standardized filing system as currently utilized by Architect.
- (11) Provide interior design and other similar services required for or in connection with color coordination including furnishing, including the provision of a standard color board to assist in consultation with the District regarding such color coordination. Coordinate the placement of furniture, and equipment layout and consult with District to ensure proper placement of required furniture and equipment. The District shall procure furnishing and moveable equipment.
- (12) Prepare necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, the CDE, the State Fire Marshall and all other agencies exercising jurisdiction over the Project. Prepare and submit any required applications, notices or certificates to public agencies as required by law. Provide copies of all such documents to the District.
- (13) Prepare all documentation performed pursuant to this Agreement with the assistance of technology that is currently utilized by Architect. Deliver to the District, on request, the tape and/or his disc format and the name of the supplier of the software/hardware necessary to use the design file. Architect and District shall each sign a "hard" copy of reproducible documents that depict this information at the time provided to the District.

B. ESTIMATES AND COSTS GENERALLY

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Services:

- (1) The Architect shall review Construction Cost and Project Budget estimates at each phase of the Services. If such estimates are in excess of the Construction Budget and Project Budget, the Architect, in consultation with the District and without additional cost to the District, shall revise the type, quantity or quality of construction to come within the budgeted limits. The District, in its sole discretion, may, but in no event shall be required to, increase the Construction Budget for the Project.
- (2) The Architect shall at all times include in each estimate of Construction Cost a contingency for Change Orders, in such amount as agreed by the District.
- (3) The Architect shall at all times notify the District if adjustments to previous estimates of the Construction Cost will be necessary due to market fluctuations or approved changes in scope or requirements.

- (4) The Architect shall ensure that all plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructable and otherwise comply with provisions of this Agreement, law and District standards and policies, regardless of any revisions necessary to keep construction costs within the Construction Budget.

C. PROJECT INITIATION PHASE

Within ten days after receipt from the District of the notice to proceed with the Services, the Architect shall complete all of the following:

- (1) Meet with the District and its representatives to prepare a detailed task analysis and work plan for documentation in a computer generated project schedule. The District will produce the final scheduling format based on data furnished by Architect.

This task analysis and work plan will identify specific tasks including, but not limited to: interviews, data collection, required District filing standards, analysis, report preparation, planning, Architectural programming, concepts and schematic design preparation and estimating that are part of the work of the Project. Also identified will be milestone activities or dates, specific task responsibilities, required times for completion and additional definition of deliverables.

- (2) Review the developed work plan with the District and its representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.
- (3) Participate in a general Project kick-off meeting to include the Architect's Consultants, and District staff.
 - (i) The Project kick-off meeting will introduce key team members from the District and the Architect to each other defining roles and responsibilities relative to the Project.
 - (ii) Identify and review pertinent information and/or documentation necessary from the District for the completion of the Project.
 - (iii) Review and explain the overall Project goals, general approach, tasks, work plan and procedures and deliverable products of the Project.
 - (iv) Review and explain the task analysis and Project work plan for all parties present; determine any adjustments or fine tuning that needs to be made to the work plan.
 - (v) Review documentation of the project kick-off meeting prepared by the District and/or its representatives and comment prior to distribution.

D. DEVELOPMENT OF ARCHITECTURAL PROGRAM

Upon receipt from the District of the notice to proceed with the Services, the Architect shall perform pre-design investigations to establish appropriate guidelines around which and within which the Project is to be designed; identify design issues relating to functional need, directives and constraints imposed by applicable law and regulatory requirements; and complete design checklist as provided by the District; and take all other necessary actions in accordance with the following:

- (1) Coordinate with the District's Educational Specifications to identify critical issues affecting Project completion and certification; significant site considerations; applicable planning and zoning requirements; applicable code requirements; applicable fire and life safety requirements; sanitary and storm sewer service requirements; electrical power service and requirements; heating, ventilating and air conditioning requirements; natural gas availability and requirements; domestic and fire water service requirements; and incorporation of mitigation measures, if any, from the final environmental impact report and/or mitigation negative declaration adopted by the District for the Project. With respect to environmental mitigation measures, the District shall cooperate with Architect to ensure that Architect has access to those mitigation measures adopted by the District for the Project.
- (2) Hold initial community information/PTA meeting at a location designated by the District, if requested by the District.
- (3) Conduct architectural program meeting with the District selected Project participants.
- (4) The Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project or increase the efficiency and/or functionality of the Project.
- (5) Develop an estimate of probable Construction Cost for the Project and reconcile the estimate with the Construction Manager and the Contractor; estimates are to be based on the developed functional Architectural programs as approved by the District.
- (6) Estimates prepared by Architect:
 - (i) All costs are to be based on current bid prices, with escalation rate and duration clearly identified as a separate line item; rate of cost escalation and projected bid and construction dates are to be as approved by the District and the Program Manager.
 - (ii) Contingencies for design, bidding or construction, if included in the estimate, are to be included as individual line items, with the percentage and base of calculation clearly identified.
 - (iii) All Construction Cost estimates developed per the above should additionally be presented in a building systems format (e.g., foundations, substructure, structural system, exterior wall enclosure, window systems, etc.) for new

buildings, and summarized by the Construction Specification Institute (CSI) category for buildings being modernized.

- (iv) One week prior to submittal of documents, Architect's proposed cost format must be submitted to the District for review and approval.
- (v) Architect shall submit a unit cost breakdown for three types of new building cost models ranging from a low end per square foot cost for the District's consideration, to high end per square foot cost. The unit cost shall not include the site work, the Contractor's overhead and profit, and general conditions (Include separate columns for additional upgrades / condition assessment scope and possible condition assessment reduction credits). In addition, Architect shall provide a cost estimate for a permanent modular if appropriate/applicable.
- (vi) Mechanical, electrical, civil, landscaping and estimating Architect's Consultants shall participate in the progress meeting as appropriate and shall provide input and feedback into the development of the cost estimate.

E. SCHEMATIC DESIGN PHASE

Upon written authorization from the District to proceed with the Schematic Design Phase, the Architect shall prepare for the District's review a Schematic Design Study and take other necessary actions in accordance with the following:

- (1) Architectural:
 - (i) Scaled floor plans showing overall dimensions, identifying the various major areas and their relationship.

Include all net usable floor areas and a summary of gross floor area. Also, provide typical layouts of major equipment or operational layout.
 - (ii) Preliminary building exterior elevations and sections in sufficient detail to demonstrate design concept indicating location and size of fenestration.
 - (iii) Identify proposed roof system, deck, insulation system and drainage technique.
 - (iv) Site plan with building located and minimum one (1) foot contour grade intervals. All major site development, such as paving, utilities and outside facilities shall be shown, including property lines, adjacent existing structures, walls and fences fifty (50) feet beyond the property line. The District shall provide a site survey to Architect for purposes of completing the task outlined within this paragraph.

(2) Civil:

- (i) Development of on and off site utility systems such as sewer, water, storm drain, firewater lines and fire hydrants.
- (ii) Identify surface improvements including roadways, parking (with assumed wheel weights) preliminary finish grades and drainage.
- (iii) Coordinate finish floor elevations with architectural site plan.

(3) Landscaping:

Development and coordination of landscape design concepts entailing analysis of existing conditions, proposed components and how the occupants will use the facility. Include location and description of planting, ground improvements and visual barriers.

(4) Specifications:

Outline specifications of proposed architectural, structural, mechanical and electrical materials, system and equipment and their criteria and quality standards. Architect is to use District's standardized equipment/material list for new construction and modernization in development of the Project design and specifications.

(5) Estimates:

- (i) Schematic Estimates: This estimate consists of unit cost applied to the major items and quantities of work. The unit cost shall reflect the complete direct current cost of work. Complete cost meaning labor, material, waste allowance, sales tax and Contractor's and subcontractor's mark-up.

General conditions shall be applied separately. This estimate shall be prepared by specification section and summarized by the Construction Specification Institute (CSI) category.

- (ii) The estimate shall separate the Project's building cost from site and utilities cost. Architect shall submit to the District the cost estimating format for prior review and approval.
- (iii) Escalation: all estimates shall be priced out at current market conditions. The estimates shall incorporate all adjustments as appropriate, relating to mid-point construction, contingency, and cost index (i.e. Lee Saylor Index).

(6) Meetings:

- (i) The District and the Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or

reconsideration of such decisions shall constitute a change in the scope of services of the Architects.

- (ii) During the Schematic Design Phase it is anticipated that the Architect will attend 2-3 design meetings; Structural, Electrical, Mechanical and Plumbing Engineer, and Civil and Landscape engineers will attend design meeting.

(7) Presentation:

Architect shall present and review with the District the detailed Schematic Design.

The schematic design studies shall be revised within the program parameters until a final concept has been accepted and approved by the District at no additional cost to the District.

F. DESIGN DEVELOPMENT PHASE

Upon written authorization by the District to proceed with the Design Development Phase, Architect shall prepare Design Development Phase documents based on Schematic Design Phase documents approved by the District and take other necessary actions in accordance with the following:

- (1) Architectural:
 - (i) Scaled, dimensioned floor plans with final room locations including all openings.
 - (ii) 1/8" scale building sections showing dimensional relationships, materials and component relationships.
 - (iii) Identification and coordination of all furniture, fixtures, and equipment required for a complete Project.
 - (iv) Site plan completely drawn with beginning notes and dimensions including grading and paving.
 - (v) Preliminary development of details and large scale blow-ups.
 - (vi) Legend showing all symbols used on drawings.
 - (vii) Floor plans identifying all fixed and major movable equipment and furniture.
 - (viii) Outline specification and schematic for architectural, structural, mechanical, electrical, civil and landscape manuals, systems and equipment.
 - (ix) Typical reflected ceiling development including ceiling grid and heights for each ceiling to be used, showing:
 - (a) Light fixtures

- (b) Ceiling registers or diffusers
 - (c) Access Panels
 - (x) A tabulation of both the net and gross assignable floor areas, and a comparison to the initial program area requirements.
 - (xi) Building design shall conform to all adopted energy regulations.
 - (xii) Identify minimum finish requirements, including ceiling, floors, walls, doors, windows, and types of hardware.
 - (xiii) Identify code requirements; include occupancy classification(s) and type of construction.
- (2) Structural:
- (i) Structural drawing with all major members located and sized.
 - (ii) Layout structural systems with dimensions and floor elevations. Identify structural systems (pre-cast, structural steel with composite deck, structural steel bar joists, etc.); with preliminary sizing identified. Establish final building and floor elevations.
 - (iii) Preliminary specifications.
 - (iv) Identify foundation systems and requirements (fill requirements, piles, caissons, spread footings, etc.); with preliminary sizing identified, and associated soil pressure, water table and seismic center. Architect shall design the foundation of the Project in accordance with recommendations of the District's soil engineer as provided by the District. Architect must notify the District in time to prepare this soil report for Architect's use.
- (3) Mechanical:
- (i) Heating and cooling load calculations as required and major duct or pipe runs sized to interface with structural. Calculate block heating, ventilation and cooling loads including skin versus internal loading.
 - (ii) Select a minimum of two (2) HVAC systems that appear compatible with loading conditions for subsequent life cycle costing.
 - (iii) Show selected system on drawings as follows:
 - (a) Single line drawing(s) of all mechanical equipment spaces, ductwork and pipe chases

- (b) Location and preliminary sizing of all major equipment and duct work in allocated spaces
 - (c) Schematic piping
 - (d) Temperature control zoning.
 - (ii) Major mechanical equipment should be scheduled indicating size and capacity.
 - (iii) Ductwork and piping should be substantially located and sized.
 - (iv) Devices in ceiling should be located.
 - (v) Legend showing all symbols used on drawings.
 - (vi) More developed outline specifications indicating quality level and manufacture.
- (4) Electrical:
- (i) Calculate overall approximate electrical loads.
 - (iii) Identify proposed electrical system for service, power, lighting, low voltage and communication loads.
 - (iv) Show system(s) selected on drawings as follows:
 - (a) Single line drawing(s) showing major distribution system.
 - (b) Location and preliminary sizing of all major electrical systems and components including:
 - (1) Load centers
 - (2) Main panels
 - (3) Switch gear
 - (v) Identify and define the scope of the technology backbone system.
 - (vi) All lighting fixtures should be located and scheduled showing all types and quantities of fixtures to be used, including proposed lighting levels for each usable space(s).
 - (vii) All major electrical equipment should be scheduled indicating size and capacity.
 - (viii) Complete electrical distribution including a one line diagram indicating final location of switchboards, communications, controls; (high and low voltage)

motor control centers, panels, transformers and emergency generators, if required.

- (ix) Legend showing all symbols used on drawings.
- (x) More developed outline specifications indicating quality level and manufacture.
- (xi) Identify and coordinate the Project with the District's IT systems and infrastructure.

(5) Civil:

- (i) Further refinement of schematic design drawings of on and off site utility systems for sewer, water, storm drain and fire water. Includes pipe sizes, materials, invert elevation location and description of manholes, clean outs, hookups, bedding and installation details.
- (ii) Further refinement of schematic design drawings of roadways, parking and storm drainage improvements; including but not limited to: details and large scale drawings of curb and gutter, manhole, thrust blocks, paved parking and roadway sections.

(6) Landscape:

- (i) Further refinement of schematic design concepts, includes coordination of hardscape, landscape planting, ground cover and irrigation main distribution lines.

(7) District to provide the general conditions and the supplementary conditions for the contract with the Contractor.

(8) Estimate:

Design Development Estimate: This estimate of the Construction Cost shall be prepared by specification section, summarized by CSI category. The estimate shall include individual item unit costs of materials, labor and equipment. Sales tax, contractor's mark-ups, LLBC fee, and general conditions shall be listed separately.

(9) Meetings:

The District and the Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of Services of the Architects unless such revision or reconsideration is required by Section 4.2.16.1 of the Agreement.

During the Design Development Phase it is anticipated that the Architect will attend (2) design meetings, Structural, Electrical, Mechanical and Plumbing Engineer, and Civil and Landscape engineer will attend (1) design meeting.

(10) **Presentation:**

Architect and applicable Architect Consultants shall present and review with the District the detailed design development drawings and concepts.

The design development design studies shall be revised within the program parameters until a final concept has been accepted and approved by the District at no additional cost to the District.

- (11) The Architect shall submit the Construction Documents to the District for review by facilities, maintenance and operations, and other staff of the District, and Architect shall respond to, and shall revise the Construction Documents as necessary in response to, any comments, suggestions and/or updates provided through such review.

G. CONSTRUCTION DOCUMENTS PHASE

Upon written authorization from the District to proceed with the Construction Documents Phase, Architect shall prepare Construction Documents based on the Design Development Phase Documents approved by the District and take other necessary actions in accordance with the following:

- (1) Prepare Construction Documents in compliance with the appropriate applicable building codes, ordinances and other regulatory authorities.
- (2) Construction Documents ("C/D") 50% stage:
 - (i) Architectural:
 - (a) Site plan developed to show building location, all topographical elements and existing/proposed contour lines.
 - (b) Elevations, (exterior and interior) sections and floor plans corrected to reflect design development review comments.
 - (c) Architectural details and large blow-ups started.
 - (d) Well developed finish, door, and hardware schedules.
 - (e) Site utility plans started.
 - (f) Fixed equipment details and identification started.
 - (g) Reflected ceiling plans coordinated with floor plans and mechanical and electrical systems.

- (ii) Structural:
 - (a) Structural floor plans and sections with detailing well advanced.
 - (b) Structural footing and foundation plans, floor and roof framing plans with detailing well advanced.
 - (c) Completed cover sheet with general notes, symbols and legends.
- (iii) Mechanical:
 - (a) Mechanical calculations virtually completed with all piping and ductwork sized.
 - (b) Large scale mechanical details should be started.
 - (c) Mechanical schedule for equipment substantially developed.
- (iv) Electrical:
 - (a) Lighting, power, signal and communication plans should show all switching and controls. Fixture schedule and lighting details development should be started.
 - (b) Distribution information on all power consuming equipment; lighting and device branch wiring development should be well started.
 - (c) All electrical equipment schedules should be started.
 - (d) Special system components should be approximately located on plans.
 - (e) Completely develop the layout of the technology backbone system, including equipment room layouts, raceway and conduit routing and outlet locations.
- (v) Civil:

All site plans, site utilities, parking and roadway systems updated to reflect update revisions from Design Development Phase.
- (vi) Landscape:

All landscape, hardscape and irrigation plans updated to reflect update revisions from Design Development Phase.
- (vii) Estimate:

Update and refine the estimate of the Construction Cost prepared during the Design Development Phase. Also provide an estimate sorted by District's bid packages.

(viii) Specifications:

- (a) Virtually complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

Where articles, materials and equipment are identified by brand names, at least two names shall be used, and such names shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400.

Specifications shall not contain restrictions that will limit competitive bids other than those required for maintenance convenience by the District.

At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District.

- (b) Coordination of the development of specifications by other disciplines.
- (c) Specification shall be in CSI format.

(3) Construction Documents 90%/DSA Submittal Stage:

(i) Architectural:

- (a) Virtually complete site plan.
- (b) Virtually complete floor plan, elevations and sections.
- (c) Architectural details and large blow-ups near completion.
- (d) Finish door, and hardware schedules virtually complete, including most details.
- (e) Site utility plan virtually complete.
- (f) Fixed equipment details and identification virtually complete.
- (g) Reflected ceiling plan virtually complete.

- (h) Provide Finish Schedule (with the exceptions of colors) identifying type of material and textures on walls, floors, doors, etc. Architect to recommend color selection for approval by the District.
 - (i) All equipment catalog cuts.
 - (ii) Structural:

Completed structural floor plans and sections with detailing well advanced.
 - (iii) Mechanical:
 - (a) Mechanical load calculations complete and all piping and ductwork sized.
 - (b) Large scale mechanical details should be substantially complete.
 - (c) Mechanical schedule for equipment substantially complete.
 - (iv) Electrical:
 - (a) Lighting, power, signal and communication plan(s) should reflect all switching and controls. Fixture schedule(s) should be virtually complete.
 - (b) Distribution information on all power consuming equipment; lighting and device branch wiring should be virtually complete.
 - (c) All electrical equipment schedules should be virtually complete.
 - (d) Special system components should be located on plans.
 - (v) Civil:

All site plans, site utilities, parking and roadway systems updated to reflect update revisions from 50% C/D's.
 - (vi) Landscape:

All landscape, hardscape and irrigation plans updated to reflect update revisions from 50% C/D's and completed.
 - (4) Construction Documents - Substantial Completion Stage:
 - (i) Architectural:

- (a) Completed site plan.
 - (b) Completed floor plans, elevations and sections.
 - (c) Architectural details and large blow-ups completed.
 - (d) Finish, door and hardware schedules completed, including all details.
 - (e) Site utility plans completed.
 - (f) Fixed equipment details and identification completed.
 - (g) Reflected ceiling plans completed.
- (ii) Structural:
- (a) Structural floor plans and sections with detailing completed.
 - (b) Structural calculations completed.
- (iii) Mechanical:
- (a) Large scale mechanical details complete.
 - (b) Mechanical schedules for equipment completed.
 - (c) Completed electrical schematic for environmental cooling and exhaust equipment.
 - (d) Complete energy conservation calculations and report.
- (iv) Electrical:
- (a) Lighting and power plan should show all switching and controls. Fixture schedule and lighting details should be completed.
 - (b) Distribution information on all power consuming equipment, including lighting, power, signal and communication device(s) branch wiring completed.
 - (c) All electrical equipment schedules completed.
 - (d) Special system components plans completed.
 - (e) Electrical load calculations completed.
- (v) Civil:

All site plans, site utilities, parking and roadway systems completed.

(vi) Estimate:

Update and refine the estimate of the Construction Cost prepared during the 50% Construction Document Phase.

(vii) Specifications:

- (a) Complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

Where articles, materials and equipment are identified by brand names, they shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400.

Specifications shall not contain restrictions that will limit competitive bids other than those necessary for District maintenance requirements.

At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District. Architect shall coordinate with District to incorporate any changes by the District, or the District's Construction Manager, made during District review of specifications.

- (b) Coordination of the development of specifications by other disciplines.

- (c) Specifications shall be in CSI format.

(5) Construction Documents Final DSA Approval Stage:

- (i) The construction document final stage shall be for the purpose of the Architect incorporating all governmental agencies' comments into the drawings, specifications, and estimate. All corrections made by the Architect during this stage should be at no additional cost to the District, except for changes by District from Design Development Phase or changes that are required by Section 4.2.16.1 of the Agreement.

- (ii) The Construction Documents delivered to the District upon completion by Architect shall include, but not limited to, the following:

- (a) Drawings: Original of all drawings on CADD or plotted bond with Architect's and/or Architect Consultants' State license stamp(s).

- (b) Specifications: Original computer generated technical specifications on reproducible masters in CSI format.

- (c) Update and refine the Architect Consultant's completed Construction Documents.
- (6) Construction Documents Final Back-Check Stage:
 - (i) Make corrections as required, to reflect governmental agencies' final back-check comments into the drawings, specifications and estimate. All such corrections will be made at no cost to the District.
 - (ii) Upon written approval by the District that the documents are complete, Architect shall provide to the District completed drawings printed to scale and a complete set of specifications on reproducible masters. Reproduction of the Construction Documents for distribution to bidders will be provided by the District.
- (7) Construction Documents:
 - (i) The Architect shall prepare and submit to the District for written approval the Construction Documents for the Project. The Architect shall conform for use in the Construction Documents the form(s) of such documents as are provided by the District, e.g., form of agreement, general conditions, *et cetera*.
 - (ii) To the extent required, the Architect shall submit the Construction Documents to DSA for plan check, and make all revisions and corrections as necessary to secure DSA approval of the Construction Documents. Upon receipt of DSA approval of the Construction Documents, the Architect shall provide to the District a final estimate of Construction Cost for the Project.
 - (iii). Unless the District informs Architect that District will be responsible for preparing bid documents, the Architect shall prepare all bid documents during the Construction Documents Phase of the Project, and forward them to the District for written approval not less than three weeks prior to the anticipated first advertisement date for bids as established by the District.
- (8) Meetings:
 - (i) During the Construction Document Phase it is anticipated that the Architect will attend (2) design meetings; the structural, electrical, mechanical, plumbing engineer will attend the civil and landscape engineer will attend (1) meeting
 - (ii) Such meetings shall not exceed one (1) day in duration and will normally be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsiderations of such decisions affecting program, master plan, schematic design and design development shall constitute a change in the Services of the Architect unless such revision or reconsideration is required by Section 4.2.16.1 of the Agreement.

H. BIDDING PHASE

Upon written authorization from the District to proceed with the Bidding Phase, except to the extent the responsibility for any of the following is assumed by the District or a District consultant, or the bid documents or other contracts applicable to the Project make any of the following the responsibility of some other party, Architect shall take all necessary actions in accordance with the following:

- (1) The development of the bidding procedure and the general condition of the construction contract shall be the joint responsibility of the District and the Architect, and the Contractor.
- (2) Following written approval of the Construction Documents and written acceptance by the District of Architect's final estimate of Construction Cost, the Architect shall cooperate with the District and/or its Program Manager or Contractor in the reproduction of the Construction Documents and the distribution of the Construction Documents to contractors interested in bidding on the Project. All sets of Construction Documents requested by the District for bidding purposes shall be reproduced at District's expense.
- (3) All questions concerning the intent or interpretation of the bidding and Construction Documents shall be referred to the District for screening and subsequent processing through Architect and/or the Construction Manager.
- (4) In the event any matter is identified that requires interpretation of the drawings or specifications, the Architect shall analyze the matter for decision by the District as to substantive and procedural requirements and, as necessary for corrections or clarifications, prepare one or more addenda for issuance by the District.
- (5) The Architect shall assist the District in evaluating all bids and contract proposals, evaluating substitutions proposed by bidders, and awarding the bids. The Architect shall review the qualifications of all bidders and make recommendations to the District as to whether, in the Architect's professional opinion, bidders are qualified and meet minimum requirements for performance of the work.

I. CONSTRUCTION PHASE

The Architect shall commence providing Construction Phase services upon award of the first contract for construction and until the earlier of the issuance to the District of the final Certificate for Payment or sixty (60) days after final completion of construction, including, without limitation, completion of all punch list items.

- (1) During construction, the Architect shall furnish all necessary additional drawings for supplementing, clarifying and/or correcting purposes and for change orders required. Such drawings shall be requested in writing from the Architect by the District and shall be at no additional cost unless designated as an Additional Service to the District. The

original drawings and contract wording for change orders shall be submitted to the District for duplication and distribution.

- (2) The Architect will receive written notification of the award of a construction contract. Upon receiving such written notification, the Architect will proceed with the Services required by the Construction Phase of the Agreement.
- (3) Architect shall review and approve or take other appropriate action upon contractor's submittals such as: shop drawings, project data, samples and Change Orders, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Construction Documents.

The Architect's action shall be taken within fourteen (14) calendar days so as to cause no unreasonable delay, while allowing sufficient time in the Architect's professional judgment to permit adequate review.

In no case shall the review period associated with a single, particular submittal exceed fourteen (14) calendar days from the receipt by the Architect.

- (4) During the course of construction, all Requests for Clarification must be responded to in a most expeditious manner, no more than seven (7) days, so as not to impact and delay the construction progress.
- (5) Drawings or change orders required due to actions of the District which are beyond the scope of the Architect's responsibilities, shall be considered Additional Services.
- (6) Architect shall visit the job site for on-site review of the construction of the Project. The schedule of these visits shall be coordinated and approved in advance by the District and the Construction Manager. The purpose of these visits is to resolve discrepancies in the Construction Documents and to monitor the progress of the Project.

Architect shall bring to the attention of the District, in writing to guard the District against, but does not assure against, any defects or deficiencies in the work by the Contractor which the Architect may observe.

- (7) The Architect shall visit the site at intervals appropriate to the stage of construction or as otherwise agreed by the District and Architect in writing to become familiar with the progress and quality of the work completed and to determine that the work is being performed in a manner that the work when completed will be in accordance with the Construction Documents. On the basis of on-site observations as an architect, the Architect shall keep the District informed of the progress and the quality of the work, and shall endeavor to guard the District against defects and deficiencies in the work. However, the Architect shall not be a guarantor of the Contractor's performance.
- (8) Prepare "Record Drawings": on the approved drawings original tracings to record changes made during the construction Project based upon information provided by the Contractor and changes by Change Orders. These "Record Drawings" along with three copies shall be delivered to the District at completion of the construction and shall be a

condition precedent to the District's approval of the Architect's final payment. Architect may coordinate with District to identify electronic media alternatives to the satisfaction of all, or a portion of, this requirement.

- (9) The Architect shall not be responsible for, nor have control or charge of, construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Project, and shall not be responsible for Contractors' failure to carry out work in accordance with the Construction Documents. The Architect shall not be responsible for, nor have control over, the acts or omissions of the Contractors, subcontractors, any of their agents or employees, or any other persons performing any work.
- (10) Architect shall review equipment and maintenance manuals, and a complete set of warranty documents for all equipment and installed systems.
- (11) Architect shall also provide at the District's request, architectural/engineering advice to the District on start-up, break-in and debugging of facility systems and equipment; and apparent deficiencies in construction following the acceptance of the Contractor's work.

J. PROJECT CLOSE-OUT PHASE

As a condition to final payment to the Architect pursuant to this Agreement, the Architect shall complete all actions necessary for close-out of the Project in accordance with the following:

- (1) Architect shall perform all actions necessary for District to obtain final close-out approval from DSA and any other governmental agencies with jurisdiction over the Project or any portion thereof. Architect shall not be responsible for documents or actions required of inspectors, testing labs, Contractors, the District, or any other consultants retained by the District.
- (2) Architect shall provide to the District any and all documentation required pursuant to this Agreement not already provided during prior phases of the Services.
- (3) Architect shall coordinate with the District, at extra expense to be agreed upon between the District and the Architect, to prepare for the District as part of the project closeout, following completion of construction and occupation of the Project by the District, a survey reviewing how certain areas of the Project are being utilized as compared to their intended utilization. The District shall, at the Architect's request and with the Architect's assistance, identify those areas of the Project to be included in such survey.

K. MATTERS NOT WITHIN SCOPE OF SERVICES

The Architect is not responsible for providing, as part of the Services, any of the following:

- (1) Ground contamination or hazardous material analysis.

- (2) Any asbestos testing, design or abatement.
- (3) Environmental impact report.
- (4) Historical significance report.
- (5) Soils investigation.
- (6) Geotechnical hazard report.
- (7) Topographic survey.
- (8) Title report.

EXHIBIT "C"

DELIVERABLES

(1) Schematic Design Phase

Deliverables and No. of Copies:

- (a) Schematic Design Submittal Package - 6 copies
- (b) Cost estimates - 4 copies
- (c) Design Checklist - 2 copies

(2) Design Development Phase

Deliverables and No. of Copies:

- (a) Rendered perspective drawings - 6 copies
- (b) Color/Material Boards - 2 copies
- (c) Design Development drawing submittal - 4 copies
- (d) Outline Specifications - 4 copies
- (e) Cost Estimate - 4 copies
- (f) Design Checklist - 4 copies
- (g) Project scale model, for additional fee, if requested by the District.

(3) Construction Documents Phase

Deliverables and No. of Copies:

- (a) Fifty percent (50%) submittal - 4 copies
four (4) prints of the fifty percent (50%) working drawings, three (3) specifications, and three (3) cost estimates.
- (b) Ninety percent/DSA Submittal - 4 copies
four (4) prints of the ninety percent (90%)/DSA Submittal working drawings, and three (3) equipment cut sheets.

- (c) Statement of requirements for testing and inspection of service for compliance with Construction Documents and applicable codes -2

(Submit with DSA Submittal)

- (d) One hundred percent (100%)/DSA Approved submittal - 4 copies

four (4) prints of the DSA Approved one hundred percent (100%) working drawings, three (3) specifications, one (1) engineering calculation and three (3) cost estimates.

- (e) Electronic file copy of DSA Approved C/D drawings and specifications on C/D- 1 copy (in PDF and CAD format)

- (f) Design Checklist - 2 copies

- (g) A statement at each stage of C/D review indicating any authorized changes made to the program from the last submittal and the cost impact of such changes on the previously approved Construction Budget - 2 copies

If no program changes occur but shifts of costs occur between disciplines, identify for District review. (Submit with all submittals, 50, 75, 100%)

EXHIBIT "D"

INVOICE APPROVAL FORM

DATE:

Project No. 5: Elm Reconstruction

Architect of Record: MVE Institutional, Inc. ("MVEI")

MVEI has submitted Invoice No. _____ for review by the District's Program Manager, Caldwell Flores Winters, Inc. ("CFW"), and the District.

By signing below, a representative of MVEI, 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.

MVE Institutional, Inc. _____ 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 for
Business and Fiscal Services

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-imburseables, 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-imburseables 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 (middlestadt@ctvinc.com), or mail to the CFV 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.

EXHIBIT "E"

FINGERPRINTING REQUIREMENTS

SECTION 00510

**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

3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: _____

Title: _____

AND/OR

4. The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: ABC MVS INSTITUTIONAL

Signature: [Handwritten Signature]

By: Robert Simmons

Its: President

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED (ARCHITECTS, ENGINEERS AND SURVEYORS)

This endorsement modifies insurance provided under the following:
COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

NAME OF PERSON(S) OR ORGANIZATION(S):
PER SCHEDULE ON FILE

PROJECT/LOCATION OF COVERED OPERATIONS:

PROVISIONS

A. The following is added to WHO IS AN INSURED (Section II):

The person or organization shown in the Schedule above is an additional insured on this Coverage Part, but only with respect to liability for "bodily injury", "property damage" or "personal injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- a. In the performance of your ongoing operations;
- b. In connection with premises owned by or rented to you; or
- c. In connection with "your work" and included within the "products-completed operations hazard".

Such person or organization does not qualify as an additional insured for "bodily injury", "property damage" or "personal injury" for which that person or organization has assumed liability in a contract or agreement.

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

- d. This insurance does not apply to the rendering of or failure to render any "professional services".
- e. The limits of insurance afforded to the additional insured shall be the limits which you agreed in that "contract or agreement requiring insurance" to provide for that additional insured, or the limits shown in the Declarations for this Coverage Part, whichever are less. This endorsement does not increase the limits of insurance stated in the **LIMITS OF INSURANCE (Section III)** for this Coverage Part.

B. The following is added to Paragraph a. of 4. Other Insurance in COMMERCIAL GENERAL LIABILITY CONDITIONS (Section IV):

However, if you specifically agree in a "contract or agreement requiring insurance" that, for the additional insured shown in the Schedule, the insurance provided to that additional insured under this

COMMERCIAL GENERAL LIABILITY

Coverage Part must apply on a primary basis, or a primary and non-contributory basis, this insurance is primary to other insurance that is available to such additional insured which covers such additional insured as a named insured, 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 entered into that "contract or agreement requiring insurance" for such additional insured. But this insurance 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 the additional insured is also an additional insured under any other insurance.

- C. The following is added to Paragraph 8. **Transfer Of Rights Of Recovery Against Others To Us in COMMERCIAL GENERAL LIABILITY CONDITIONS (Section IV):**

We waive any rights of recovery we may have against the additional insured shown in the Schedule above because of payments we make for "bodily injury", "property damage" or "personal

injury" arising out of "your work" on or for the project, or at the location, shown in the Schedule above, performed by you, or on your behalf, under a "contract or agreement requiring insurance" with that additional insured. We waive these rights only where you have agreed to do so as part of the "contract or agreement requiring insurance" with that additional insured entered into by you before, and in effect when, the "bodily injury" or "property damage" occurs, or the "personal injury" offense is committed.

- D. The following definition is added to **DEFINITIONS (Section V):**

"Contract or agreement requiring insurance" means that part of any contract or agreement under which you are required to include the person or organization shown in the Schedule 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 entered into that contract or agreement;
- b. While that part of the contract or agreement is in effect; and
- c. Before the end of the policy period.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

AUTO COVERAGE PLUS ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

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

GENERAL DESCRIPTION OF COVERAGE – This endorsement broadens coverage. However, coverage for any injury, damage or medical expenses described in any of the provisions of this endorsement may be excluded or limited by another endorsement to the Coverage Part, and these coverage broadening provisions do not apply to the extent that coverage is excluded or limited by such an endorsement. The following listing is a general coverage description only. Limitations and exclusions may apply to these coverages. Read all the provisions of this endorsement and the rest of your policy carefully to determine rights, duties, and what is and is not covered.

- | | |
|---|---|
| A. BLANKET ADDITIONAL INSURED | H. AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT – INCREASED LIMIT |
| B. EMPLOYEE HIRED AUTO | I. WAIVER OF DEDUCTIBLE – GLASS |
| C. EMPLOYEES AS INSURED | J. PERSONAL EFFECTS |
| D. SUPPLEMENTARY PAYMENTS – INCREASED LIMITS | K. AIRBAGS |
| E. TRAILERS – INCREASED LOAD CAPACITY | L. AUTO LOAN LEASE GAP |
| F. HIRED AUTO PHYSICAL DAMAGE | M. BLANKET WAIVER OF SUBROGATION |
| G. PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT | |

A. BLANKET ADDITIONAL INSURED

The following is added to Paragraph A.1., **Who Is An Insured**, of **SECTION II – LIABILITY COVERAGE**:

Any person or organization who is required under a written contract or agreement between you and that person or organization, that is signed and executed by you before the "bodily injury" or "property damage" occurs and that is in effect during the policy period, to be named as an additional insured is an "insured" for Liability Coverage, but only for damages to which this insurance applies and only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured provision contained in Section II.

B. EMPLOYEE HIRED AUTO

1. The following is added to Paragraph A.1., **Who Is An Insured**, of **SECTION II – LIABILITY COVERAGE**:

An "employee" of yours is an "insured" while operating a covered "auto" hired or rented under a contract or agreement in that "employee's" name, with your permission, while

performing duties related to the conduct of your business.

2. The following replaces Paragraph b. in B.5., **Other Insurance**, of **SECTION IV – BUSINESS AUTO CONDITIONS**:

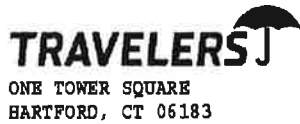
b. For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos" you own:

- (1) Any covered "auto" you lease, hire, rent or borrow; and
- (2) Any covered "auto" hired or rented by your "employee" under a contract in that individual "employee's" name, with your permission, while performing duties related to the conduct of your business.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

C. EMPLOYEES AS INSURED

The following is added to Paragraph A.1., **Who Is An Insured**, of **SECTION II – LIABILITY COVERAGE**:



**WORKERS COMPENSATION
AND
EMPLOYERS LIABILITY POLICY**

ENDORSEMENT WC 99 03 76 (A) - 001

POLICY NUMBER: (XJUB-3565T10-9-13)

**WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS
ENDORSEMENT - CALIFORNIA
(BLANKET WAIVER)**

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule.

The additional premium for this endorsement shall be 3 .0 % of the California workers' compensation premium.

Schedule

Person or Organization

Job Description

ANY PERSON OR ORGANIZATION FOR WHICH THE INSURED HAS AGREED BY WRITTEN CONTRACT EXECUTED PRIOR TO LOSS TO FURNISH THIS WAIVER.

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective
Insured

Policy No.

Endorsement No.
Premium

Insurance Company

Countersigned by _____

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.
SCHEDULE OF UNDERLYING INSURANCE

This endorsement modifies insurance provided under the following:

COMMERCIAL EXCESS LIABILITY (UMBRELLA) INSURANCE

Item 6 of the Declarations to include:

POLICY	LIMITS (000 OMITTED)	COVERAGE	COMPANY
UB-3565T109-13	1,000	EACH ACCIDENT	EMPLOYER'S LIABILITY TIL
	1,000	AGGREGATE EMPLOYEE DISEASE	
	1,000	EACH EMPLOYEE DISEASE	
BA-5076L172-13	1,000	EACH OCCURRENCE	AUTO LIABILITY TIL
680-4852L708-13	1,000	EACH OCCURRENCE	GENERAL LIABILITY TIL
	2,000	PROD/COMP OPS AGG	
	2,000	GENERAL AGGREGATE	

"(If you have any employee exposure in the State of New York, the Employers Liability Limits are applicable only to bodily injury to your "non-subject employees" as defined under Rule VIII - Limits of Liability, A.2., of the WC/EL Manual of the State of New York)"

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

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 Change Order No. 015 to Construction Services Agreement #15-198 with Swinerton Builders to Adjust Costs for the Lemonwood K-8 School Reconstruction Project (Penanhoat/Fateh/CFW)

The Oxnard School District (“District”) Board of Trustees (“Board”) Facilities Implementation Plan first adopted in January 2013, calls for the reconstruction of the Lemonwood K-8 School (“Project”). The Project includes the construction of new school facilities at the existing Lemonwood school site. The new facilities will provide for a complete K-8 educational program and will consist of a new combined administration and library building, a new multi-purpose room/gymnasium, a 2-story classroom building, kindergarten classroom building and playfields, hardscape and green space to service the new school.

Change Order No. 015 provides for the Board’s consideration and approval of twelve (12) change proposals with the following scope of work:

- PCI 0169r1 – Bulletin 38 CCD 27 HVAC modifications
- PCI 0303 – Added painting Bulletin 31
- PCI 0325.1 – Emergency Eye Wash
- PCI 0342.1 – Phase II utility trench soils handling
- PCI 0343.1 – Bulletin 52 Delete roof drains and add scuppers and downspouts
- PCI 0344r1 – Bulletin 050 Kinder Building electrical room cooling
- PCI 0370 – Delete redundant electrical pull boxes
- PCI 0373 – Bulletin 53 Kindergarten Bldg AV Mods-ELECTRICAL ONLY
- PCI 0374 – Bulletin 54 Added AV Administration Building
- PCI 0375 – Bulletin 55 Admin building breakout room doors
- PCI 0377r1 – RFI 0332.1 added storm drain
- PCI 0378 – Bulletin 056 Eliminate LP countertop

FISCAL IMPACT

One Hundred Fifty-Six Thousand Nine Hundred Sixty-Two Dollars and Six Cents (\$156,962.06) to be paid out of the Master Construct and Implementation Funds.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with Caldwell Flores Winters, Inc., that the Board of Trustees approve Change Order No. 015 to Construction Services Agreement #15-198 with Swinerton Builders to provide Construction Services related to the Lemonwood K-8 School Reconstruction Project.

ADDITIONAL MATERIAL

Attached:

- Change Order #015, Swinerton Builders (3 Pages)
- PCI 0169r1 (8 Pages)
- PCI 0303 (3 Pages)
- PCI 0325.1 (6 Pages)
- PCI 0342.1 (28 Pages)
- PCI 0343.1 (3 Pages)
- PCI 0344r1 (28 Pages)
- PCI 0370 (8 Pages)
- PCI 0373 (14 Pages)
- PCI 0374 (13 Pages)
- PCI 0375 (20 Pages)
- PCI 0377r1 (5 Pages)
- PCI 0378 (4 Pages)
- Construction Services Agreement #15-198, Swinerton Builders (19 Pages)



CHANGE ORDER

Date: 11.14.2018

CHANGE ORDER NO. 015

PROJECT: LEMONWOOD K-8 RECONSTRUCTION PROJECT
O.S.D. BID No. N/A
O.S.D. Agreement No. 15-198

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT SVA Architects, Inc.
3 MacArthur Place, Ste. 850
Santa Ana, CA 92707

CONTRACTOR:
Swinerton Builders
865 S. Figueroa St.,
Los Angeles, CA 90017
Attn: Michael Darquea

Architects Proj. No.: 2013-40121
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-116026

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.....	\$ 29,575,897.91
NET CHANGE - ALL PREVIOUS CHANGE ORDERS (001-014).....	\$ 3,584,526.31
ADJUSTED CONTRACT SUM.....	\$ 33,160,424.22
NET CHANGE -	\$ 156,962.06

Total Change Orders to Date: 015.....	\$ 3,741,488.37
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 015.....	\$ 33,317,386.28

Commencement Date:	May 23, 2016
Original Completion Date:	July 23, 2018
Original Contract Time:	791 Calendar Days
Time Extension for all Previous Change Orders:	157 Calendar Days
Time Extension for this Change Order:	0 Calendar Days
Adjusted Completion Date:	February 18, 2019

Percentage (12.65%)

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCI 0169r1 – Bulletin 38 CCD 27 HVAC modifications			\$6,912.89	
2.	PCI 0303 – Added painting Bulletin 31			\$2,388.00	
3.	PCI 0325.1 – Emergency Eye Wash			(\$11,049.50)	
4.	PCI 0342.1 – Phase II utility trench soils handling	\$8,752.56			
5.	PCI 0343.1 – Bulletin 52 Delete roof drains and add scuppers and downspouts			\$5,255.91	
6.	PCI 0344r1 – Bulletin 050 Kinder Building electrical room cooling		\$27,899.12		
7.	PCI 0370 – Delete redundant electrical pull boxes			(\$10,351.00)	
8.	PCI 0373 – Bulletin 53 Kindergarten Bldg AV Mods-ELECTRICAL ONLY		\$17,230.28		
9.	PCI 0374 – Bulletin 54 Added AV Administration Building		\$2,527.06		
10.	PCI 0375 – Bulletin 55 Admin building breakout room doors		\$19,431.56		
11.	PCI 0377r1 – RFI 0332.1 added storm drain			\$89,626.18	
12.	PCI 0378 – Bulletin 056 Eliminate LP countertop			(\$1,661.00)	
	Totals	\$8,752.56	\$65,427.02	\$82,782.48	

Total Change Order No. 015 \$ 156,962.06

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

ASSISTANT SUPERINTENDENT, BUSINESS & FISCAL SERVICES

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



SWINERTON

August 21, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0169r1 Bulletin 38/ CCD 027 Modify soffit in Administration Library area

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Reconfiguration of HVAC duct in Admin Bldg Library ceiling soffit area. after many attempts to coordinate all scopes within this area. Soffit Bracing and HVAC duct coordination changes.

Phase	Category	Description	Subcontractor	Quote
061000	71140	Bulletin 38/ CCD 027 - Admin Ceiling Soffit in Library HVAC Ductwork and Bracing Coordination.	ABDELLATIF ENTERPRISES, INC. Labor	1,128.80
061000	71140	Bulletin 38/ CCD 027 - Admin Ceiling Soffit in Library HVAC Ductwork and Bracing Coordination.	ABDELLATIF ENTERPRISES, INC. Material	1,792.45
230010	71140	Reconfiguration of HVAC duct in Admin Bldg Library ceiling soffit area. Soffit Bracing and HVAC duct coordination changes.	SHELDON MECHANICAL CORPORATION	3,417.00
			Subtotal	6,338.25
007480	71160	Subguard	1.15%	72.89
007410	71160	Builders Risk	0.6%	38.47
007420	71160	General Insurance	1.15%	73.73
007510	71160	P&P Bond	1%	63.38
991000	79999	Change Order Fee	5%	326.17
			Markup Subtotal	574.64
			PCI Total	6,912.89

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **6,912.89.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to



SWINERTON

show the effect of this revision on the final project completion date..

- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

X We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Date: 8/2/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



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APPLICATION FOR APPROVAL OF CONSTRUCTION CHANGE DOCUMENT - CCD CATEGORY A/B

This application is for construction changes, as defined in IR A-6, to approved contract documents. This form shall be completed by the Design Professional in General Responsible Charge of the project, in accordance with California Code of Regulations, Title 24, Part 1, Section 4-338 (c) and in compliance with DSA IR A-6.

School District/Owner: <u>Oxnard School District</u>	DSA File #: <u>56 - 22</u>
Project Name/School: <u>Lemonwood K-8 Reconstruction</u>	DSA App. #: <u>03 - 116026</u>

APPLICANT		
CCD Cat. <input checked="" type="checkbox"/> A / <input type="checkbox"/> B, # <u>27</u>	Date Submitted: <u>05/02/18</u>	Attached Pages?: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<u>1</u> pages)
For CCD Cat. B, this is a <input type="checkbox"/> voluntary submittal, <input type="checkbox"/> DSA required submittal (attach DSA notification requiring submission).		
Firm Name: <u>SVA Architects</u>	Contact Name: <u>Tom Bardwell</u>	
Email: <u>tbardwell@sva-architects.com</u>	Phone Number: <u>(949) 809-3380</u>	
Address: <u>3 Mac Arthur Place, Suite 850</u>		
City: <u>Santa Ana</u>	State: <u>Ca</u>	Zip: <u>92707</u>
<input type="checkbox"/> A DSA 301-N, DSA 301-P, or 90-Day Letter has been issued for this project.		
<input checked="" type="checkbox"/> For project currently under construction.		
<input type="checkbox"/> To obtain DSA approval of existing uncertified building(s).		

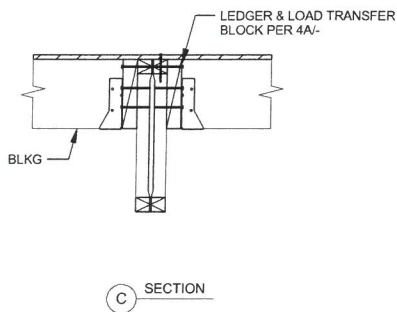
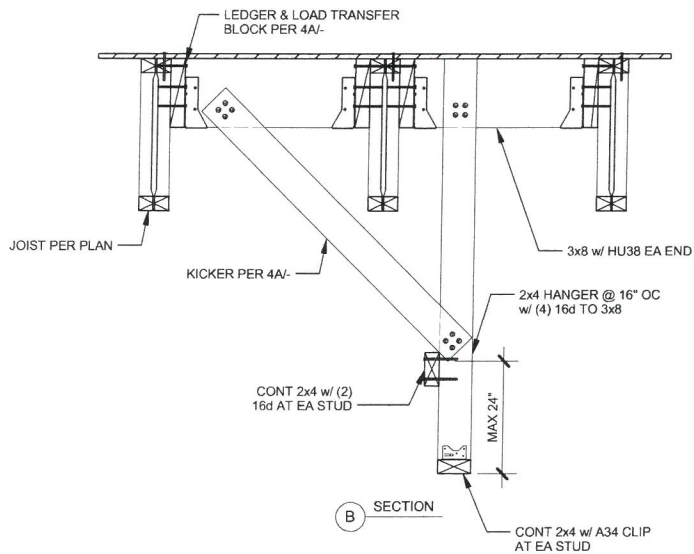
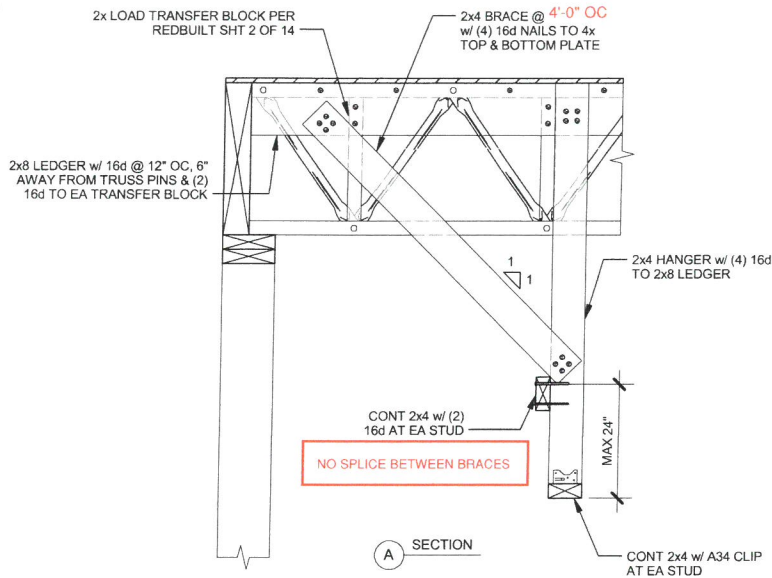
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE	
Name of Design Professional in General Responsible Charge: <u>Robert Simons</u>	
Professional License #: <u>C-18301</u>	Discipline: <u>Architecture</u>

Design Professional in General Responsible Charge Statement: The attached Construction Change Documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. They are acceptable for incorporation into the construction of the project.

Signature: Robert M. Simons
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE

CHECK THIS BOX: <input checked="" type="checkbox"/> To confirm that all CCD drawings and, when applicable, first sheet or index of calculations and specifications have been stamped and signed by the Responsible Design Professional listed on DSA 1 for this this project.	
Brief description of construction change (attach additional sheets if needed): <u>New detail 4/S-603 for soffit per coordination with architect.</u>	
CORRECTION IN RED PER SEOR REP. DAVID CHIENG'S APPROVAL.	DSA APPROVAL FOR "STRUCTURAL" PORTION ONLY.
List of DSA approved drawings affected by this CCD:	

DSA USE ONLY		DSA Stamp
SSS <u>A. Widjaja</u> Date <u>05/17/2018</u> <u>Approved</u> / Disapproved / Not Req'd	For business office use only	
FLS <input checked="" type="checkbox"/> Date _____ Approved / Disapproved / <u>Not Req'd</u>	Date Sent _____	
ACS <input checked="" type="checkbox"/> Date _____ Approved / Disapproved / <u>Not Req'd</u>	Return By _____	
Remarks: DSA APPROVAL FOR "CLOUDED" PORTION ONLY.	Delivery Method _____	

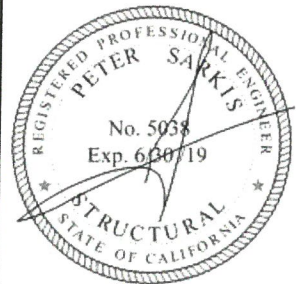


CEILING DETAIL

SCALE: NONE

4


APPROVED AWWjap
 DIV. OF THE STATE ARCHITECT
 LOS ANGELES REGIONAL OFFICE
 DATE 05/17/2018
 Appl. No: 03-116026 140 27 R1_SSS.pdf



DESCRIPTION:
NEW DETAIL

PROJECT NAME:
LEMONWOOD K-8 RECONSTRUCTION

PROJECT NUMBER:
1340121

DRAWING REFERENCE:
4/S-603

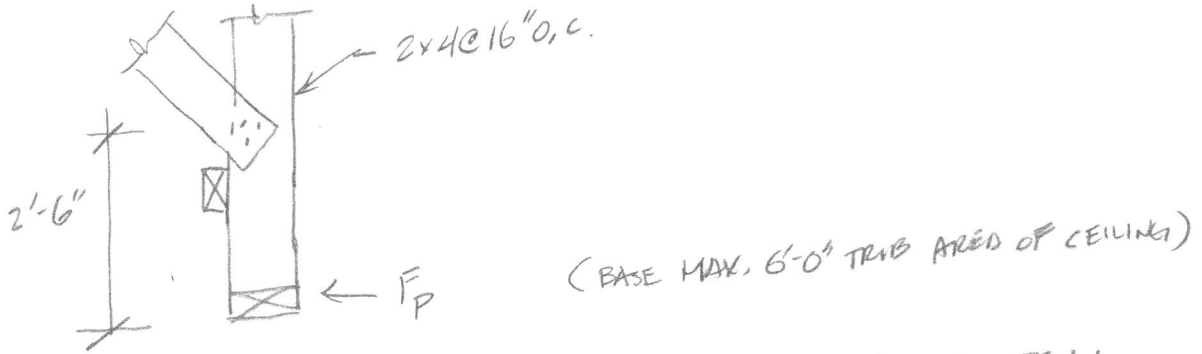
ISSUE REFERENCE:
CCD#027

SKS #:
SKS-1

DATE
04/12/2018
SCALE

DRAWN BY
Author

SOFFIT STUD CHECK



$$F_p = \frac{0.4(1)(1.285)}{(2.5/1)} (1 + 2(1)) W_p = 0.617 W_p \leftarrow \text{CONTROLS}$$

$$F_{p \text{ MIN.}} = 0.3(1.285)(1) W_p = 0.385 W_p$$

$$F_{p \text{ MAX.}} = 1.6(1.285)(1) W_p = 2.06 W_p$$

$$F_p = 0.617 (6' \times 1') (5 \text{ psf})$$

$$= 18.5 \text{ plf} \rightarrow 24.7 \text{ lb / STUD}$$

$$M = 24.7 \text{ lb} \times 30"$$

$$= 741 \text{ in-lb}$$

$$f_b = \frac{741}{3,063 \text{ in}^3} = 242 \text{ psi}$$

$$F'_b = F_b C_D C_M C_t C_L C_P C_{Fu} C_i C_r$$

$$= 900 (1.6) (1) (1) (1) (1.5) (1) (1) (1.15)$$

$$= 2484 \text{ psi} \gg f_b \quad \text{OK}$$



Change Order #

41

DATE: August 21, 2018

PROJECT: Lemonwood K-8 School LLB

Cost proposal associated with CCD 27

Description: Revised soffit details at administration

Description	Qty	Unit	Unit Price	Extension
4x8	208'			\$ 755.00
HU48	208		\$ 8.73	\$ 1,816.46
2x8	320'			\$ 505.00
4x4	-208'			\$ (377.00)
HU44	-208		\$ 6.72	\$ (1,397.76)
Material Subtotal				\$ 1,301.70
Material Sales Tax			7.75%	\$ 100.88
CA Additional Lumber Assessment			1.00%	\$ 8.83
Material Delivery				\$ -
Material Total				\$ 1,411.42
Journeyman Labor	16		\$ 70.55	\$ 1,128.80
Subtotal				\$ 2,540.22
Profit & Overhead	15%			\$ 381.03
Total Change Order				\$ 2,921.25



SHELDON MECHANICAL CORPORATION

June 11, 2018

Swinerton
865 S. Figueroa Suite 3000
Los Angeles, Ca. 90017

Attn: Mr. Bill Gray

Subject: Lemonwood K-8 School
SMC COR #26 Bulletin #38 & CCD #28 Revised Soffit Framing

Dear Bill,

Below is our cost associated with Bulletin #38 and CCD #28. Per Bulletin #38 there was additional shop drawing and coordination time required to relocate our ductwork outside of the soffit due to congestion with other trades. Being that a revised framing detail was provided per CCD #28, we spent additional shop drawing and coordination time over and above the time spent on Bulletin #38 to fit the ductwork within the soffit per Swinerton and the Mechanical Engineer's direction.

Detailer (28 Hours @ \$106.10).....	\$2,971.00
Sub Total.....	<u>\$2,971.00</u>
Overhead and Profit – 15%.....	\$446.00
Cost for SMC COR #26.....	\$3,417.00

If you have any questions please call me.

Sincerely,

Dillon J. Boute

Dillon J. Boute'



SWINERTON

July 25, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0303 Paint downspouts and leaderheads added in Bulletin 31

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Bulletin 31 changed roof drainage from concealed piping to exposed scuppers, leader heads and downspouts. These costs were not captured in original PCI 0005

Phase	Category	Description	Subcontractor	Quote
099100	71140	Bulletin 31 Painting. Paint added exposed roof drainage elements	Triumph Painting	2,189.49
			Subtotal	2,189.49
007480	71160	Subguard	1.15%	25.18
007410	71160	Builders Risk	0.6%	13.29
007420	71160	General Insurance	1.15%	25.47
007510	71160	P&P Bond	1%	21.90
991000	79999	Change Order Fee	5%	112.67
			Markup Subtotal	198.51
			PCI Total	2,388.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **2,388.00.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.



SWINERTON

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

7/25/2018

Date: _____

Quotation accepted by:
Oxnard School District

By: _____

Date: _____

Transmitted To: **SWINERTON**

Transmitted To: **Nalani Scanlon**

Senior Project Engineer | SWINERTON

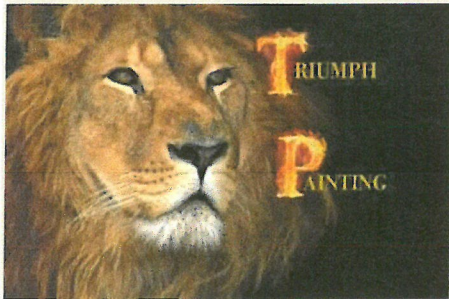
865 S. Figueroa Street, Suite 3000 | Los Angeles, CA 90017

T [805.832.4993](tel:805.832.4993) | C [213.334.1807](tel:213.334.1807) | www.swinerton.com

JOBSITE OFFICE: 2200 Carnegie Ct., Oxnard, CA 93033

Email: Bgray@swinerton.com

Transmitted By: *Anthony Herder: Project Executive*



DATE: 5/9/2017

PROJECT:

LEMONWOOD

K-8

RECONSTRUCTION

Request For Change Order Bulletin #31

Description:

Painting of Added Downspouts/Scuppers

- Labor Rate: \$49.99 Per Hour Including Fringe Benefits/Payroll Taxes Etc
- ULGM00 ULTRASHIEL Galvanized Metal Primer: (1)Gallon Total: \$48.88 Per Gallon
- ASHL50 Aristoshield Ultra-Premium Urethane Semi-Gloss: (2) Gallons Total \$38.88 Per Gallon
- Paint Care Program (State Required): \$0.75 Per Gallon \$2.25
- Material: \$128.89
- Tax: \$10.31
- Sundries: \$30.00 (Stocked in Shop no P&O charged)
- Equipment: 26ft rough terrain scissor: pick up/drop off included: \$650.00
- Equipment Tax: \$52.00
- Labor Rate: (20) Hours @ \$49.99 Per Hour: \$999.80
- Profit & Overhead 15%: \$276.15
- PSI: Workman's Comp/GL: \$42.34
- COST PROPOSAL: \$2,189.49



SWINERTON

August 1, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0325.1 Credit electric water heater and tempering valve at new emergency eyewash locations.

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Prior to installing new emergency eyewashes in 3-365 and 3-366 it was discovered that water heater and tempering valve would not be required. Credit items previously approved and change order issued.

Phase	Category	Description	Subcontractor	Quote
220010	71140	Credit electric water heater and tempering valve not required for eyewash installation	CITY COMMERCIAL PLUMBING, INC.	-3,181.00
260010	71140	Credit electric water heater and tempering valve not required for eyewash installation	TAFT ELECTRIC COMPANY	-6,950.00
			Subtotal	-10,131.00
007480	71160	Subguard	1.15%	-116.51
007410	71160	Builders Risk	0.6%	-61.49
007420	71160	General Insurance	1.15%	-117.85
007510	71160	P&P Bond	1%	-101.31
991000	79999	Change Order Fee	5%	-521.34
			Markup Subtotal	-918.50
			PCI Total	-11,049.50

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-11,049.50.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.



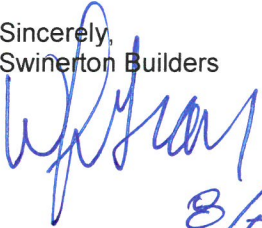
SWINERTON

X We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders


Date: 8/01/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



CITY COMMERCIAL PLUMBING, INC.
Plumbing Contractors and Consultants

16106 Cohasset St., Van Nuys, California 91406

(818) 785-1145

Fax: (818) 785-0588

EXTRA WORK ORDER SUBMITTAL

March 8, 2018

TO: SWINERTON BUILDERS
ATTENTION: BILL GRAY

JOB NAME: LEMONWOOD K-8

EXTRA WORK ORDER NO: CCP Inc., C.O.R.#432

DESCRIPTION: PCI#0325 - PROPOSAL TO ADD EEW AT EACH S-5 SINK IN DIRTY LAB-1 AND DIRTY LAB-2. ALL PIPING TO RUN EXPOSED UNDER SINK. EXCLUDES: ALL ELECTRICAL, DEMO, PATCH, DRYWALL, PAINT. EXCLUDES ANY RESPONSIBILITY IF WARRANTY OF SINK IS VOIDED BY THIS WORK (DRILLING OF SINK).

TOTAL COST: \$4,157.00

Escalation rate of 1.5% / month will apply all unpaid change orders. Change order pricing assumes conditions existing as of date submitted. We reserve the right to adjust pricing if conditions change. Change orders should not be subject to retention. Request 4 days extension to complete this change order. We reserve the right to assess the cumulative impact of change.

This is the cost to add the scope to our contract. This proposal is void unless a written Change Order is received within 30 calendar days from the date of this Extra Work Order Submittal. Please send a Subcontract Change Order if you would like us to proceed with the extra work. This change order represents the work described only in this proposal. If the proposal is incomplete, we reserve the right to revise our price. We encourage you to review the scope of work we are offering to make sure it is in line with the changes.

If an owner-initiated change order is not accepted and authorized, City Commercial Plumbing demands reimbursement for all costs incurred in the preparation of the quote. If you have any questions or need clarification please call.

Sincerely,
CITY COMMERCIAL PLUMBING, INC

Cindy Snyder, Project Manager

Enclosures

7338
< 4157 >

< 3181 >

CITY COMMERCIAL PLUMBING, INC.

16106 COHASSET STREET
 VAN NUYS, CA 91406
 (818) 785-1145

CONTRACTOR: SWINERTON BUILDERS
 17731 MITCHELL NORTH, SUITE 200
 IRVINE, CA 92614

JOB NAME: LEMONWOOD K-8
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 562

CHANGE ORDER NO. 43R

RE: PCI#0325 - ADD EEW AT EACH S-5 SINK IN DIRTY LAB-1 & DIRTY LAB-2

LABOR:	WAGES	HOURS	TOTAL
GEN FOREMAN	106.84	5.00	534.20
PLUMBER	90.37	20.28	1,832.70
TOTAL LABOR:			2,366.90
OTHER EXPENSE:			
TOTAL OTHER EXP.:			0.00
OTHER EXPENSE:			0.00
MATERIAL TOTAL:			1,241.77
LABOR TOTAL:			2,366.90
SUBTOTAL:			3,608.68
OVERHEAD/PROFIT:	15.00%		541.30
SUBTOTAL:			4,149.98
TEXTURA FEES:	0.18%		7.47
SUBTOTAL:			4,157.45
			0.00
			4,157.45
ROUND UP/DOWN:			\$4,157.00

NOTES:

EXCLUDES ALL ELECTRICAL, DEMO, PATCH, DRYWALL AND PAINT. ALSO EXCLUDES ANY RESPONSIBILITY IF WARRANTY OF SINK IS VOIDED BY DRILLING THE SINK FOR THE EYEWASH AND ANY WORK FOR THIS CHANGE ORDER.

CITY COMMERCIAL PLUMBING, INC.

MATERIAL LIST

JOB: LEMONWOOD K-8
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 562
 CHANGE ORDER NO. 43R

RE: PCI#0325 - ADD EEW AT EACH S-5 SINK IN DIRTY LAB-1 & DIRTY LAB-2

QTY.	U/M	MATERIAL NAME	LAB U.	T. LAB.	MAT.COST	T. MAT
		MATERIAL		16.28		1139.24
		LAYOUT/COORDINATE ON SITE		4.00		
		GEN FOREMAN - CADD/REDRAW/COORDINATE		5.00		
LABOR & MATERIAL TOTAL				25.28		1139.24
SALES TAX:					9.00%	102.53
<u>TOTAL MATERIAL COST:</u>						1241.77

JOB 1073 562CORS2: 562 - LEMON...
 ESTIMATE 1 562CORS2: 562 - LEMON...
 DATA SET 2 MECH DATABASE 06-22-18

COR#43 REVISED MATERIAL LIST
 CITY COMMERCIAL PLUMBING
 16106 COHASSET ST.
 VAN NUYS, CA 91406
 818-785-1145 / (Company Fax)
 CSNYDER@CCPINC.NET

PRINTED 6/29/2018 2:04:47 PM
 MATERIAL Primary
 LABOR Alternate

NOTES

Item			Material		Field Labor		
Category	Size	Item Desc	Qty	Mat Unit	Mat Ext	Fld Unit	Fld Ext
Section : Section 016: COR#43 - PCI#325 ADD EEW'S, MV, EWH-3							
Category : Category 000: (None)							
		7/8" UNIBIT DRILL SINK	1	90.36	90.36	3.00	3.00
Subtotals for Category : Category 000: (None)					90.36		3.00
Category : Category 003: COPPER KLM LEAD FREE							
COPPER KLM LEAD FREE		MAPP GAS	1	9.31	9.31	Skip	0.00
COPPER KLM LEAD FREE		1/2" CxFIP FLNGED 90 ELBOW	2	14.71	29.42	0.40	0.80
COPPER KLM LEAD FREE	1/2"	L-HARD TUBE	10	3.27	32.70	0.06	0.60
COPPER KLM LEAD FREE	1/2" x3"	BRASS NIPPLES	3	4.94	14.82	0.10	0.30
COPPER KLM LEAD FREE	1/2"	90 ELBOW CxC	6	1.89	11.34	0.14	0.84
COPPER KLM LEAD FREE	1/2"	TEE	2	4.38	8.76	0.57	1.14
COPPER KLM LEAD FREE	1/2"	COUPLING	1	1.41	1.41	Skip	0.00
COPPER KLM LEAD FREE	Unsize	SOLDER LBS. LEADFREE	1	39.48	39.48	Skip	0.00
COPPER KLM LEAD FREE	Unsize	PRESTOLITE-#2 CYL.	1	37.44	37.44	Skip	0.00
COPPER KLM LEAD FREE	Unsize	TESTING OF SYSTEM	1	Skip	0.00	4.00	4.00
COPPER KLM LEAD FREE	Unsize	EVERFLUX--2 OZ. CAN	1	9.75	9.75	Skip	0.00
COPPER KLM LEAD FREE	Unsize	ABRASIVE CLOTH-25YD	1	15.13	15.13	Skip	0.00
Subtotals for Category : Category 003: COPPER KLM LEAD FREE					209.56		7.68
Category : Category 006: FIXTURES							
FIXTURES		TUBE OF DAP	1	2.77	2.77	0.40	0.40
FIXTURES		GUARDIAN G1848LH-L EEW	1	392.53	392.53	2.00	2.00
FIXTURES		GUARDIAN G1848R EEW	1	413.18	413.18	2.00	2.00
Subtotals for Category : Category 006: FIXTURES					808.48		4.40
Category : Category 049: HANGER-R.CLAMP-ETC.							
HANGER-R.CLAMP-ETC.		5/8" CUSHION CLAMP	4	2.26	9.04	0.25	1.00
HANGER-R.CLAMP-ETC.	1-5/8"	STRUT CHANNEL	1	3.16	3.16	0.20	0.20
HANGER-R.CLAMP-ETC.	1/4"	WASHER--FLAT--ROUND	4	0.15	0.60	Skip	0.00
HANGER-R.CLAMP-ETC.	7/8"	WASHER--FLAT--ROUND	8	2.04	16.32	Skip	0.00
HANGER-R.CLAMP-ETC.	Unsize	SCREWS	4	0.43	1.72	Skip	0.00
Subtotals for Category : Category 049: HANGER-R.CLAMP-ETC.					30.84		1.20
Subtotals for Section : Section 016: COR#43 - PCI#325 ADD EEW'S, MV, EWH-3					1,139.24		16.28
Grand Totals					1,139.24		16.28



SWINERTON

August 31, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0342.1 Double handling excavated utility trench soils due to DTSC SMP requirements

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Due to Phase II SMP excavated utility trench soils must be stockpiled and tested

Phase	Category	Description	Subcontractor	Quote
260010	71140	Due to Phase II SMP excavated utility trench soils must be stockpiled and tested	TAFT ELECTRIC COMPANY	1,800.00
330200	71140	Due to Phase II SMP excavated utility trench soils must be stockpiled and tested	BALI CONSTRUCTION INC.	6,225.00
			Subtotal	8,025.00
007480	71160	Subguard	1.15%	92.29
007410	71160	Builders Risk	0.6%	48.70
007420	71160	General Insurance	1.15%	93.35
007510	71160	P&P Bond	1%	80.25
991000	79999	Change Order Fee	5%	412.97
			Markup Subtotal	727.56
			PCI Total	8,752.56

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **8,752.56.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.



SWINERTON

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Date: 8/31/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003
(805)642-0121
Contractor License # 772245

Change Order Request

Detailed, Grouped by Each Number

2241 Lemonwood
2200 Carnegie Court
Oxnard, CA 93033

Project # 2241
Tel: Fax:

Taft Electric Company

Change Order Request: 087

Date: 7/18/2018

To: Bill Gray
Swinerton Builders
865 S. Figueroa Street
Los Angeles, CA 90017

From: Matt Gobuty
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
Phase 2 Contaminated Spoils		OPEN

Reference	Required By	Days Req	Amt Req
	7/25/2018	0	1,800

Notes

We are submitting the above cost to move and stockpile contaminated spoils for phase II admin and kindergarten ductbank excavations.

Attached is the back up for your review. Please call should you have any questions.

Matt Gobuty
Project Manager
(805)654-7994

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description			Notes			

Approved By:

Signature _____

Name _____ Date _____



9852 Joe Vargas Way
 S. El Monte, CA 91733
 Telephone (626) 442-8003
 Fax (626) 442-8315

August 30, 2018

Swinerton Builders
 17731 Mitchell North Suite 200
 Irvine CA 92614

Attention: Bill Gray Email: Bgray@swinerton.com

Reference: Lemonwood Elementary
 2200 Carnegie Court
 Oxnard CA 93033
 GC Contract # 16055106-005
 GC Job # 16055106
 Bali Project # 16-043

Subject: C.O.R. Number 22R1
 Describe Work: Ref #342.1 - Handling of Contaminated Spoils

Bill Gray

We hereby submit our Change Order Request for the above referenced project. All work was performed and completed as directed by your company on a time and material basis.

We have attached, for your review, signed extra work tickets to substantiate all costs incurred. Any additional costs associated with this work will be submitted on a subsequent change order. Below is a cost summary.

<u>Date</u>	<u>Ticket #</u>	<u>Amount</u>
6/7/18	11946	560.00
6/8/18	11947	909.00
6/12/18	11948	909.00
6/14/18	11950	909.00
6/19/18	11953	560.00
8/1/18	11960	909.00
8/2/18	11961	560.00
8/8/18	11962	909.00
TOTAL		<u><u>\$ 6,225.00</u></u>

Bali Construction, Inc. requests a formal Contract Change Order be issued immediately. Thank you for your prompt attention to this matter.

If you have any questions, please call.

Best Regards,

Kevin Delate
 Bali Construction, Inc.



INVOICE
SEND ALL PAYMENTS TO:
 SUNBELT RENTALS, INC.
 PO BOX 409211
 ATLANTA, GA 30384-9211

INVOICE NO.	79465648-0001
ACCOUNT NO.	76892
INVOICE DATE	6/28/18

PAGE 1 of 1

INVOICE TO

1oz - 884 - 1089

 BALI CONSTRUCTION INC
 9852 JOE VARGAS WAY
 SOUTH EL MONTE CA 91733-3108

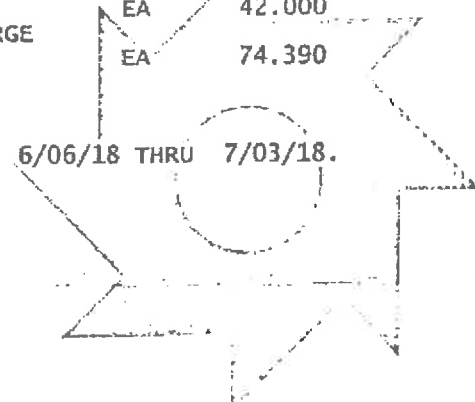
JOB ADDRESS
 BALI CONSTRUCTION INC
 2200 CARNEGIE COURT
 LEMONWOOD SCHOOL
 OXNARD, CA 93033 4038
 626-890-7920

RECEIVED BY LAVEN, LEE	CONTRACT NO. 79465648
PURCHASE ORDER NO. 16043	
JOB NO. 16-043	
BRANCH NORTHRIDGE PC379 18251 NAPA ST NORTHRIDGE, CA 91325 818-996-7100	

QTY	EQUIPMENT #	Min	Day	Week	4 Week	Amount
1	2-3/4 - 3 YD ARTIC. LOADER 678751 Make: JOHN DEERE Model: 544K Ser #: IDW544KZVEE665693	597.00	597.00	2133.00	5314.00	5314.00
	HR OUT: 2539.500 HR IN: TOTAL: 2539.500					
1	WHEEL LOADER FORK ATTACHMENT 748711 Make: TAG Model: QC300/500CF6060 Ser #: 134936-1	41.00	41.00	125.00	405.00	405.00
	Rental Sub-total:					5719.00

SALES ITEMS:

Qty	Item number	Unit	Price	Amount
1	CAHERS	EA	42.900	42.90
1	CA 0.75% HEAVY EQUIP. RENTAL SURCHARGE	EA	42.000	42.00
1	DLPKSRCHG	EA	74.390	74.39
1	ENVIRONMENTAL			
	ENVIRONMENTAL			
	DELIVERY CHARGE			175.00
	PICKUP CHARGE			175.00
	BILLED FOR FOUR WEEKS 6/06/18 THRU 7/03/18.			



239.00 day

Equipment. Service. Guaranteed.

REMIT TO:

SUNBELT RENTALS, INC.
 PO BOX 409211
 ATLANTA, GA 30384-9211

NET DUE UPON RECEIPT

Invoices not paid within 30 days may be subject to a 1-1/2% per month charge.

SUBTOTAL	6,228.29
SALES TAX	465.82
INVOICE TOTAL	6,694.11

4 WEEK BILL

Bali Construction, Inc.

Extra Work Ticket

(Ticket #) **11947**

Job Name: Lemonwood E1

Date: 6/8/18

Contractor: Swinerton

Bali Foreman: Cale Stevenson

GC Tracking Number: 342.1

Bali Job Number: 16-043

Work Completed: Yes No

Bali Job Name: Lemonwood E1

18" HOPE S/D - Handle contaminated material excavated from trench to designated stockpile

Ball Yard Stock (Material)				Ball Equipment				
Qty	Description of Material Provided			Description	Unit #	Qty	Hours	
				Bali Super Ten - Deliveries				
				Excavator				
				Mini Excavator				
				Compaction Wheel - excavators				
				Loader				
Vendor Provided Material								
				Bobcat Skid Steer				
Qty	Vendor Name	Description of Material	Shipping/Invoice #					
				Backhoe				
				Compaction Wheel - Backhoe				
				Backhoe - Breaker				
				Water Truck (2,000 gal)				
				Air Compressor w/ Tools				
				Pick UP Truck				
				Utility Truck W/ Fuel Tank				
				Sawcut Truck				
				Cones / Delineators				
				Traffic Signs				
Rental Equipment @ Outside Vendors @ List								
				Arrow Boards				
Qty	Vendor Name	Description of Material	Shipping/Invoice #					
1	Surbelt	John Deere 544K	coming	Light Tower				
				Yard Truck Delivery				
				Labor				
				Names	Class	Reg	OT	DT
				Cale Stevenson	OF	6		
Subcontractor (Charge)								
Qty	Vendor Name	Description of Material	Shipping/Invoice #					

Company:

Signature:

Date:

Print Name:

Title:

I hereby acknowledge the satisfactory completion of the above described work

Bali Construction, Inc. 9852 Joe Vargas Way So. El Monte, CA 91733

OF = Operator Foreman LF = Laborer Foreman CF = Carpenter Foreman CMF = Cement Mason Foreman
 O = Operator L = Laborer C = Carpenter CM = Cement Mason

Bali Foreman

Signature:

Date:

Phone: (626) 442-8003 Fax: (626) 442-8315

Bali Construction, Inc.

Extra Work Ticket

(Ticket #) **11948**

Job Name: Lemonwood E1

Date: 6/12/18

Contractor: Swiner ten

Bali Foreman: Cale Stevenson

GC Tracking Number: 342.1

Bali Job Number: 16-043

Work Completed: Yes No

Bali Job Name: Lemonwood E1

18" HDPE S/D - Handle contaminated material excavated from trench to designated stockpile.

Bali Yard Stock (Bali Model)				Bali Equipment				
Qty	Description of Material Provided			Description	Unit #	Qty	Hours	
				Bali Super Ten - Deliveries				
				Excavator				
				Mini Excavator				
				Compaction Wheel - excavators				
				Loader				
				Bobcat Skid Steer				
Vendor Provided Material								
Qty	Vendor Name	Description of Material	Shipping/Invoice #	Backhoe				
				Compaction Wheel - Backhoe				
				Backhoe - Breaker				
				Water Truck (2,000 gal)				
				Air Compressor w/ Tools				
				Pick UP Truck				
				Utility Truck W/ Fuel Tank				
				Sawcut Truck				
				Cones / Delineators				
				Traffic Signs				
Rental Equipment @ Outside Vendors @ Misc.								
Qty	Vendor Name	Description of Material	Shipping/Invoice #	Arrow Boards				
1	Sunbelt	John Deere 544K	coming	Light Tower				
				Yard Truck Delivery				
				Labor				
				Names	Class	Reg	OT	DT
				Cale Stevenson	OE	6		
Subcontractor Charges								
Qty	Vendor Name	Description of Material	Shipping/Invoice #					

Company: [Signature] Date: 6/13/18

Signature: _____ Title: _____

OF = Operator Foreman LF = Laborer Foreman CF = Carpenter Foreman CMF = Cement Mason Foreman
 O = Operator L = Laborer C = Carpenter CM = Cement Mason
 Bali Foreman Cale Stevenson

Signature: Cale Stevenson Date: 6/12/18

Extra Work

Bali Construction, Inc
 9852 E. Joe Vargas Way
 So. El Monte, Ca 91733
 Telephone (626) 442-8003
 Fax (626) 442-8315

Ticket #: 11953
 Date: 6/19/2018
 Order Taken By: Cale Stevenson
 Job Number: 16-043
 Job Name: Lemonwood Elementary
 Job Location: Oxnard CA
 Customer Ref. Number:
 COR # 22

To: Swinerton Builders

18" HDPE Storm Drain adjacent to park - Backhaul to trench out of tested pile backfill and compaction	Description	Hours	Bare Rate	Amount
	(Unit 104) Excavator 9060		\$207.14	
	(Unit 100) Excavator 9050		\$ 171.13	
	(Unit 102) Excavator EX300		\$ 143.86	
	(Unit 101) Excavator MEX 200		\$ 86.00	
	(Unit 103) Excavator CX 240		\$ 118.00	
	(Unit 105) Excavator PC128		\$ 65.00	
	Excavator Mini		\$ 50.00	
	Loader 721		\$ 91.17	
	Loader 821/938		\$ 111.44	
	Loader 521		\$ 70.00	
	Backhoe		\$ 58.00	
	Water Truck (2,000gal)		\$ 50.98	
	Dump Truck (10cy)(Operated)		\$ 85.00	
	Dump Truck (6cy)		\$ 50.98	
	Utility Truck w/ Fuel Tank		\$ 33.46	
	Pick Up Truck		\$ 27.33	
	Super 10 Dump Truck		\$ 95.00	
	Air Compressor w/ tools		\$ 21.23	
	Saw Truck		\$ 65.00	
	Bobcat Skid Steer		\$ 29.13	
			\$ -	
			Total Equipment	\$ -

Qty	Description	Unit Price	Amount	
0.5	Loader Rental - Per Day	\$ 239.08	\$ 119.54	
				Total Subcontractor

	Description	Hours	Rate	Amount
	Operator Foreman	4	\$ 91.81	\$ 367.24
	Laborer		\$ 64.39	
	Carpenter		\$ 70.28	
	Operator		\$ 84.17	
	Cement Mason		\$ 68.28	
	Laborer Foreman O.T.		\$ 106.58	
	Operator O.T.		\$ 112.17	
	Laborer O.T.		\$ 85.24	
	Carpenter O.T.		\$ 94.94	
	Cement Mason O.T.		\$ 89.04	
	Laborer Foreman 2x O.T.		\$ 133.17	
	Operator 2x O.T.		\$ 140.17	
	Laborer 2x O.T.		\$ 106.10	
	Carpenter 2x O.T.		\$ 119.60	
	Cement Mason 2x O.T.		\$ 109.81	
			Total Labor	\$ 367.00
			Total Materials	\$ 120.00
			Total Equipment	\$ -
			Total Subcontractor	
			Total Labor	\$ 367.00
			Subtotal	\$ 487.00
			Mark-up Materials 15%	\$ 18.00
			Mark-up Equipment 15%	\$ -
			Mark-up Subcontractor 5%	\$ -
			Mark-up Labor 15%	\$ 55.00
			Subtotal with Mark-ups	\$ 560.00
			Bond	\$ -
			Total	\$ 560.00

Total Material \$ 120.00

Bali Construction, Inc.

Extra Work Ticket

(Ticket #) **11953**

Job Name: Lemonwood E1

Date: 6/19/18

Contractor: Swinerton

Bali Foreman: Cole Stevenson

GC Tracking Number: 342.1

Bali Job Number: 16-043

Work Completed: Yes No

Bali Job Name: Lemonwood E1

Backhaul material for backfill out of tested stockpile for 18" HDPE storm drain adjacent to park

Bali/Grand Stock Material				Bali Equipment			
Qty	Description of Material Provided			Description	Unit #	Qty	Hours
				Bali Super Ten - Deliveries			
				Excavator			
				Mini Excavator			
				Compaction Wheel - excavators			
				Loader			
Vendor Provided Material							
Qty	Vendor Name	Description of Material	Shipping/Invoice #	Bobcat Skid Steer			
				Backhoe			
				Compaction Wheel - Backhoe			
				Backhoe - Breaker			
				Water Truck (2,000 gal)			
				Air Compressor w/ Tools			
				Pick UP Truck			
				Utility Truck W/ Fuel Tank			
				Sawcut Truck			
				Cones / Delineators			
				Traffic Signs			
Rental Equipment & Outside Vendors & Misc				Arrow Boards			
Qty	Vendor Name	Description of Material	Shipping/Invoice #	Light Tower			
1	Sunbelt	544 Loader 4 Hours	ongoing	Yard Truck Delivery			
				Labor			
				Names	Class	Reg	OT
				Dave Tabacco	O	4	
Subcontractor Charges							
Qty	Vendor Name	Description of Material	Shipping/Invoice #				

OF = Operator Foreman LF = Laborer Foreman CF = Carpenter Foreman CMF = Cement Mason Foreman
 O = Operator L = Laborer C = Carpenter CM = Cement Mason

Company: Swinerton

Bali Foreman: Cole Stevenson

Signature: [Signature] Date: 6/22/18

Signature: [Signature] Date: 6/19/18

I hereby acknowledge the satisfactory completion of the above described work

Bali Construction, Inc.

Extra Work Ticket

(Ticket #) **11960**

Job Name: Lemonwood E1

Date: 8/1/18

Contractor: Swinerton

Bali Foreman: Cale Stevenson

GC Tracking Number: 342.1

Bali Job Number: 16-043

Work Completed: Yes No

Bali Job Name: Lemonwood E1

8" City Fireline @ Parking lot - Move contaminated material to designated stockpile for testing.

Asst. Yard Stock Material **Bali Job Number**

Qty	Description of Material Provided	Description	Unit #	Qty	Hours
		Bali Super Ten - Deliveries			
		Excavator			
		Mini Excavator			
		Compaction Wheel - excavators			
		Loader			

Vendor Provided Material

Qty	Vendor Name	Description of Material	Shipping/Invoice #		
		Bobcat Skid Steer			
		Backhoe			
		Compaction Wheel - Backhoe			
		Backhoe - Breaker			
		Water Truck (2,000 gal)			
		Air Compressor w/ Tools			
		Pick UP Truck			
		Utility Truck W/ Fuel Tank			
		Sawcut Truck			
		Cones / Delineators			
		Traffic Signs			

Rental Equipment & Outside Vendors & Misc

Qty	Vendor Name	Description of Material	Shipping/Invoice #		
		Arrow Boards			
		Light Tower			
		Yard Truck Delivery			

Labor

Names	Class	Reg	OT	DT
<u>Cale Stevenson</u>	<u>OF 6</u>			

Subcontractor Charges

Qty	Vendor Name	Description of Material	Shipping/Invoice #		

OF = Operator Foreman LF = Laborer Foreman CF = Carpenter Foreman CMF = Cement Mason Foreman
 O = Operator L = Laborer C = Carpenter CM = Cement Mason

Bali Foreman: Cale Stevenson

Signature: Cale Stevenson Date: 8/1/18

Company: [Signature]
 Signature: [Signature] Date: 8/2/18
 Print Name: _____ Title: _____

Extra Work

Bali Construction, Inc

9852 E. Joe Vargas Way
 So. El Monte, Ca 91793
 Telephone (626) 442-8003
 Fax (626) 442-8315

To: Swinerton Builders

Ticket #: 11961
 Date: 8/2/2018
 Order Taken By: Cale Stevenson
 Job Number: 16-043
 Job Name: Lemonwood Elementary
 Job Location: Oxnard CA
 Customer Ref. Number: _____
 COR # 22

Description of Work				Description	Hours	Bare Rate	Amount
8" Fireline at Parking Lot - Move contaminated material to designated stockpile for testing				(Unit 104) Excavator 9080		\$207.14	
				(Unit 100) Excavator 9050		\$ 171.13	
				(Unit 102) Excavator EX300		\$ 143.86	
				(Unit 101) Excavator MEX 200		\$ 86.00	
				(Unit 103) Excavator CX 240		\$ 118.00	
				(Unit 105) Excavator PC128		\$ 65.00	
				Excavator Mini		\$ 50.00	
				Loader 721		\$ 91.17	
				Loader 821/938		\$ 111.44	
				Loader 521		\$ 70.00	
				Backhoe		\$ 58.00	
				Water Truck (2,000gal)		\$ 50.98	
				Dump Truck (10cy)(Operated)		\$ 85.00	
				Dump Truck (6cy)		\$ 50.98	
				Utility Truck w/ Fuel Tank		\$ 33.46	
				Pick Up Truck		\$ 27.33	
				Super 10 Dump Truck		\$ 95.00	
				Air Compressor w/ tools		\$ 21.23	
				Saw Truck		\$ 65.00	
				Bobcat Skid Steer		\$ 29.13	
		\$ -					
Total Equipment						\$	-
Material							
Qty	Description	Unit Price	Amount				
0.5	Loader Rental - Per Day	\$ 239.08	\$ 119.54				
				Total Subcontractor			
				Description	Hours	Rate	Amount
				Operator Foreman	4	\$ 91.81	\$ 367.24
				Laborer		\$ 64.39	
				Carpenter		\$ 70.28	
				Operator		\$ 84.17	
				Cement Mason		\$ 68.28	
				Laborer Foreman O.T.		\$ 106.58	
				Operator O.T.		\$ 112.17	
				Laborer O.T.		\$ 85.24	
				Carpenter O.T.		\$ 94.94	
				Cement Mason O.T.		\$ 89.04	
				Laborer Foreman 2x O.T.		\$ 133.17	
				Operator 2x O.T.		\$ 140.17	
				Laborer 2x O.T.		\$ 106.10	
				Carpenter 2x O.T.		\$ 119.60	
				Cement Mason 2x O.T.		\$ 109.81	
						Total Labor	\$ 367.00
				Total Materials			\$ 120.00
				Total Equipment			\$ -
				Total Subcontractor			
				Total Labor			\$ 367.00
				Subtotal			\$ 487.00
				Mark-up Materials		15%	\$ 18.00
				Mark-up Equipment		15%	\$ -
				Mark-up Subcontractor		5%	\$ -
				Mark-up Labor		15%	\$ 55.00
				Subtotal with Mark-ups			\$ 560.00
				Bond			\$ -
				Total			\$ 560.00
Total Material			\$ 120.00				

Extra Work

Bali Construction, Inc

9852 E. Joe Vargas Way
 So. El Monte, Ca 91733
 Telephone (626) 442-8003
 Fax (626) 442-8315

To: Swinerton Builders

Ticket #: 11962
 Date: 8/8/2018
 Order Taken By: Cale Stevenson
 Job Number: 16-043
 Job Name: Lemonwood Elementary
 Job Location: Oxnard CA
 Customer Ref. Number: _____
 COR # 22

8" Fireline at Parking Lot - Moved tested material back to lot for backfill					
		Description	Hours	Bare Rate	Amount
		(Unit 104) Excavator 9060		\$207.14	
		(Unit 100) Excavator 9050		\$ 171.13	
		(Unit 102) Excavator EX300		\$ 143.86	
		(Unit 101) Excavator MEX 200		\$ 86.00	
		(Unit 103) Excavator CX 240		\$ 118.00	
		(Unit 105) Excavator PC128		\$ 65.00	
		Excavator Mini		\$ 50.00	
		Loader 721		\$ 91.17	
		Loader 821/938		\$ 111.44	
		Loader 521		\$ 70.00	
		Backhoe		\$ 58.00	
		Water Truck (2,000gal)		\$ 50.98	
		Dump Truck (10cy)(Operated)		\$ 85.00	
		Dump Truck (6cy)		\$ 50.98	
		Utility Truck w/ Fuel Tank		\$ 33.46	
		Pick Up Truck		\$ 27.33	
		Super 10 Dump Truck		\$ 95.00	
		Air Compressor w/ tools		\$ 21.23	
		Saw Truck		\$ 65.00	
		Bobcat Skid Steer		\$ 29.13	
				\$ -	
				Total Equipment	\$ -
Qty	Description	Unit Price	Amount		
1	Loader Rental - Per Day	\$ 239.08	\$ 239.08		
				Total Subcontractor	
LABOR					
		Description	Hours	Rate	Amount
		Operator Foreman	6	\$ 91.81	\$ 550.86
		Laborer		\$ 64.39	
		Carpenter		\$ 70.28	
		Operator		\$ 84.17	
		Cement Mason		\$ 68.28	
		Laborer Foreman O.T.		\$ 106.58	
		Operator O.T.		\$ 112.17	
		Laborer O.T.		\$ 85.24	
		Carpenter O.T.		\$ 94.94	
		Cement Mason O.T.		\$ 89.04	
		Laborer Foreman 2x O.T.		\$ 133.17	
		Operator 2x O.T.		\$ 140.17	
		Laborer 2x O.T.		\$ 106.10	
		Carpenter 2x O.T.		\$ 119.60	
		Cement Mason 2x O.T.		\$ 109.81	
				Total Labor	\$ 551.00
				Total Materials	\$ 239.00
				Total Equipment	\$ -
				Total Subcontractor	
				Total Labor	\$ 551.00
				Subtotal	\$ 790.00
				Mark-up Materials 15%	\$ 36.00
				Mark-up Equipment 15%	\$ -
				Mark-up Subcontractor 5%	\$ -
				Mark-up Labor 15%	\$ 83.00
				Subtotal with Mark-ups	\$ 909.00
				Bond	\$ -
				Total	\$ 909.00
Total Material			\$ 239.00		

Bali Construction, Inc.

Extra Work Ticket

(Ticket #) **11962**

Job Name: Lemonwood E1

Date: 8/8/18

Contractor: Swinerton

Bali Foreman: Cale Stevenson

GC Tracking Number: 342.1

Bali Job Number: 16-043

Work Completed: Yes No

Bali Job Name: Lemonwood E1

Description of Extra Work Being Performed:
8" City Fire line @ parking lot - bring back out of tested material (good soil) dirt for backfill.

Bali Yard Stock Material				Bali Equipment				
Qty	Description of Material Provided			Description	Unit #	Qty	Hours	
				Bali Super Ten - Deliveries				
				Excavator				
				Mini Excavator				
				Compaction Wheel - excavators				
				Loader				
Vendor Provided Material				Bali Equipment				
				Bobcat Skid Steer				
Qty	Vendor Name	Description of Material	Shipping/Invoice #					
				Backhoe				
				Compaction Wheel - Backhoe				
				Backhoe - Breaker				
				Water Truck (2,000 gal)				
				Air Compressor w/ Tools				
				Pick UP Truck				
				Utility Truck W/ Fuel Tank				
				Sawcut Truck				
				Cones / Delineators				
				Traffic Signs				
Bali Equipment & Outside Vendors Misc.								
				Arrow Boards				
Qty	Vendor Name	Description of Material	Shipping/Invoice #					
1	Sunbelt	544 John Deere Loader (6 hours)	ongoing	Light Tower				
				Yard Truck Delivery				
				Labor				
				Names	Class	Reg	OT	DT
				Cale Stevenson	OF	6		
Subcontractor Charges								
Qty	Vendor Name	Description of Material	Shipping/Invoice #					

OF = Operator Foreman LF = Laborer Foreman CF = Carpenter Foreman CMF = Cement Mason Foreman
 O = Operator L = Laborer C = Carpenter CM = Cement Mason

Company: SWINERTON
 Signature: [Signature]
 Print Name: [Signature] Title: 8/11/18

Bali Foreman: Cale Stevenson
 Signature: [Signature] Date: 8/8/18



SWINERTON

July 31, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0343.1 Bulletin 052 added TPO clad scupper material and labor

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Add labor and TPO clad scupper material not included in previously submitted PCI 0343

Phase	Category	Description	Subcontractor	Quote
075400	71140	Add labor and TPO clad scupper material not included in previously submitted PCI 0343	LETNER ROOFING COMPANY	4,819.00
			Subtotal	4,819.00
007480	71160	Subguard	1.15%	55.42
007410	71160	Builders Risk	0.6%	29.25
007420	71160	General Insurance	1.15%	56.06
007510	71160	P&P Bond	1%	48.19
991000	79999	Change Order Fee	5%	247.99
			Markup Subtotal	436.91
			PCI Total	5,255.91

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **5,255.91.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.



SWINERTON

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Date: 7/31/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



CHANGE ORDER PRICING # 8074-17

Est. 1957
Lic. No. 68996f

1490 N GLASSELL STREET
ORANGE, CA 92867
Phone: 714-633-0030 Fax: 714-633-0280

To: SWINERTON BUILDERS
865 SOUTH FIGUEROA STREET, STE 3000,
LOS ANGELES, CA. 90017
Phone: 213/896-3400 Fax: 213/896-0027

Owner/Arch Reference #
Brief Description Cost per Bulletin 52

Change Order Type
Submitted Date CHANGE IN CONTRACT SCOPE
7/9/2018

Accepted Date
Status PENDING

Approved CO NO

JOB:
LEMONWOOD K-8 SCHOOL LLB

JOB NO: 8074

Item No	Description	Qty/Unit	Unit Cost	Amount
<i>Cost to supply and install 9 clad metal scuppers per Bulletin #52</i>				
1	Firestone TPO Coated Metal	5 00 shts	\$198.25	\$991.00
2	Firestone TPO - I/O Corners - 20 per	2.00 cart	\$275.00	\$550.00
3	Shop Labor	8 00 hr	\$74.95	\$600.00
4	Foreman Labor	8 00 hr	\$81.25	\$650.00
5	Labor	16 00 hr	\$74.95	\$1,199.00
	<i>Tax</i>		9 00 %	\$139.00
	<i>C.O. Bond</i>		1 50 %	\$71.00
	<i>C.O. Overhead</i>		10 00 %	\$413.00
	<i>C.O. Profit</i>		5 00 %	\$206.00

Original Contract Sum	\$	\$614,900.00
Pending Change Orders	\$ 51,172.00	
Approved Change Orders to Date	\$	19,739.00
Contract Sum prior to this Change Order	\$	\$634,639.00
Contract Sum increased/(decreased) by this Change Order	\$	\$4,819.00
Contract Sum including this Change Order	\$	\$639,458.00

Approved by:

Submitted by: Joe Suttle

Signature:

Date:

Signature:

Date: 07/27/2018



SWINERTON

July 27, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0344r1 Bulletin 050 Add cooling to Kindergarten Building Electrical room

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Mechanical changes based on the Mechanical Engineers review of the Kindergarten Electrical room due to the heat load from the electrical equipment contained in this room.

Phase	Category	Description	Subcontractor	Quote
220010	71140	Mechanical changes based on the Mechanical Engineers review of the Kindergarten Electrical room due to the heat load from the electrical equipment contained in this room.- Add condensate drain	CITY COMMERCIAL PLUMBING, INC.	4,226.00
230010	71140	Mechanical changes based on the Mechanical Engineers review of the Kindergarten Electrical room due to the heat load from the electrical equipment contained in this room.	SHELDON MECHANICAL CORPORATION	17,386.00
260010	71140	Mechanical changes based on the Mechanical Engineers review of the Kindergarten Electrical room due to the heat load from the electrical equipment contained in this room.	TAFT ELECTRIC COMPANY	3,968.00
			Subtotal	25,580.00
007480	71160	Subguard	1.15%	294.17
007410	71160	Builders Risk	0.6%	155.25
007420	71160	General Insurance	1.15%	297.55
007510	71160	P&P Bond	1%	255.80
991000	79999	Change Order Fee	5%	1,316.35
			Markup Subtotal	2,319.12
			PCI Total	27,899.12

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **27,899.12.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to



SWINERTON

show the effect of this revision on the final project cost and completion date.

- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

X We **HAVE NOT** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders is directed to proceed with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Date: 8/01/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



CITY COMMERCIAL PLUMBING, INC.
Plumbing Contractors and Consultants

16106 Cohasset St., Van Nuys, California 91406

(818) 785-1145

Fax: (818) 785-0588

EXTRA WORK ORDER SUBMITTAL

July 3, 2018

TO: SWINERTON BUILDERS
ATTENTION: BILL GRAY

JOB NAME: LEMONWOOD K-8

EXTRA WORK ORDER NO: CCP Inc., C.O.R.#48

DESCRIPTION: BULLETIN#50 - ADD CONDENSATE DRAIN FOR FCU 2&4 IN THE KINDERGARTEN BUILDING.

EXCLUDES: CONDENSATE PUMPS (SUPPLIED BY HVAC CONTRACTOR?)

TOTAL COST: \$4,226.00

Escalation rate of 1.5% / month will apply all unpaid change orders. Change order pricing assumes conditions existing as of date submitted. We reserve the right to adjust pricing if conditions change. Change orders should not be subject to retention. Request 2 days extension to complete this change order. We reserve the right to assess the cumulative impact of change.

This is the cost to add the scope to our contract. This proposal is void unless a written Change Order is received within 30 calendar days from the date of this Extra Work Order Submittal. Please send a Subcontract Change Order if you would like us to proceed with the extra work. This change order represents the work described only in this proposal. If the proposal is incomplete, we reserve the right to revise our price. We encourage you to review the scope of work we are offering to make sure it is in line with the changes.

If an owner-initiated change order is not accepted and authorized, City Commercial Plumbing demands reimbursement for all costs incurred in the preparation of the quote. If you have any questions or need clarification please call.

Sincerely,
CITY COMMERCIAL PLUMBING, INC

Cindy Snyder, Project Manager

Enclosures

CITY COMMERCIAL PLUMBING, INC.

16106 COHASSET STREET
 VAN NUYS, CA 91406
 (818) 785-1145

CONTRACTOR: SWINERTON BUILDERS
 17731 MITCHELL NORTH, SUITE 200
 IRVINE, CA 92614

JOB NAME: LEMONWOOD K-8
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 562

CHANGE ORDER NO. 48

RE: BULL#50 - ADD CONDENSATE DRAIN FOR FUC 2&4 IN KINDERGARTEN BUILDING

LABOR:	WAGES	HOURS	TOTAL
GEN FOREMAN	103.24	2.00	206.48
PLUMBER	87.39	27.80	2,429.44
TOTAL LABOR:			2,635.92
OTHER EXPENSE:			
ZOLNAY INSULATION			367.80
ZOLNAY INSULATION INSURANCE			29.80
TOTAL OTHER EXP.:			397.60
OTHER EXPENSE:			397.60
MATERIAL TOTAL:			634.55
LABOR TOTAL:			2,635.92
SUBTOTAL:			3,668.07
OVERHEAD/PROFIT:	15.00%		550.21
SUBTOTAL:			4,218.28
TEXTURA FEES:	0.18%		7.59
SUBTOTAL:			4,225.88
			0.00
			4,225.88
ROUND UP/DOWN:			\$4,226.00

NOTES:
 EXCLUDES CONDENSATE PUMPS. SUPPLIED BY HVAC?

CITY COMMERCIAL PLUMBING, INC.

MATERIAL LIST

JOB: LEMONWOOD K-8
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 562
 CHANGE ORDER NO. 48

RE: BULL#50 - ADD CONDENSATE DRAIN FOR FUC 2&4 IN KINDERGARTEN BUILDING

QTY.	U/M	MATERIAL NAME	LAB U.	T. LAB.	MAT.COST	T. MAT
		MATERIAL		27.80		582.16
		GEN FOREMAN - LAYOUT/COORDINATE		2.00		
LABOR & MATERIAL TOTAL				29.80		582.16
SALES TAX:					9.00%	52.39
<u>TOTAL MATERIAL COST:</u>						634.55

NOTES

Category	Size	Item Desc	Qty	Material		Field Labor	
				Mat Unit	Mat Ext	Fld Unit	Fld Ext
Section : Section 023: COR#48 - BULL#50 ADD CD FOR FCU 2 & 4							
Category : Category 000: (None)							
		7/8" CHRМ ESCUCHEON	2	7.36	14.72	0.25	0.50
Subtotals for Category : Category 000: (None)					14.72		0.50
Category : Category 003: COPPER KLM LEAD FREE							
COPPER KLM LEAD FREE		3/4" HYCO COUPLING	4	4.06	16.24	0.18	0.72
COPPER KLM LEAD FREE		1/4"x5/8" COMP LF CPLG	2	7.05	14.10	0.20	0.40
COPPER KLM LEAD FREE		1/4" COMP LF BALL VALVE	2	14.20	28.40	0.41	0.82
COPPER KLM LEAD FREE	1/2"	M-HARD TUBE	5	2.30	11.50	0.06	0.30
COPPER KLM LEAD FREE	3/4"	M-HARD TUBE	40	3.73	149.20	0.06	2.40
COPPER KLM LEAD FREE	3/4"	90 ELBOW CxC	20	4.20	84.00	0.17	3.40
COPPER KLM LEAD FREE	3/4"	TEE	3	7.71	23.13	0.47	1.41
COPPER KLM LEAD FREE	Unsize	SOLDER LBS. LEADFREE	1	39.48	39.48	Skip	0.00
COPPER KLM LEAD FREE	Unsize	PRESTOLITE-#2 CYL.	1	37.44	37.44	Skip	0.00
COPPER KLM LEAD FREE	Unsize	TESTING OF SYSTEM	1	Skip	0.00	4.00	4.00
COPPER KLM LEAD FREE	3/4" x1/2"	ECCENTRIC RED. CPLG	2	5.80	11.60	0.42	0.84
COPPER KLM LEAD FREE	Unsize	EVERFLUX--2 OZ. CAN	1	9.75	9.75	Skip	0.00
Subtotals for Category : Category 003: COPPER KLM LEAD FREE					424.84		14.29
Category : Category 049: HANGER-R.CLAMP-ETC.							
HANGER-R.CLAMP-ETC.		5/8" CUSHION CLAMP	2	2.26	4.52	0.25	0.50
HANGER-R.CLAMP-ETC.		SAMMY WOOD ANCH 8009925	7	2.96	20.72	0.80	5.60
HANGER-R.CLAMP-ETC.		24" HYCO BAR	2	0.85	1.70	0.40	0.80
HANGER-R.CLAMP-ETC.		7/8" CUSHION CLAMP	2	2.86	5.72	0.30	0.60
HANGER-R.CLAMP-ETC.	3"	SWIVEL LOOP HGR-GAL.	7	1.01	7.07	0.60	4.20
HANGER-R.CLAMP-ETC.	1-5/8"	STRUT CHANNEL	2	3.16	6.32	0.20	0.40
HANGER-R.CLAMP-ETC.	3/8"	ALL THREAD ROD	10	1.08	10.80	Skip	0.00
Subtotals for Category : Category 049: HANGER-R.CLAMP-ETC.					56.85		12.10
Category : Category 085: FIBERGLASS INSUL.							
FIBERGLASS INSUL.	3"	SADDLE-PROTECT 1"	7	12.25	85.75	0.13	0.91
Subtotals for Category : Category 085: FIBERGLASS INSUL.					85.75		0.91
Subtotals for Section : Section 023: COR#48 - BULL#50 ADD CD FOR FCU 2 & 4					582.16		27.80
Grand Totals					582.16		27.80

Zolnay Insulation, Inc.

918 N. Batavia Orange, CA 92867

CL # 881565 SBE # 1344640

Phone: 714-912-4683 Fax: 714-912-4926

Change Order Proposal

July 2, 2018

City Commercial Plumbing

Attn: Cindy

Subject: Lemonwood Elementary School – CCP COR #48

We propose to furnish and install Thermal Insulation on the subject project as Follows:

Scope:

• Added Pipe Insulation		
Labor: 2 hours @ 81.66		\$ 163.32
Material:		\$ 156.50
Mark up 15%		\$ 47.98
Total		\$ 367.80

Exclusions:

Overtime, Man lifts, Victaulic's, Pipe Shields.

This Quote/Bid constitutes the full terms and conditions under which work will be performed. This Quote/Bid supersedes all Requests for Quotations (RFQS), any subcontract terms subsequently forwarded by Contractor or any other project documentation. No additional terms and conditions shall become part of the subcontract absent a formal written subcontract having been entered into and signed by subcontractor subsequent to the date of this Quote/Bid. Customer's acceptance of this Quote/Bid constitutes customer's agreement to the terms set forth herein.

Thank You,

Kevin Wolff
Zolnay Insulation, Inc.



SHELDON MECHANICAL CORPORATION

May 14, 2018

Swinerton
865 S. Figueroa Suite 3000
Los Angeles, Ca. 90017

Attn: Mr. Bill Gray

Subject: Lemonwood K-8 School
SMC COR #25 Bulletin #50 Added Ductless Split System in Kindergarten Building

Dear Bill,

Attached is our itemized cost to furnish and install (1) Ductless Split System in the Kindergarten Building per Bulletin #50.

This Work Excludes Installing (1) Condensate Pump.

Cost for SMC COR #25 is \$17,386.00

If you have any questions please call me.

Sincerely,

Dillon J. Boute

Dillon J. Boute

SHELDON MECHANICAL CORPORATION

26015 Avenue Hall, Santa Clarita, CA 91355 Office: (661) 286-1361 Fax: (661) 287-9083
California State Contractors License Number 463722 - C20. C38

Data	Sheldon 3/19/04
Job	Lemonwood K-8 School
Bid	SMC COR #25

Sheldon Mechanical Corporation
 26015 avenue hall
 Santa Clarita, CA 91355

DATE	PAGE
05/10/18	1
TIME	
12:40 PM	

Phone: 661-286-1361

FAX: 661-287-9081

Description	Ref	Ref Amount	Op	Rate	Amount
1 MATERIAL:					
2 DFI Invoice					135.00
3 Windustrial					288.00
4 Low Voltage Wiring					50.00
5 SUBTOTAL					473.00
6					
7 MAJOR QUOTATIONS:					
8 EQUIPMENT:					
9					
10 USACD					3,063.00
11 1 Ductless Split					
12 1 Thermostat					
13					
14 MW SAUSSE					220.00
15 Vibration Isolation					
16					
17 SUBTOTAL					3,283.00
18					
19 SALES TAX:					
20 Material Total	Line 5	473.00	%	9.50	44.94
21 Major Quotations	Line 17	3,283.00	%	7.75	254.43
22 SUBTOTAL					299.37
23					
24 DIRECT FIELD LABOR:					
25 Layout CU Platform					
26 Foreman	Calc	1.00	*	116.10	116.10
27					
28 Rigging					
29 Foreman	Calc	2.00	*	116.10	232.20
30 Journeyman	Calc	2.00	*	96.85	193.70
31					
32 Install FCU					
33 Foreman	Calc	1.50	*	116.10	174.15
34 Journeyman	Calc	1.50	*	96.85	145.27
35					
36 Install CU					
37 Foreman	Calc	2.00	*	116.10	232.20
38 Journeyman	Calc	2.00	*	96.85	193.70
39					
40 Install Flashing					
41 Foreman	Calc	1.00	*	116.10	116.10
42 Journeyman	Calc	1.00	*	96.85	96.85
43					
44 Install 4 Pipe					
45 Supports					
46 Foreman	Calc	2.00	*	116.10	232.20
47 Journeyman	Calc	2.00	*	96.85	193.70
48					
49 Install Refer Piping					
50 Foreman	Calc	12.00	*	116.10	1,393.20
51 Journeyman	Calc	12.00	*	96.85	1,162.20
52					
53 Low Voltage Wiring					
54 Foreman	Calc	2.00	*	116.10	232.20
55 Journeyman	Calc	2.00	*	96.85	193.70
56					
57 Install Thermostat					
58 Foreman	Calc	0.50	*	116.10	58.05

Data	Sheldon 3/19/04
Job	Lemonwood K-8 School
Bid	SMC COR #25

Sheldon Mechanical Corporation
26015 avenue hall
Santa Clarita, CA 91355

DATE	PAGE
05/10/18	2
TIME	
12:40 PM	

Phone: 661-286-1361

FAX: 661-287-9081

Description	Ref	Ref Amount	Op	Rate	Amount
59					4,965.52
60					
61					SPECIALIZED LABOR:
62	Calc	4.00	*	116.10	464.40
63					1,000.00
64	Calc	2.00	*	116.10	232.20
65					1,696.60
66					
67					DIRECT JOB EXPENSES:
68	Calc	2.00	*	116.10	232.20
69	Calc	8.00	*	106.10	848.80
70	Calc	2.00	*	116.10	232.20
71	Calc	2.00	*	96.85	193.70
72	Calc	2.00	*	75.00	150.00
73	Calc	2.00	*	96.85	193.70
74					750.00
75					2,600.60
76					
77					SUB CONTRACTS:
78					INSULATION:
79					P&E
80					1,800.00
81					1,800.00
82					JOB SUBTOTAL
83					15,118.09
84					OVERHEAD MARKUP:
85	Line 82	15,118.09	%	15.00	2,267.71
86	Line 5	473.00	%		
87	Line 17	3,283.00	%		
88	Line 22	299.37	%		
89	Line 59	4,965.52	%		
90	Line 62	464.40	%		
91	Line 62	464.40	%		
92	Line 62	464.40	%		
93	Line 62	464.40	%		
94	Line 75	2,600.60	%		
95	Line 76	0.00	%		
96					JOB TOTAL
					17,385.80



1335 S ALLEC ST
ANAHEIM, CA 92805-6304

PHONE (714) 532-1900
FAX (714) 532-1945

Quoted To Customer

SHELDON MECHANICAL
MAIN ACCOUNT
26015 AVENUE HALL
VALENCIA, CA 91355-1241

Phone (661) 286-1361
Fax (661) 287-9083

Job Name

LEMONWOOD BULLETIN #50

Quote No.	Date	Page
0018267	5/04/18	1
Expiration Date		6/03/18
Revised Date		5/04/18
Bid Due Date		5/04/18

Quoted By

SHAUN SCHUTTE
SMSCHUTTE@WINDUSTRIAL.COM
(714) 532-1900

Customer	Payment Terms	Quoted To	Salesperson	FOB
013593	NET 30 DAYS	SHAUN SCHUTTE	SHAUN SCHUTTE	S

Line	Qty.	Description	Unit Price	UOM	Extended Price
1.0	40	3/8OD X 20 L ACR/MED COP TUBE	.8448	FT	33.79
2.0	40	5/8OD X 20 L ACR/MED COP TUBE	1.6060	EA	64.24
3.0	12	607LT 1/4 CXC LR 90 ELL 3/8 OD	2.0360	EA	24.43
4.0	12	607LT 1/2 CXC LR 90 ELL 5/8 OD	2.3100	EA	27.72
5.0	12	600 1/4 CXC CPLG W/STOP 3/8 OD	.3560	EA	4.27
6.0	12	600 1/2 CXC CPLG W/STOP 5/8 OD	.3900	EA	4.68
7.0	10	BVT 037 3/8 OD VIBRACLAMP	1.4848	EA	14.85
8.0	10	BVT 062 5/8 OD VIBRACLAMP	1.5184	EA	15.18
9.0	4	DB10 9.6 ROOF SUPPORT W/CHNL	24.6320	EA	98.53
NO QUOTE ON R410A					

Tax Area Id	Net Sales	287.69
050590090	Freight	.00
	Tax	27.33
	Quotation Total	315.02



The world's largest privately owned HVAC distributor



It's time to get comfortable.

16900 Chestnut Street, City of Industry, CA 91748 - Ph: 8054022293, Fax: - E-mail: n.amin@us-ac.com

Date: 5/4/2018

Proposal Number:

Project Name: LEMONWOOD - BULLETIN #50

Contractor: SHELDON MECHANICAL

Attention: DAN

Tag	Qty	Model No.	Description
FC-2	1	PKAA18HA7	Mitsubishi Mr. Slim 18 MBH P-Series High Wall Fan Coil (Compatible with PUY and PUZ)
CU2-4	1	PUZA18NKA7	Mitsubishi Mr. Slim 18 MBH P-Series Cooling Only or Heat Pump Condensing Unit 208/230V-1Ph
	1	3004045	Gobi II Condensate Pump for High Wall Fan Coil 115/208/230V-1Ph
	1	PAR33MAA-J	Wired Remote Controller
	1	LUVATA	Condenser coli coating

Total: \$3,063.00

Sales and excise taxes are not included

Not Included:

No platforms, roof curbs, vibration isolation, economizers, power exhausts, manual outside air dampers, filter racks, extra filters, hanging kits, disconnects, smoke detectors, thermostats, coil coatings, copper coils, startup or supervision, rigging or handling, storage, or any other accessories, components, or controls not listed above. All accessories are field installed unless otherwise noted.

Notes:

Prices are valid for THIRTY (30) days from the date of the Proposal unless noted otherwise.

Sincerely,

Niraj Amin

Sales Engineer

US Airconditioning



M. W. SAUSSÉ & CO., INC
 28744 WITHERSPOON PARKWAY VALENCIA, CA 91355-5425
 PHONE: 661-257-3311 FAX: 661-257-6050

QUOTATION

CUSTOMER: SHELDON MECHANICAL
 26015 AVENUE HALL
 SANTA CLARITA, CA 91355

QUOTE NO.: QT39912.02
QUOTE DATE: 05/04/2018
BID DATE:
SALES REP: TH
PAGE: 1 OF 1

CONTACT: DILLON BOUTE
PHONE: 661-286-1361 **FAX:** 661-287-9086
E-MAIL: dillon@sheldonmech.com

MECH. ENGR.:

JOB NAME: LEMONWOOD K-8 RECONSTRUCTION

FOB-VALENCIA

UNIT TAG	QTY.	GROUPED	PART	DESCRIPTION	PRICE	TOTAL
CU2-4	1	SET	ICPG	ICPG-EQ 3/4" Neoprene Waffle Pad with Weight-Bearing Plate, Hole, and Grommet. Stamped Seismic Anchorage Calculations and Details included. All Steel Furnished with Factory Grade Primer.	\$220.00	\$220.00
ADD \$40 IF STEEL IS TO BE HOT DIP GALVANIZED.						

TOTAL: \$220.00

SIGNATURE: _____

PREPARED BY: TORRIS HELLAND
E-MAIL: tohelland@vibrex.net
PAGE: 1 OF 1

CONDITIONS Terms: 30 days Net to firms of approved credit. These prices are based on one shipment at one time to one destination. They are intended for acceptance within 30 days and are thereafter subject to change without notice. Sales and or Use Taxes additional where applicable. It is understood that under no circumstances will the seller be liable for consequential, special or contingent damages. All quotations and sales are made without liability on our part for delays arising from strikes, accidents and/or other causes beyond our control. We estimate all promises of shipment as near as possible, and endeavor in every case to ship within the time promised, but cannot guarantee to do so. Permission must first be obtained from us before any goods can be returned for credit. A charge will be made to cover cost of handling. Orders for special items are accepted with the understanding that they are not subject to cancellation after work has been started, except upon terms that protect us from loss. Where specifications are cited, we endeavor to note all exceptions thereto, but cannot accept responsibility for failure to do so. INTEREST at 1% per month added to PAST DUE ACCOUNTS.



5971 Lakeshore Dr. • Cypress, CA 90630 • Tel: 714.527.5071 • Fax: 714.527.5169

May 4, 2018

Customer: Sheldon Mechanical

Attention: Dillon

Project: Lemonwood Bulletin #50

Our proposal to provide and install thermal insulation is as follows:

Scope:

- DX Piping per bulletin #50

Price: \$ 1,800.00

Respectfully Submitted,

Gordon Ryan

◆ Contractor's License No. 763803 ◆
◆ Contractor's DIR No. 100001774 ◆



Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003
(805)642-0121
Contractor License # 772245

Change Order Request

Detailed, Grouped by Each Number

2241 Lemonwood
2200 Carnegie Court
Oxnard, CA 93033

Project # 2241
Tel: Fax:

Taft Electric Company

Change Order Request: 086

Date: 5/7/2018

To: Bill Gray
Swinerton Builders
865 S. Figueroa Street
Los Angeles, CA 90017

From: Matt Gobuty
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
Bulletin 50 Kindergarten Mechanical Changes		SUBMITTED

Reference	Required By	Days Req	Amt Req
	5/14/2018	0	3,968

Notes

We are submitting the above cost to provide power feed and control conduit to a Fan Coil Unit and Condensing Unit in the Kindergarten building per SKE-1 and SKE-2 in Bulletin 50.

Included:

- Home runs, connect and terminate at FCU and CU and condensate pump.
- Stantion with N3R Equipment disconnect on rooftop for CU
- Conduit for control cable

Exclusions:

- Providing or installing any HVAC equipment
- Thermostat and control cable

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this proposal should the approval take longer than 30 days.

Attached is the back up for your review. Please call should you have any questions.

Matt Gobuty
Project Manager
(805)654-7994

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description			Notes			

Approved By:

Signature _____
Name _____ Date _____

Job ID: 2241 LEMONWOOD COR
 Project: 2241 Lemonwood COR



Takeoff

Vendor: TAFE
 Labor Level: LABOR 1
 7 May 2018 13:14:40

Region: COR 086 KINDER HVAC

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
180088	0.00								
70034	130.00	FT	M	20/1	E421 POWER TO NEW FC2-4 FAN COIL UNIT	44.8900	44.89	0.5000	0.50
100153	6.00	EA	M	10	HOMERUN KL2-20	0.2054	26.71	0.0070	0.91
10047	40.00	FT	M	10	BOLT-ON BREAKER	0.0000	0.00	0.1800	1.08
30217	2.00	EA	M	3/4	THHN/THWN CU (STR)	0.7956	31.82	0.0500	2.00
30147	1.00	EA	M	3/4	WIRE TERMINATION	0.5358	1.07	0.1400	0.28
TITLE	1.00		M	1-1/2	EMT	0.9471	0.95	0.3000	0.30
150006	1.00	EA	M	1-1/2"	EMT STEEL COMP CONNECTOR	0.0000	0.00	0.0000	0.00
160722	1.00	EA	M	16"	EMT STEEL-COMP COUPLING RT	2.4796	2.48	0.3000	0.30
160573	6.00	EA	M	#10 x 1"	BOX 4S 1 GANG	3.5761	3.58	0.0360	0.04
100080	1.00	EA	M	#14	4"SQ CMB- KO NO BRKT	0.0196	0.12	0.0240	0.14
100269	2.00	EA	M	3/8-1/2	WALL BOX HANGER + BRACKET	0.7500	0.75	0.0400	0.04
150094	1.00	EA	M	1/2"D 7.3-CI	TEK SCREW	0.0005	0.00	0.0250	0.05
140272	1.00	EA	M	20A	PIGTAIL W/GRD SCREW	1.9394	1.94	0.2000	0.20
TITLE	1.00		M	1/2	4"SQ 1-SW RAISED CVR	11.5427	11.54	0.2500	0.25
50073	3.00	FT	M	1/2	1P TOGGLE SPECIFICATION -GRADE	0.0000	0.00	0.0000	0.00
50084	1.00	EA	M	1/2	LIQUIDTITE COND WHIP	1.0485	3.15	0.0400	0.12
50095	1.00	EA	M	1/2	LIQUIDTITE ANGLE CONNECTOR	3.2811	3.28	0.1800	0.18
40207	2.00	EA	M	1/2	LIQUIDTITE STRAIGHT CONNECTOR	1.9387	1.94	0.1500	0.15
	0.00				GRD BUSHING INSULATED	4.9886	9.98	0.2500	0.50
	0.00				E441 POWER TO NEW CU2-4 CONDENSING UNIT				
180826	1.00	EA	M	20/2	HOMERUN KL2-21,23	96.7800	96.78	0.7500	0.75
70034	130.00	FT	M	10	BOLT-ON BREAKER	0.2054	26.71	0.0070	0.91
100153	6.00	EA	M	10	THHN/THWN CU (STR)	0.0000	0.00	0.1800	1.08
10047	40.00	FT	M	3/4	WIRE TERMINATION	0.7956	31.82	0.0500	2.00
					EMT				

Taft Electric Company

1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com

Region: COR 086 KINDER HVAC

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
30217	2.00	EA	M	3/4	EMT STEEL COMP CONNECTOR	0.5358	1.07	0.1400	0.28
30147	1.00	EA	M	3/4	EMT STEEL-COMP COUPLING RT	0.9471	0.95	0.3000	0.30
62	3.00		M		CONDUIT SUPPORT 1/2"-1"	5.8000	17.40	0.2000	0.60
TITLE	1.00		M	1/2	LIQUIDITTE COND WHIP	0.0000	0.00	0.0000	0.00
50073	3.00	FT	M	1/2	LIQUIDITTE CONDUIT	1.0485	3.15	0.0400	0.12
50084	1.00	EA	M	1/2	LIQUIDITTE ANGLE CONNECTOR	3.2811	3.28	0.1800	0.18
50095	1.00	EA	M	1/2	LIQUIDITTE STRAIGHT CONNECTOR	1.9387	1.94	0.1500	0.15
40207	2.00	EA	M	1/2	GRD BUSHING INSULATED	4.9886	9.98	0.2500	0.50
114	1.00		M		HVAC STANTION	50.0000	50.00	2.0000	2.00
220135	1.00	EA	M	30/2	F/H/D/240V N-3R RT SAFETY-SW	243.8005	243.80	2.0000	2.00
230068	2.00	EA	M	20 AMP	RK5 TIME DELAY 250V RUSE	5.0905	10.18	0.0400	0.08
70034	70.00	FT	M	10	FC4-2 TO CONDENSATE PUMP THHN/THWN CU (STR)	0.2054	14.38	0.0070	0.49
100153	6.00	EA	M	10	WIRE TERMINATION	0.0000	0.00	0.1800	1.08
10047	20.00	FT	M	3/4	EMT	0.7956	15.91	0.0500	1.00
30217	2.00	EA	M	3/4	EMT STEEL COMP CONNECTOR	0.5358	1.07	0.1400	0.28
30147	1.00	EA	M	3/4	EMT STEEL-COMP COUPLING RT	0.9471	0.95	0.3000	0.30
62	3.00		M		CONDUIT SUPPORT 1/2"-1"	5.8000	17.40	0.2000	0.60
TITLE	1.00		M	1-1/2	BOX 4S 1 GANG	0.0000	0.00	0.0000	0.00
150006	1.00	EA	M	1-1/2"D	4"SQ CMB- KO NO BRKT	2.4796	2.48	0.3000	0.30
160722	1.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	3.58	0.0360	0.04
160573	6.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.12	0.0240	0.14
100080	1.00	EA	M	#14	PIGTAIL W/GRD SCREW	0.7500	0.75	0.0400	0.04
100269	2.00	EA	M	3/8-1/2	ANTI-SHORT BUSHING	0.0005	0.00	0.0250	0.05
150094	1.00	EA	M	1/2"D	4"SQ 1-SW RAISED CVR	1.9394	1.94	0.2000	0.20
140272	1.00	EA	M	20A	1P TOGGLE SPECIFICATION -GRADE	11.5427	11.54	0.2500	0.25
TITLE	1.00		M	1/2	LIQUIDITTE COND WHIP	0.0000	0.00	0.0000	0.00
50073	3.00	FT	M	1/2	LIQUIDITTE CONDUIT	1.0485	3.15	0.0400	0.12
50084	1.00	EA	M	1/2	LIQUIDITTE ANGLE CONNECTOR	3.2811	3.28	0.1800	0.18
50095	1.00	EA	M	1/2	LIQUIDITTE STRAIGHT CONNECTOR	1.9387	1.94	0.1500	0.15
40207	2.00	EA	M	1/2	GRD BUSHING INSULATED	4.9886	9.98	0.2500	0.50
0.00					CONTROLS				
TITLE	1.00		M	3/4"	TELE/DATA 1G W/10' STUB	0.0000	0.00	0.0000	0.00
150121	1.00	EA	M	2-1/8"D	4-11/16" BOX /NO BRKT 1 > 3/4KO	6.1826	6.18	0.3000	0.30
150130	1.00	EA	M	3/4"RISE	1G 4-11/16" PLASTER-RING 5-8-CI	4.6790	4.68	0.1500	0.15

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com

Region: COR 086 KINDER HVAC

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
140567	1.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	1.5894	1.59	0.1200	0.12
160722	1.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.7370	3.74	0.0360	0.04
160573	6.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.12	0.0240	0.14
10047	20.00	FT	M	3/4	EMT	0.7956	15.91	0.0500	1.00
30217	2.00	EA	M	3/4	EMT STEEL COMP CONNECTOR	0.5358	1.07	0.1400	0.28
40172	2.00	EA	M	3/4	PLASTIC BUSHING	0.3587	0.72	0.1600	0.32
630065	2.00	EA	M	3/4	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.2480	2.50	0.2500	0.50
160573	4.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.08	0.0240	0.10
500121	15.00	FT	M		PULL LINE (STRING)	0.0200	0.30	0.0026	0.04
30553	1.00	EA	M	3/4	EMT LB CONDUIT BODY	11.2060	11.21	0.5000	0.50
86	1.00		M		FS PUTTY PAD 45/55 DEEP BOX	5.1900	5.19	0.2000	0.20
62	3.00		M		CONDUIT SUPPORT 1/2"-1"	5.8000	17.40	0.2000	0.60
TITLE	1.00		M	3/4	LIQUIDTITE COND WHIP	0.0000	0.00	0.0000	0.00
50074	3.00	FT	M	3/4	LIQUIDTITE CONDUIT	1.3860	4.16	0.0500	0.15
50085	1.00	EA	M	3/4	LIQUIDTITE ANGLE CONNECTOR	5.0896	5.09	0.2160	0.22
50096	1.00	EA	M	3/4	LIQUIDTITE STRAIGHT CONNECTOR	2.7966	2.80	0.1800	0.18
40208	2.00	EA	M	3/4	GRD BUSHING INSULATED	4.4776	8.96	0.2750	0.55
Phase Totals:						821.38	821.38	29.09	29.09
Job Totals:						821.38	821.38	29.09	29.09

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com



Santa Ana + Oakland + San Diego + Honolulu

SVA Architects, Inc.

3 MacArthur Place, Suite 850
Santa Ana, California 92707
T 949.809.3380

info@sva-architects.com
www.sva-architects.com

**Lemonwood K-8 Reconstruction
Bulletin # 50 Narrative**

Revision:

04/16/2018

*Note: This Bulletin is issued for clarification of the Contract Documents or a proposed change to the Contract Documents. It is **not** an authorization to proceed with the items described. Submit a written proposal to the Architect for any anticipated changes in contract price and/or schedule as a result of this Bulletin. **Do not proceed** with any items described in this Bulletin without written authorization from the Owner.*

Changes to Drawings and/or Specifications:

Revisions to the Mechanical and Electrical drawings

Drawings:

1. Sheet MSK-1R (M0-0.3), Mechanical Schedule
 - a. Revised fan coil and condensing unit on schedule
2. Sheet MSK-2A (M4-11.1), Mechanical Kindergarten – Floor Plan
 - a. As approved drawing
3. Sheet MSK-2R (M4-11.1), Mechanical Kindergarten – Floor Plan
 - a. Provide fan coil unit in Electrical room
 - b. Provided electronic programable thermostat
4. Sheet MSK-3A (M4-11.2), Mechanical Kindergarten – Roof Plan
 - a. As approved drawing
5. Sheet MSK-3r (M4-11.2), Mechanical Kindergarten – Roof Plan
 - a. Revised condensing unit piping on roof
6. Sheet E4-2.1, Building 4 Kindergarten – Power Plan:
 - a. Provide power for new fan coil unit in Electrical room
7. Sheet E4-4.1, Building 4 Kindergarten – Roof Plan
 - a. Provided power for condensing unit on roof

Drawings

MSK-1R – Mechanical Schedule

MSK-2A – As approved sheet M4-11.1

MSK-2R – Revised sheet M4-11.1

MSK-3A – As approved sheet M4-11.2

MSK-3R – Revised sheet M4-11.2

SKE-1 – Building 4 Kindergarten – Power Plan

SKE-2 – Building 4 Kindergarten – Roof Plan

Distribution:

District
Contractor
IOR

FAN COIL SCHEDULE

SYM	MFR & MODEL #	AREA SERVICED	CFM	FAN POWER	ELECTRICAL			WT (LBS)	REMARKS	CONTROL DETAIL	ANCHORAGE DETAIL
					V	PH	BLOWER MOTOR				
FC2 4	DAIKIN PKA-A18HAA	-	425	30 W	208	1	0.33 FLA	30	1, 3, 4, 5, INTERLOCK WITH CU1/4	M-801.2 M-801.4	M-801.9

- CONDENSATE PUMP
- CONDENSATE OVERFLOW SWITCH
- WIRED CONTROLLER W/ ADAPTOR
- INDOOR UNIT POWERED FROM OUTDOOR UNIT.


NOTE: POWER TO FC UNIT IS VIA CU. SEE CONTROL DIAGRAM.
INSTALL PER MANUF. GUIDELINES.

CONDENSING UNIT SCHEDULE

SYM	MFR & MODEL #	AREA SERVICED	COOLING CAPACITY	SEER/EER	V	PH	HZ	ELECTRICAL			WT (LBS)	REMARKS	CONTROL DETAIL	ANCHORAGE DETAIL
								TOTAL INPUT (W)	MCA	MOCF				
CU2 4	DAIKIN PUY-A18NHAA	-	18,000	15.3/ 8.0	208	1	60	2,150	13.0	20	100	1, 2, 3, 4, 5 INTERLOCK WITH FC1/4	M-801.2 M-801.4	M-801.8 M-801.9

- NEOPRENE PADS
- CRANKCASE HEATER
- EVAPORATOR FREEZE THERMOSTAT
- LOW AMBIENT CONTROL
- EVAPORATOR COIL COATING

50

		DESCRIPTION: MPP GRAVITY INTAKE HOOD		DRAWING REFERENCE: MO-0-3		MSK #: MSK-1R	
PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION		ISSUE REFERENCE: BULLETIN 50		DATE: 08 March, 2018		SCALE: NONE	
PROJECT NUMBER: 1340121		DRAWN BY: HT		Consulting Engineers 5200 E. La Palma Ave Anaheim, CA 92807 Telephone: (714) 695-2277			





DESCRIPTION
MPR GRAVITY INTAKE HOOD

PROJECT NAME
LEMONWOOD K-8 RECONSTRUCTION

PROJECT NUMBER
 1340121

DRAWING REFERENCE
M4-11.1

ISSUE REFERENCE
BULLETIN 50

MSK #
MSK-2A

DATE
 06 March 2018

SCALE
 1/8" = 1'-0"

DRAWN BY
 H1

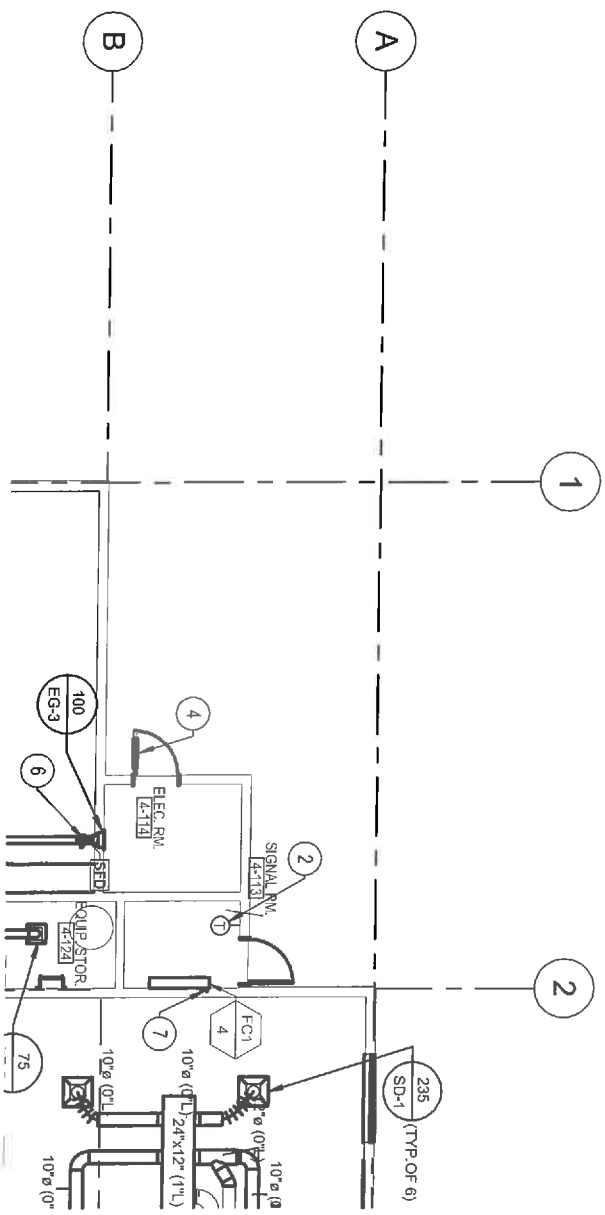
MECHANICAL KINDERGARTEN - FLOOR PLAN

1/8" = 1'-0"

1



Consulting Engineers
 5200 E. La Palma Ave
 Anaheim, CA 92817
 Telephone (714) 899-2277





PROJECT NAME
MPP GRAVITY INTAKE HOOD

PROJECT NUMBER
1340121

DRAWING REFERENCE
M4-11.1

ISSUE REFERENCE
BULLETIN 50

DATE
08 March, 2018

SCALE
1/8" = 1'-0"

DRAWN BY
HT

MSK #
MSK-2R

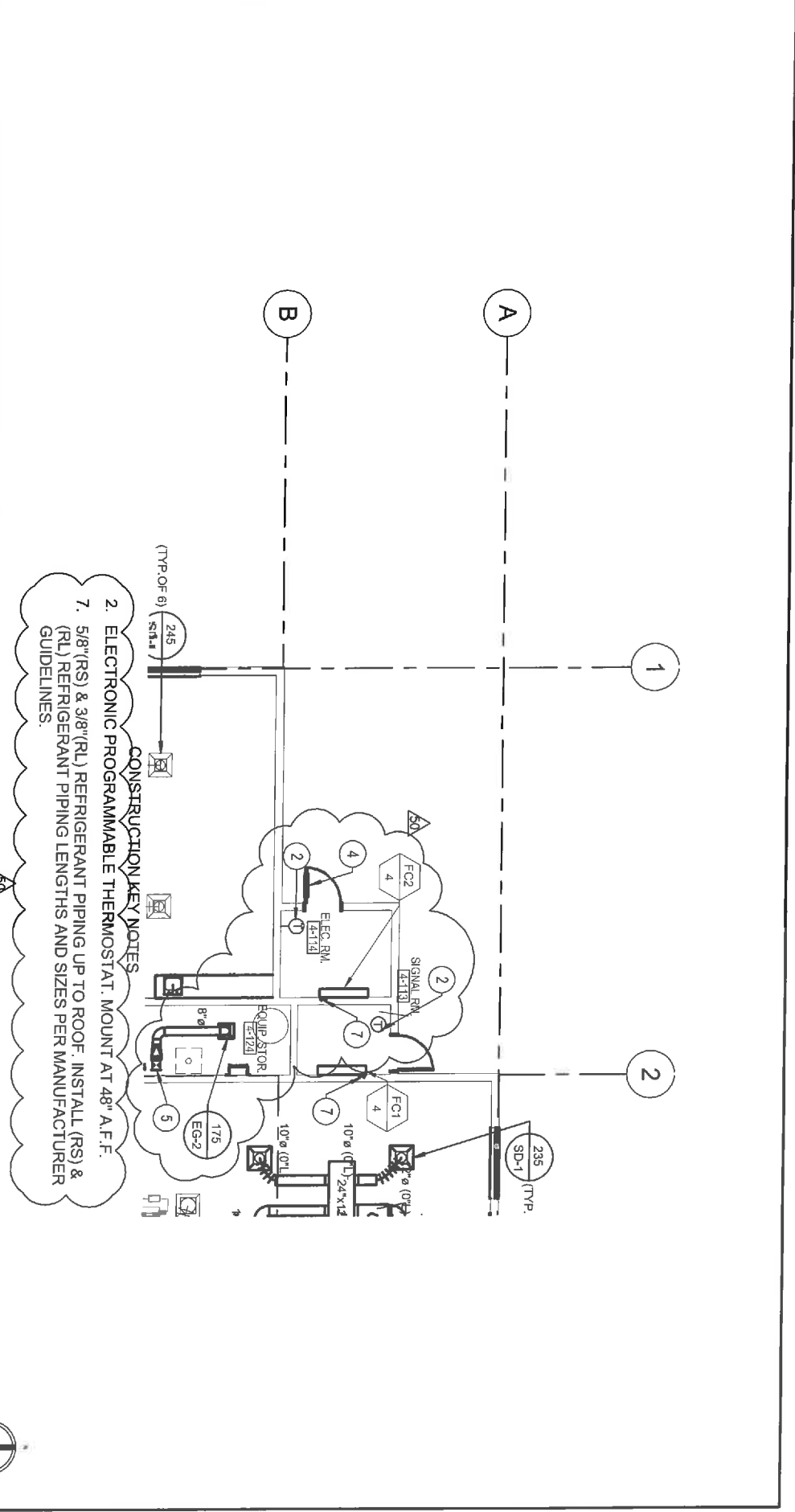
CONSULTING ENGINEERS
optimum energy design

5200 E. La Palma Ave
 Anaheim, CA 92807
 Telephone (714) 835-2277

REGISTERED PROFESSIONAL ENGINEER
 BANNERMAN
 No. M29253
 Exp. 8/30/19
 STATE OF CALIFORNIA
 MECHANICAL

MECHANICAL KINDERGARTEN - FLOOR PLAN

1/8" = 1'-0" 1





DESCRIPTION
MPR GRAVITY INTAKE HOOD

PROJECT NAME
LEMONWOOD K-8 RECONSTRUCTION

PROJECT NUMBER
 1340121

DRAWING REFERENCE
M4-11.2

ISSUE REFERENCE
BULLETIN 50

MSK #
MSK-3A

DATE
 00 March, 2018

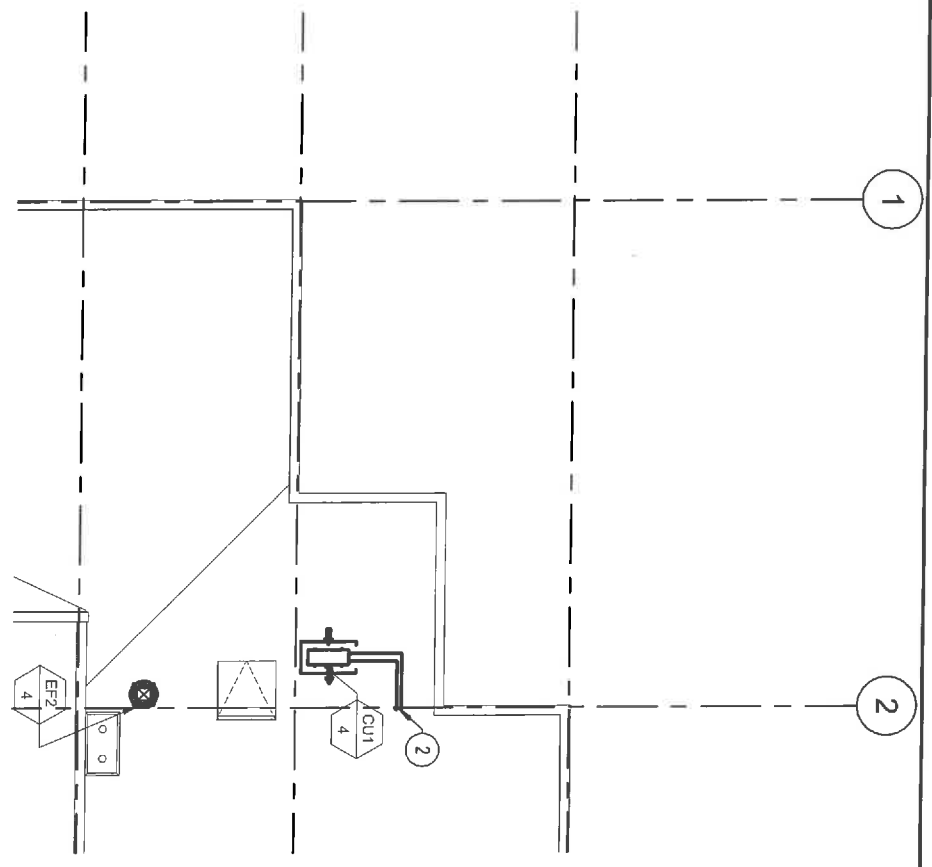
SCALE
 1/8" = 1'-0"

DRAWN BY
 HT

MECHANICAL KINDERGARTEN - ROOF PLAN

1/8" = 1'-0"

1



optimum energy design
 Consulting Engineers
 5200 E. La Palma Ave
 Anaheim, CA 92807
 Telephone (714) 693-2277





DESCRIPTION
MPR GRAVITY INTAKE HOOD

PROJECT NAME
LEMONWOOD K-8 RECONSTRUCTION

PROJECT NUMBER
 1340121

ISSUE REFERENCE
BULLETIN 50

MSK #
MSK-3R

DATE
 08 March, 2018

SCALE
 1/8" = 1'-0"

DRAWN BY
 HT

optimum energy design
 Consulting Engineers
 5200 E. La Palma Ave
 Anaheim, CA 92807
 Telephone (714) 693-2277

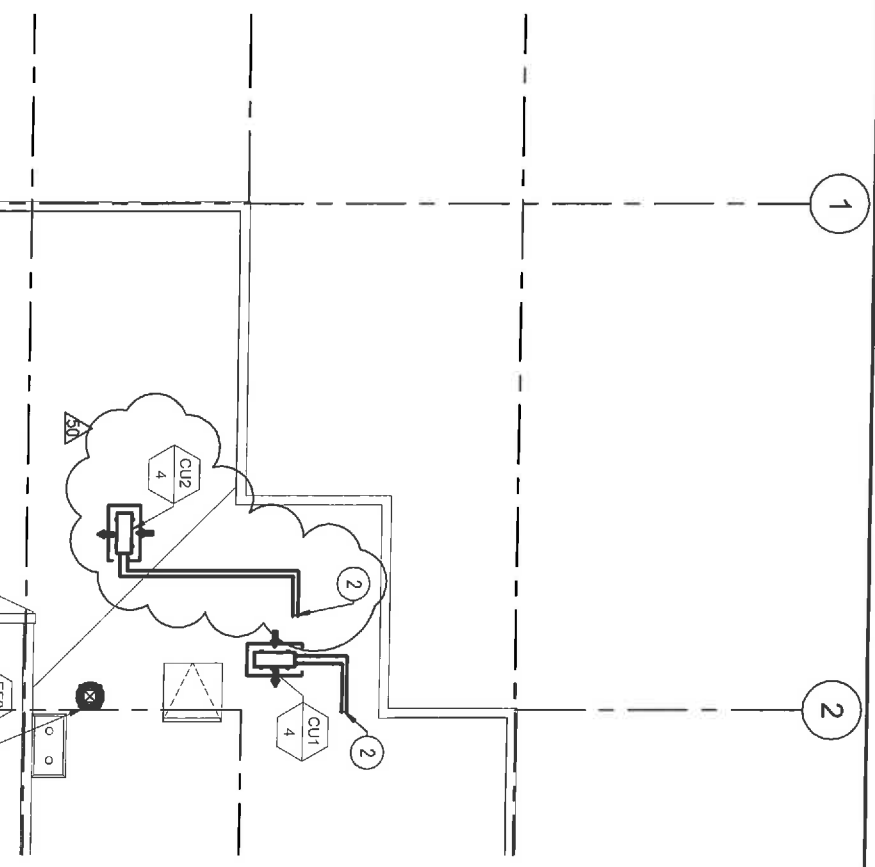


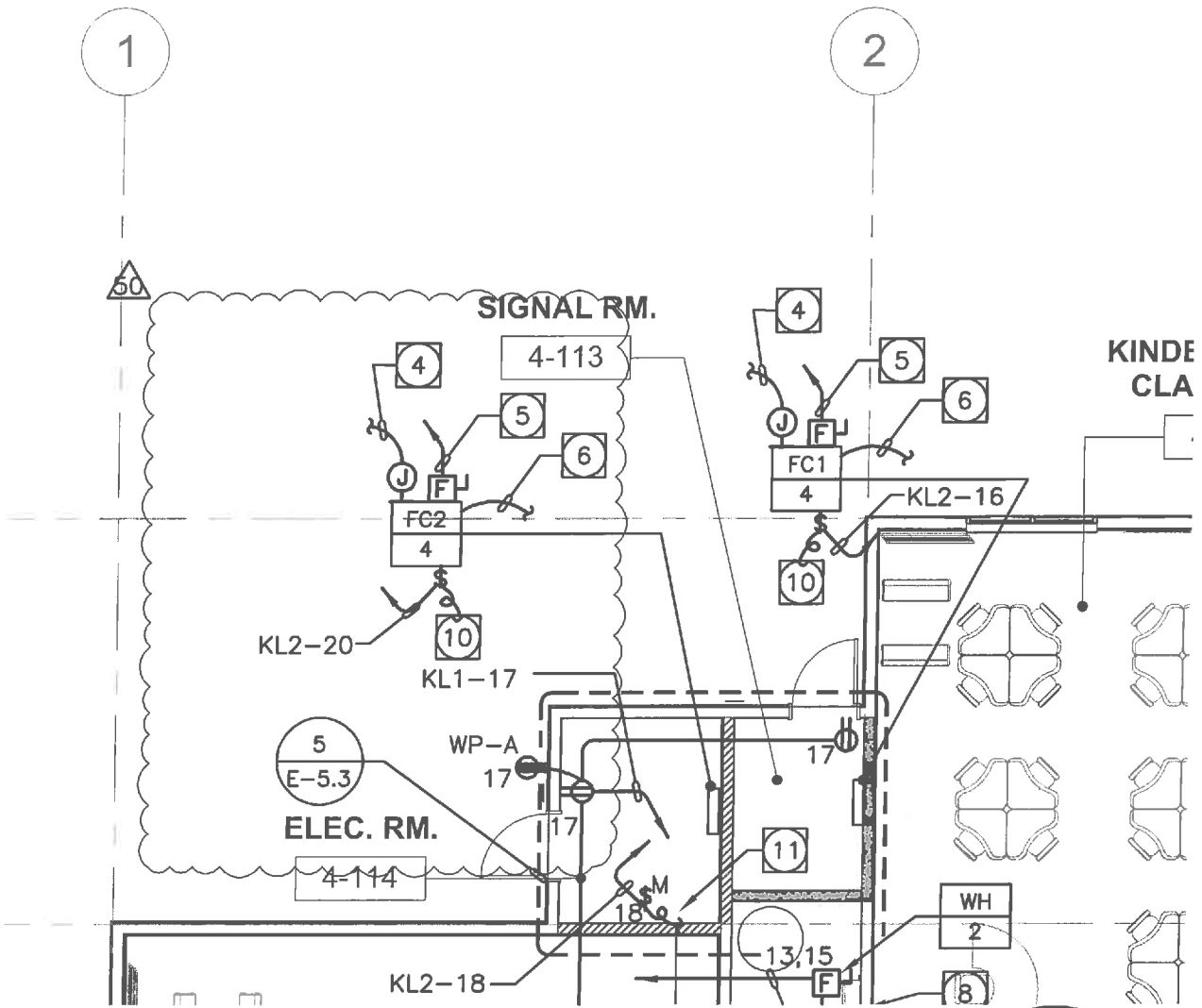
MECHANICAL KINDERGARTEN - ROOF PLAN

1/8" = 1'-0"

1

CONSTRUCTION KEY NOTES
 2. 5/8"(RS) & 3/8"(RL) REFRIGERANT PIPING THRU ROOF. INSTALL (RS) & (RL) REFRIGERANT PIPING LENGTHS AND SIZES PER MANUFACTURER GUIDELINES.





tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

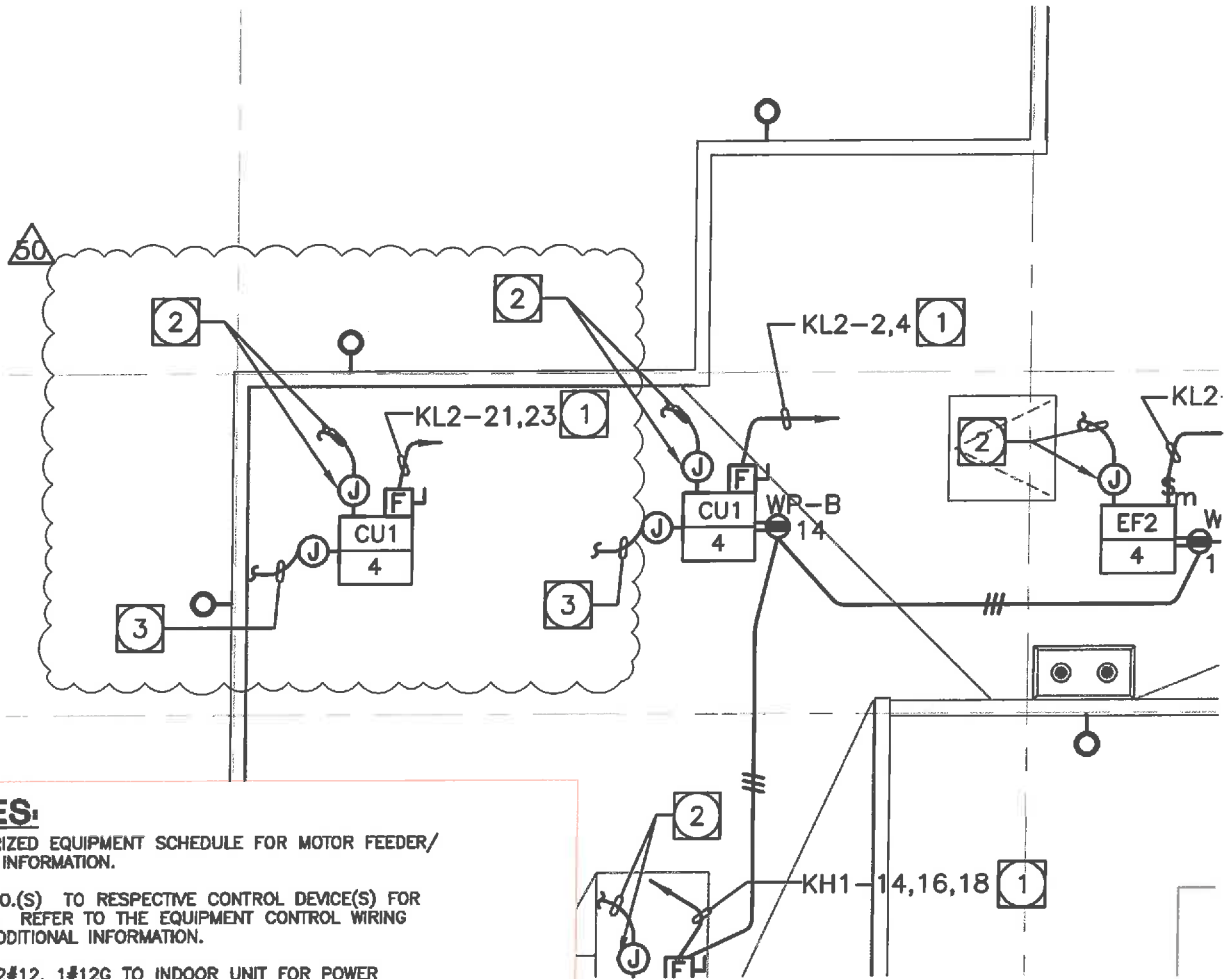
Bill Voller
tk1sc #2013-0451



DESCRIPTION: BUILDING 4 KINDERGARTEN - POWER PLAN	DRAWING REFERENCE:	BULLETIN #:
	E4-2.1	50
	PROJECT NAME:	DATE
LEMONWOOD K-8 RECONSTRUCTION	ISSUE REFERENCE:	04-19-2018
	SKE-1	SCALE 1/8"=1'-0"
PROJECT NUMBER:	DRAWN BY	
1340121	tk1sc	

MOTORIZED EQUIPMENT SCHEDULE

ITEM	DESCRIPTION	EQUIPMENT RATING						DISC. SW. SIZE STARTER SIZE	CIRCUIT DATA CONDUIT - WIRE	SPECIFIC NOTES
		VOLTS	PH.	HP	FLA	MCA	MOCP			
CU 4	AIR CONDITIONING UNIT	208	1	-	13	13	20	30AS, 1P	3/4"C-2#10, 1#10G.	A



PLAN NOTES:

- 1 REFER TO MOTORIZED EQUIPMENT SCHEDULE FOR MOTOR FEEDER/
BRANCH CIRCUIT INFORMATION.
- 2 PROVIDE 3/4" C.O.(S) TO RESPECTIVE CONTROL DEVICE(S) FOR
CONTROL WIRING. REFER TO THE EQUIPMENT CONTROL WIRING
DIAGRAMS FOR ADDITIONAL INFORMATION.
- 3 PROVIDE 3/4"C-2#12, 1#12G TO INDOOR UNIT FOR POWER
CONNECTION. REFER TO THE EQUIPMENT WIRING DIAGRAM FOR EXACT
CONNECTION AND REQUIREMENTS.
- 4 PROVIDE #10AWG CU TO THE ENTIRE RUN OF BRANCH CIRCUIT.

tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

Bill Voller
tk1sc #2013-0451



DESCRIPTION: <h2 style="text-align: center;">BUILDING 4 KINDERGARTEN - ROOF PLAN</h2>	DRAWING REFERENCE: <h2 style="text-align: center;">E4-4.1</h2>	BULLETIN #: <h2 style="text-align: center;">50</h2>
PROJECT NAME: <h2 style="text-align: center;">LEMONWOOD K-8 RECONSTRUCTION</h2>	ISSUE REFERENCE: <h2 style="text-align: center;">SKE-2</h2>	DATE 04-19-2018 SCALE 1/8"=1'-0" DRAWN BY tk1sc
PROJECT NUMBER: <h2 style="text-align: center;">1340121</h2>		



SWINERTON

July 20, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0370 Delete redundant electrical/signal pull boxes

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate un-needed electrical and signal boxes due to rerouting duct banks onsite

Phase	Category	Description	Subcontractor	Quote
260010	71140	Eliminate un-needed electrical and signal boxes due to rerouting duct banks onsite	TAFT ELECTRIC COMPANY	-10,351.00
			Subtotal	-10,351.00
			%	
			Markup Subtotal	
			PCI Total	-10,351.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-10,351.00.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

X We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.



SWINERTON

Sincerely,
Swinerton Builders

7/20/2018

Date: _____

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003
(805)642-0121
Contractor License # 772245

Change Order Request

Detailed, Grouped by Each Number

2241 Lemonwood **Project # 2241** **Taft Electric Company**
2200 Carnegie Court Tel: Fax:
Oxnard, CA 93033

Change Order Request: 094 **Date:**

To: Bill Gray
Swinerton Builders
865 S. Figueroa Street
Los Angeles, CA 90017
From: Matt Gobuty
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
Underground Pullbox Credit		Submitted

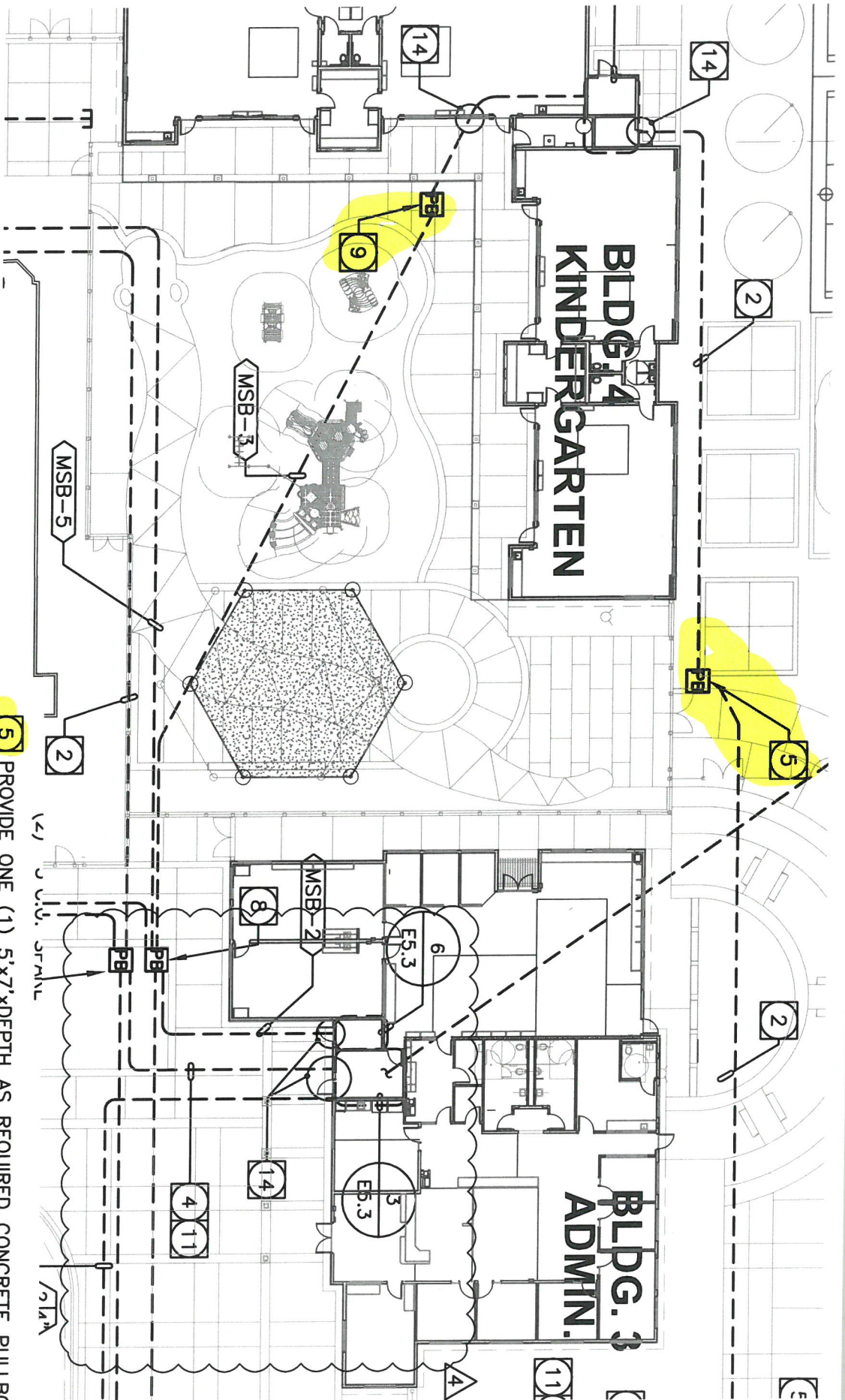
Reference	Required By	Days Req	Amt Req
		0	(10,351)

Notes
We are submitting the above credit for the omitted power and signal underground pullboxes due to re-routing the underground ductbanks Attached is the back up for your review. Please call should you have any questions.

Matt Gobuty
Project Manager
(805)654-7994

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
		Description	Notes			

Approved By:
Signature _____
Name _____ **Date** _____



- 5** PROVIDE ONE (1) 5'x7'xDEPTH AS REQUIRED CONCRETE PULLBOX WITH BOLT-DOWN TRAFFIC COVER ENGRAVED "SIGNAL", AND ONE (1) 17"x24"XDEPTH AS REQUIRED CONCRETE PULLBOX WITH BOLT-DOWN TRAFFIC COVER ENGRAVED "FIRE ALARM".
- 6** PROVIDE 2'x3' CONCRETE PULLBOX WITH BOLT-DOWN TRAFFIC COVER. DEPTH AS REQUIRED. ENGRAVE COVER PER UTILITY COMPANY REQUIREMENTS.
- 7** TELEPHONE UTILITY COMPANY POINT OF CONNECTION.
- 8** PROVIDE ONE (1) 3'x5'xDEPTH AS REQUIRED CONCRETE PULLBOX WITH BOLT-DOWN TRAFFIC COVER ENGRAVED "POWER".
- 9** PROVIDE ONE (1) 2'x3'xDEPTH AS REQUIRED CONCRETE PULLBOX WITH BOLT-DOWN TRAFFIC COVER ENGRAVED "POWER".



Contract & Proposal Copy

Quote No.: S212202-2

10650 HEMLOCK AVE
FONTANA, CA 92337 7296

Telephone : 909-428-3700
Fax: 909-428-3737

www.oldcastleprecast.com

Quote To .: Taft Electric Co
PO BOX 3416
VENTURA, CA 93006 3416

Ship To .: OXNARD - 2241
CUSTOMER TO PROVIDE LOCATION
OXNARD, CA 93030 5159

Reference : MATT

Contact:

Phone:

Order No	Date	Customer No	Terms	Cash discount	Delivery terms	Quote valid for:
S212202	7/20/2018	001265	Net 45 Days		FOB Job Site	30 days

Group: A

Qty	Unit	Item	Description	Mark	Unit price	Amount
1.00	Ea	0000001	SIGNAL 66-72 FW VAULT w/ 4x4 TRAFFIC DP BOLT DOWN F/C (6'x6'x6')		5,570.00	5,570.00
1.00	Ea	0200020	66-36 Base			
1.00	Ea	0200015	66-36 Top			
1.00	Set	2350080	44 Traffic Galv Diamond Plate Boltdown Cover Set			
1.00	Ea	3500131	Galv D.P. Sump Cover 14 3/4" Dia.			
1.00	\$	9400010	FOB Jobsite (non taxable)			

Group: B

Qty	Unit	Item	Description	Mark	Unit price	Amount
1.00	Kit	7000305	POWER 23-36 FW D/P BLTD TRAFFIC (2'x3'x3')		2,335.00	2,335.00
1.00	\$	9400010	FOB Jobsite (non taxable)			

Group: C

Qty	Unit	Item	Description	Mark	Unit price	Amount
1.00	Ea	0000001	PRICE INCLUDES DELIVERY ON 2 TRUCK LOADS w/ 1 HR OF CRANE TIME PER LOAD			



Contract & Proposal Copy

Quote No.: S212202-2

10650 HEMLOCK AVE
FONTANA, CA 92337 7296

Telephone : 909-428-3700
Fax: 909-428-3737

www.oldcastleprecast.com

Quote To .: Taft Electric Co
PO BOX 3416
VENTURA, CA 93006 3416

Ship To .: OXNARD - 2241
CUSTOMER TO PROVIDE LOCATION
OXNARD, CA 93030 5159

Reference : MATT

Contact:

Phone:

Order No	Date	Customer No	Terms	Cash discount	Delivery terms	Quote valid for:
S212202	7/20/2018	001265	Net 45 Days		FOB Job Site	30 days

WE DELIVER RAIN OR SHINE

ALL DELIVERY
CANCELLATIONS MUST BE
MADE BY 12 NOON ON THE
BUSINESS DAY PRIOR TO
DELIVERY OR CANCELLATION
FEES WILL BE ASSESSED.

Should this be a prevailing wage project, Oldcastle must be notified immediately as additional costs may be applied to the quotation.

All products and services listed on this Quotation are provided under the Standard Terms and Conditions located at:
<https://oldcastleprecast.com/standard-terms-and-conditions-material-sales/>

QUOTATION TOTAL US 7,905.00

IMPORTANT: This proposal is based on standard terms and conditions. Items and quantities shown are the basis for the quotation, and we are not responsible for any discrepancies between this list and actual items or quantities.

(Accepted by)

Sales Person: Ryan Stelzner

Telephone:

(Position)

(Date)

By: _____

Job ID: 2241 LEMONWOOD COR
 Project: 2241 Lemonwood COR



Takeoff

Vendor: TAFT Labor Level: LABOR 1 18 Jul 2018 13:15:22

Region: COR 094 UGPB CREDIT

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
400009	1.00	EA	M	LARGE	PRECAST PULLBOX	0.0000	0.00	14.0000	14.00
400011	1.00	EA	M	2' X 3'	PRECAST PULLBOX	0.0000	0.00	6.0000	6.00
Phase Totals:						0.00	0.00	6.0000	20.00
Job Totals:						0.00	0.00	20.00	20.00

Taft Electric Company
 1594 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com



SWINERTON

July 20, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0373 Bulletin 053 Kindergarten Building AV Modifications-ELECTRICAL ONLY

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Furnish and install added AV locations in the Kindergarten Building as described in Bulletin 53

Phase	Category	Description	Subcontractor	Quote
260010	71140	Furnish and install added AV locations in the Kindergarten Building as described in Bulletin 53	TAFT ELECTRIC COMPANY	15,798.00
			Subtotal	15,798.00
007480	71160	Subguard	1.15%	181.68
007410	71160	Builders Risk	0.6%	95.88
007420	71160	General Insurance	1.15%	183.77
007510	71160	P&P Bond	1%	157.98
991000	79999	Change Order Fee	5%	812.97
			Markup Subtotal	1,432.28
			PCI Total	17,230.28

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **17,230.28**.

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date.
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE NOT** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also



SWINERTON

acknowledges that Swinerton Builders is directed to proceed with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

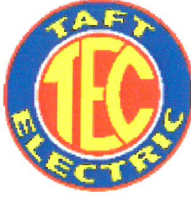
Sincerely,
Swinerton Builders

Date: 7/20/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

(805)642-0121
Contractor License # 772245

Change Order Request

Detailed, Grouped by Each Number

2241 Lemonwood
2200 Carnegie Court
Oxnard, CA 93033

Project # 2241
Tel: Fax:

Taft Electric Company

Change Order Request: 091

Date: 7/17/2018

To: Bill Gray
Swinerton Builders
865 S. Figueroa Street
Los Angeles, CA 90017

From: Matt Gobuty
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
Bulletin 53 Kindergarten AV		Submitted

Reference	Required By	Days Req	Amt Req
	7/24/2018	0	15,798

Notes

We are submitting the above cost to provide rough in and installation for the added AV system as shown in Bulletin 53.

Includes:
Additional boxes, conduit, & receptacles
Install and provide Power To Matrix Box
Wiring of AV system provided by Pacificom in attached quote

Exclusions:
TVs and TV mounts or any other associated hardware
AV equipment and specialty cabling

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this proposal should the approval take longer than 30 days.

Attached is the back up for your review. Please call should you have any questions.

Matt Gobuty
Project Manager
(805)654-7994

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
		Description	Notes			

Approved By:

Signature _____
Name _____ **Date** _____

Job ID: 2241 LEMONWOOD COR
 Project: 2241 Lemonwood COR



Takeoff

Vendor: TAFT

Labor Level: LABOR 1

17 Jul 2018 16:14:50

Region: COR 091 KINDER AV

Item #	QTY	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
210034	0.00	EA	M		AV MATRIX BOX	0.0000	0.00	4.0000	16.00
115	1.00	EA	M		CONNECT TO EX CABINET/BOX	0.0000	0.00	4.0000	4.00
	4.00	EA	M		AV MATRIX BOX	0.0000	0.00	0.0000	0.00
140016	4.00	EA	M	20A	DX RECEPT SPECIFICATION GRADE	4.5254	18.10	0.3000	1.20
140540	4.00	EA	M	1-DUPLEX	1G STAINLESS STEEL PLATE	1.0900	4.36	0.1000	0.40
150041	4.00	EA	M	2-1/8"D 30-3-CI	4"SQ CMB-KO NO BRKT	3.9493	15.80	0.3000	1.20
160722	4.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	14.30	0.0360	0.14
150061	4.00	EA	M	3/4"RISE 5-8-CI	1G 4"SQ PLASTER-RING	1.7326	6.93	0.1500	0.60
160573	24.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.47	0.0240	0.58
100080	4.00	EA	M	#14	PIGTAIL W/GRD SCREW	0.7500	3.00	0.0400	0.16
100095	1.00	EA	M	18-12	PSH-IN 4-WIRE CONN	0.1341	0.13	0.0390	0.04
100094	4.00	EA	M	18-12	PSH-IN 3-WIRE CONN	0.1296	0.52	0.0325	0.13
100269	8.00	EA	M	3/8-1/2	ANTI-SHORT BUSHING	0.0005	0.00	0.0250	0.20
10046	40.00	FT	M	1/2	EMT	0.5283	21.13	0.0450	1.80
30216	8.00	EA	M	1/2	EMT STEEL COMP CONNECTOR	0.3962	3.17	0.1200	0.96
70029	88.00	FT	M	12	THHN/THWN CU (SOL)	0.1167	10.27	0.0060	0.53
70111	44.00	FT	M	12	GREEN THHN CU (GRD 20A)	0.1221	5.37	0.0060	0.26
630064	4.00	EA	M	1/2	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.3102	5.24	0.2500	1.00
160573	32.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.63	0.0240	0.77
	0.00				(8) RECEPTACLES				
	8.00	EA	M		DX	0.0000	0.00	0.0000	0.00
140016	8.00	EA	M	20A	DX RECEPT SPECIFICATION GRADE	4.5254	36.20	0.3000	2.40
140540	8.00	EA	M	1-DUPLEX	1G STAINLESS STEEL PLATE	1.0900	8.72	0.1000	0.80
150041	8.00	EA	M	2-1/8"D 30-3-CI	4"SQ CMB-KO NO BRKT	3.9493	31.59	0.3000	2.40
160722	8.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	28.61	0.0360	0.29
150061	8.00	EA	M	3/4"RISE 5-8-CI	1G 4"SQ PLASTER-RING	1.7326	13.86	0.1500	1.20

Taft Electric Company

1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com

Region: COR 091 KINDER AV

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
160573	48.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.94	0.0240	1.15
100080	8.00	EA	M	#14	PIGTAIL W/GRD SCREW	0.7500	6.00	0.0400	0.32
100095	2.00	EA	M	18-12	PSH-IN 4-WIRE CONN	0.1341	0.27	0.0390	0.08
100094	8.00	EA	M	18-12	PSH-IN 3-WIRE CONN	0.1296	1.04	0.0325	0.26
100269	16.00	EA	M	3/8-1/2	ANTI-SHORT BUSHING	0.0005	0.01	0.0250	0.40
10046	120.00	FT	M	1/2	EMT	0.5283	63.40	0.0450	5.40
30136	3.00	EA	M	1/2	EMT STEEL-COMP COUPLING	0.4670	1.40	0.2500	0.75
30216	26.00	EA	M	1/2	EMT STEEL COMP CONNECTOR	0.3962	10.30	0.1200	3.12
70029	99.00	FT	M	12	THHN/THWN CU (50L)	0.1167	11.55	0.0060	0.59
70111	33.00	FT	M	12	GREEN THHN CU (GRD 20A)	0.1221	4.03	0.0060	0.20
630064	4.00	EA	M	1/2	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.3102	5.24	0.2500	1.00
160573	8.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.16	0.0240	0.19
500121	60.00	FT	M		PULL LINE (STRING)	0.0200	1.20	0.0026	0.16
	0.00				(8) AV T BOXES				
TITLE	80.00		M	1-1/4	EMT + FITTINGS	0.0000	0.00	0.0000	0.00
10049	80.00	FT	M	1 1/4	EMT	1.3069	104.55	0.0620	4.96
30139	8.00	EA	M	1 1/4	EMT STEEL-COMP COUPLING	1.7104	13.68	0.5000	4.00
30219	16.00	EA	M	1 1/4	EMT STEEL COMP CONNECTOR	1.6191	25.91	0.2000	3.20
240037	10.00	EA	M	1 1/4	EMT STRUT CLAMP GALV	0.9487	9.49	0.0400	0.40
20	16.00		M		CONDUIT SUPPORT	8.5000	136.00	0.1250	2.00
TITLE	8.00		M	2-1/8 DEEP	BOX SS 2 GANG	0.0000	0.00	0.0000	0.00
150138	8.00	EA	M	3/4"RISE 10-0-CI	2G 4-11/16" PLASTER-RING	10.6321	85.06	0.1500	1.20
160722	8.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	28.61	0.0360	0.29
160573	48.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.94	0.0240	1.15
40174	8.00	EA	M	1 1/4	PLASTIC BUSHING	0.8327	6.66	0.2000	1.60
	0.00				(4) WALL CTRL STUB				
TITLE	4.00		M	1"	TELE/DATA 1G W/10' STUB	0.0000	0.00	0.0000	0.00
150121	4.00	EA	M	2-1/8"D 42-0-CI	4-11/16" BOX /NO BRKT 1 > 3/4KO	5.7246	22.90	0.3000	1.20
150130	4.00	EA	M	3/4"RISE 5.8-CI	1G 4-11/16" PLASTER-RING	4.3324	17.33	0.1500	0.60
140567	4.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	1.5894	6.36	0.1200	0.48
160722	4.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	14.30	0.0360	0.14
160573	24.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.47	0.0240	0.58
10048	40.00	FT	M	1	EMT	0.8285	33.14	0.0550	2.20
30218	4.00	EA	M	1	EMT STEEL COMP CONNECTOR	0.8106	3.24	0.1600	0.64
40173	4.00	EA	M	1	PLASTIC BUSHING	0.5437	2.17	0.1800	0.72

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com

Region: COR 091 KINDER AV

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
630066	4.00	EA	M	1	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.2572	5.03	0.2500	1.00
160573	24.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.47	0.0240	0.58
500121	60.00	FT	M		PULL LINE (STRING)	0.0200	1.20	0.0026	0.16
	0.00				(4) CS				
TITLE	4.00		M	1"	TELE/DATA 1G W/10' STUB	0.0000	0.00	0.0000	0.00
150121	4.00	EA	M	2-1/8"D 42.0-CI	4-11/16" BOX /NO BRKT 1 > 3/4KO	5.7246	22.90	0.3000	1.20
150130	4.00	EA	M	3/4"RISE 5.8-CI	1G 4-11/16" PLASTER-RING	4.3324	17.33	0.1500	0.60
140567	4.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	1.5894	6.36	0.1200	0.48
160722	4.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	14.30	0.0360	0.14
160573	24.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.47	0.0240	0.58
10048	20.00	FT	M	1	EMT	0.8285	16.57	0.0550	1.10
30218	4.00	EA	M	1	EMT STEEL COMP CONNECTOR	0.8106	3.24	0.1600	0.64
40173	4.00	EA	M	1	PLASTIC BUSHING	0.5437	2.17	0.1800	0.72
630066	8.00	EA	M	1	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.2572	10.06	0.2500	2.00
160573	16.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.31	0.0240	0.38
500121	60.00	FT	M		PULL LINE (STRING)	0.0200	1.20	0.0026	0.16
	0.00				(4) AV3				
TITLE	4.00		M	1"	TELE/DATA 1G W/10' STUB	0.0000	0.00	0.0000	0.00
150121	4.00	EA	M	2-1/8"D 42.0-CI	4-11/16" BOX /NO BRKT 1 > 3/4KO	5.7246	22.90	0.3000	1.20
150130	4.00	EA	M	3/4"RISE 5.8-CI	1G 4-11/16" PLASTER-RING	4.3324	17.33	0.1500	0.60
140567	4.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	1.5894	6.36	0.1200	0.48
160722	4.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	14.30	0.0360	0.14
160573	24.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.47	0.0240	0.58
160573	16.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.31	0.0240	0.38
500121	60.00	FT	M		PULL LINE (STRING)	0.0200	1.20	0.0026	0.16
20	8.00		M		CONDUIT SUPPORT	8.5000	68.00	0.1250	1.00
10049	40.00	FT	M	1 1/4	EMT	1.3069	52.28	0.0620	2.48
30139	4.00	EA	M	1 1/4	EMT STEEL-COMP COUPLING	1.7104	6.84	0.5000	2.00
30219	4.00	EA	M	1 1/4	EMT STEEL COMP CONNECTOR	1.6191	6.48	0.2000	0.80
40174	4.00	EA	M	1 1/4	PLASTIC BUSHING	0.8327	3.33	0.2000	0.80
					Phase Totals:	1,146.19			96.39
					Job Totals:	1,146.19			96.39

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com



Santa Ana + Oakland + San Diego + Honolulu

SVA Architects, Inc.

6 Hutton Centre Drive, Suite 1150
Santa Ana, California 92707
T 949.809.3380

info@sva-architects.com
www.sva-architects.com

**Lemonwood K-8 Reconstruction
Bulletin # 53 Narrative**

Revision:

06/25/2018

*Note: This Bulletin is issued for clarification of the Contract Documents or a proposed change to the Contract Documents. It is **not** an authorization to proceed with the items described. Submit a written proposal to the Architect for any anticipated changes in contract price and/or schedule as a result of this Bulletin. **Do not proceed** with any items described in this Bulletin without written authorization from the Owner.*

Changes to Drawings and/or Specifications:

Revisions to the Architectural drawings

Drawings:

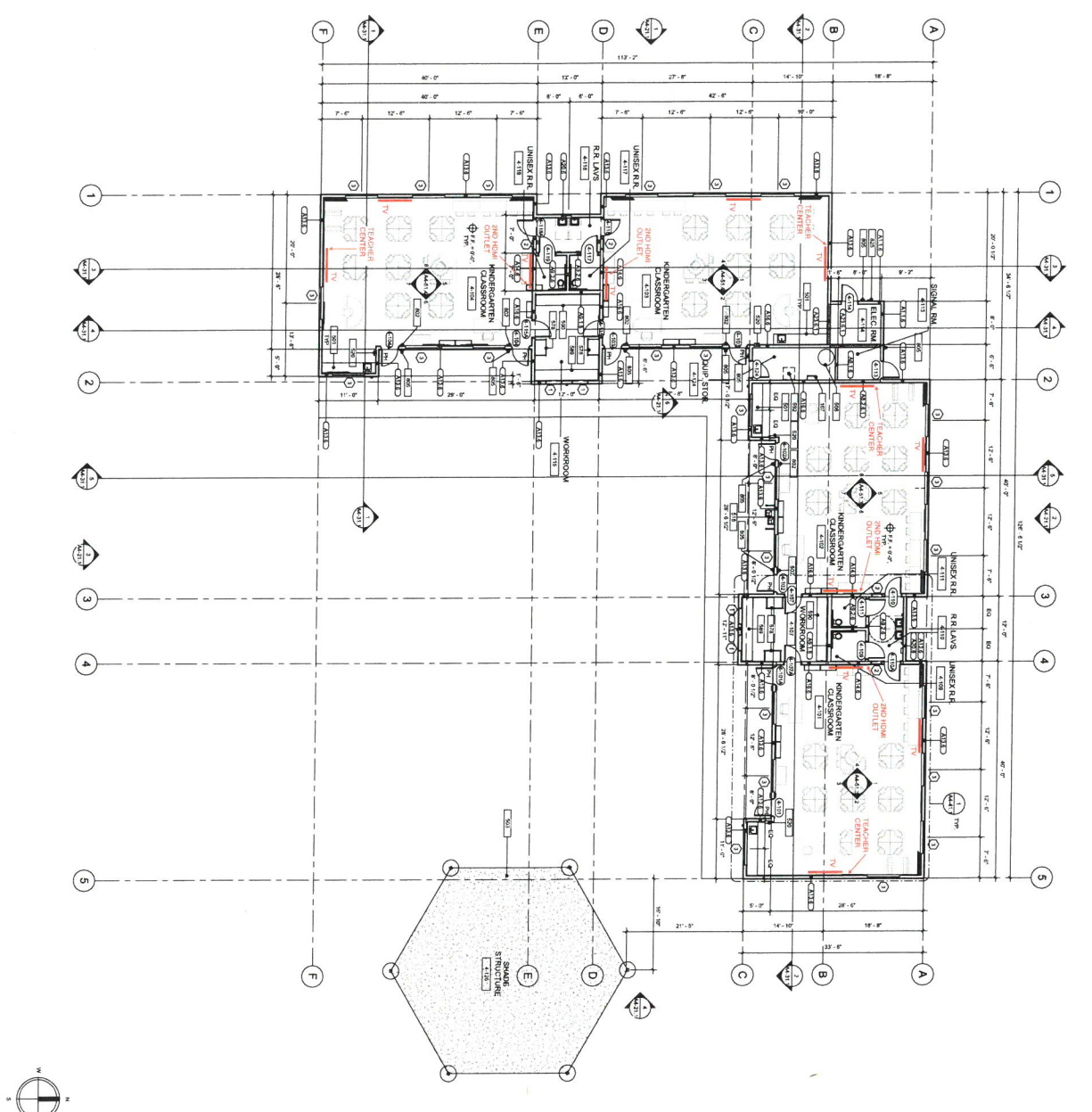
1. Sheet A4-11.1 - Kindergarten - Bldg 4 - Floor Plan
 - a. Revised AV layout and added two addition TV to each classroom per the district request program changes.
2. Sheet A4-51.3 - Kindergarten - Bldg 4 - Interior Elevations
 - a. Revised AV layout and added two addition TV to each classroom per the district request program changes.
3. Sheet A4-51.4 - Kindergarten - Bldg 4 - Interior Elevations
 - a. Revised AV layout and added two addition TV to each classroom per the district request program changes.
4. Sheet SKE-1 - Kindergarten - Bldg 4 - Power Plan
 - a. Added additional television connections for typical classroom
5. Sheet SKE-2 - Kindergarten- Bldg 4 - Signal Plan
 - a. Added additional television connections/AV outlets for typical classroom

Drawings

A4-11.1 - Kindergarten - Bldg 4 - Floor Plan
A4-51.3 - Kindergarten - Bldg 4 - Interior Elevations
A4-51.4 - Kindergarten - Bldg 4 - Interior Elevations
SKE-1 - Kindergarten - Bldg 4 - Power Plan
SKE-2 - Kindergarten - Bldg 4 - Signal Plan

Distribution:

District, Contractor, IOR



FLOOR PLAN 1

FLOOR PLAN LEGEND

KEYNOTE LEGEND

- 1. ALL DIMENSIONS ARE TO CENTERLINE OF THE GRID LINES AND TO FACE OF CURB OR FINISH GRADE UNLESS OTHERWISE NOTED.
- 2. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 3. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 4. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 5. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 6. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 7. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 8. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 9. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.
- 10. REFER TO ALL FLOOR FINISHES AND CEILING FINISHES TO FINISH SURFACES.

NO.	DESCRIPTION
101	CONCRETE FLOOR
102	CONCRETE FLOOR
103	CONCRETE FLOOR
104	CONCRETE FLOOR
105	CONCRETE FLOOR
106	CONCRETE FLOOR
107	CONCRETE FLOOR
108	CONCRETE FLOOR
109	CONCRETE FLOOR
110	CONCRETE FLOOR
111	CONCRETE FLOOR
112	CONCRETE FLOOR
113	CONCRETE FLOOR
114	CONCRETE FLOOR
115	CONCRETE FLOOR
116	CONCRETE FLOOR
117	CONCRETE FLOOR
118	CONCRETE FLOOR
119	CONCRETE FLOOR
120	CONCRETE FLOOR

OWNER: OXNARD SCHOOL DISTRICT

PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION

CLIENT ADDRESS: 2200 Carnegie Ct., Oxnard, CA 93033

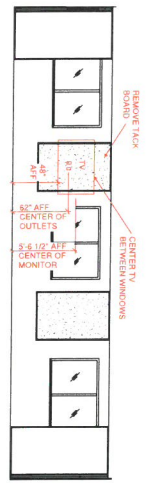
REGISTRATION STATE:
DIVISION OF THE STATE ARCHITECT
OFFICE OF REGULATION SERVICES
AP 03-18026

DATE: _____
SCALE: _____

ARCHITECTS

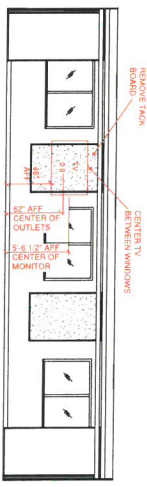
SVA ARCHITECTS

1000 WEST 10TH AVENUE, SUITE 100
DENVER, COLORADO 80202
TEL: 303.733.8800
WWW.SVAARCHITECTS.COM



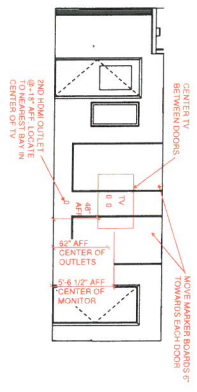
PROVIDE MARKER BOARD WHEEL STOPS (TOP AND BOTTOM TRACKS) ON BOTH SIDES OF TV

4-102 KINDERGARTEN CLASSROOM - NORTH 1/4" = 1'-0" 5

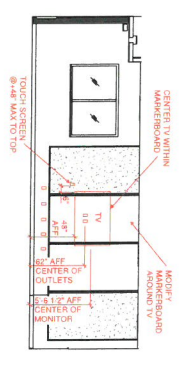


PROVIDE MARKER BOARD WHEEL STOPS (TOP AND BOTTOM TRACKS) ON BOTH SIDES OF TV

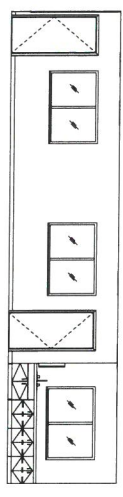
4-101 KINDERGARTEN CLASSROOM - NORTH 1/4" = 1'-0" 1



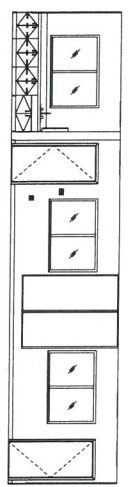
4-102 KINDERGARTEN CLASSROOM - EAST 1/4" = 1'-0" 6



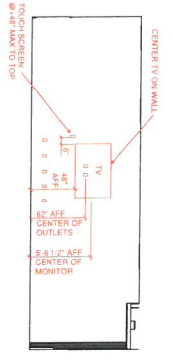
4-101 KINDERGARTEN CLASSROOM - EAST 1/4" = 1'-0" 2



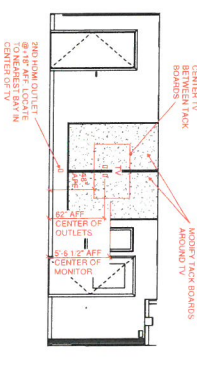
4-102 KINDERGARTEN CLASSROOM - SOUTH 1/4" = 1'-0" 7



4-101 KINDERGARTEN CLASSROOM - SOUTH 1/4" = 1'-0" 3



4-102 KINDERGARTEN CLASSROOM - WEST 1/4" = 1'-0" 8



4-101 KINDERGARTEN CLASSROOM - WEST 1/4" = 1'-0" 4

CONTROL BOX REQUIREMENTS:
PROVIDE POWER AND DATA OUTLET FROM CONTROL BOX TO THE CONTROL BOX TO BE MOUNTED ABOVE THE CEILING.
TEACHER DESK REQUIREMENTS:
PROVIDE POWER WALL MOUNTED BOX ABOVE THE CEILING AND (1) HOLE FOR CONNECTION TO TV.
TEACHER DESK REQUIREMENTS:
PROVIDE POWER WALL MOUNTED BOX ABOVE THE CEILING AND (1) HOLE FOR CONNECTION TO TV.

CONTROL BOX REQUIREMENTS:
PROVIDE POWER AND DATA OUTLET FROM CONTROL BOX TO THE CONTROL BOX TO BE MOUNTED ABOVE THE CEILING.
TEACHER DESK REQUIREMENTS:
PROVIDE POWER WALL MOUNTED BOX ABOVE THE CEILING AND (1) HOLE FOR CONNECTION TO TV.
TEACHER DESK REQUIREMENTS:
PROVIDE POWER WALL MOUNTED BOX ABOVE THE CEILING AND (1) HOLE FOR CONNECTION TO TV.

SVVA ARCHITECTS
ARCHITECTS

1400 UNIVERSITY AVENUE, SUITE 100, OXNARD, CA 93030
TEL: (805) 461-1100 FAX: (805) 461-1101
WWW.SVVA-ARCHITECTS.COM

SHEET NUMBER: **A4-51.3**
KINDERGARTEN
- BLDG 4 -
INTERIOR
ELEVATION

DATE ISSUED: 9/20/15
PROJECT NO: 130071
SCALE: 1/4" = 1'-0"

REVISIONS:	DESCRIPTION:	DATE:
1	ISSUED FOR PERMIT	9/20/15

IDENTIFICATION STAMP
DIVISION OF THE STATE ARCHITECT
AND ENGINEER REGISTRATION BOARD
A# 03-116026
DATE: _____
F.S. _____
S.S. _____



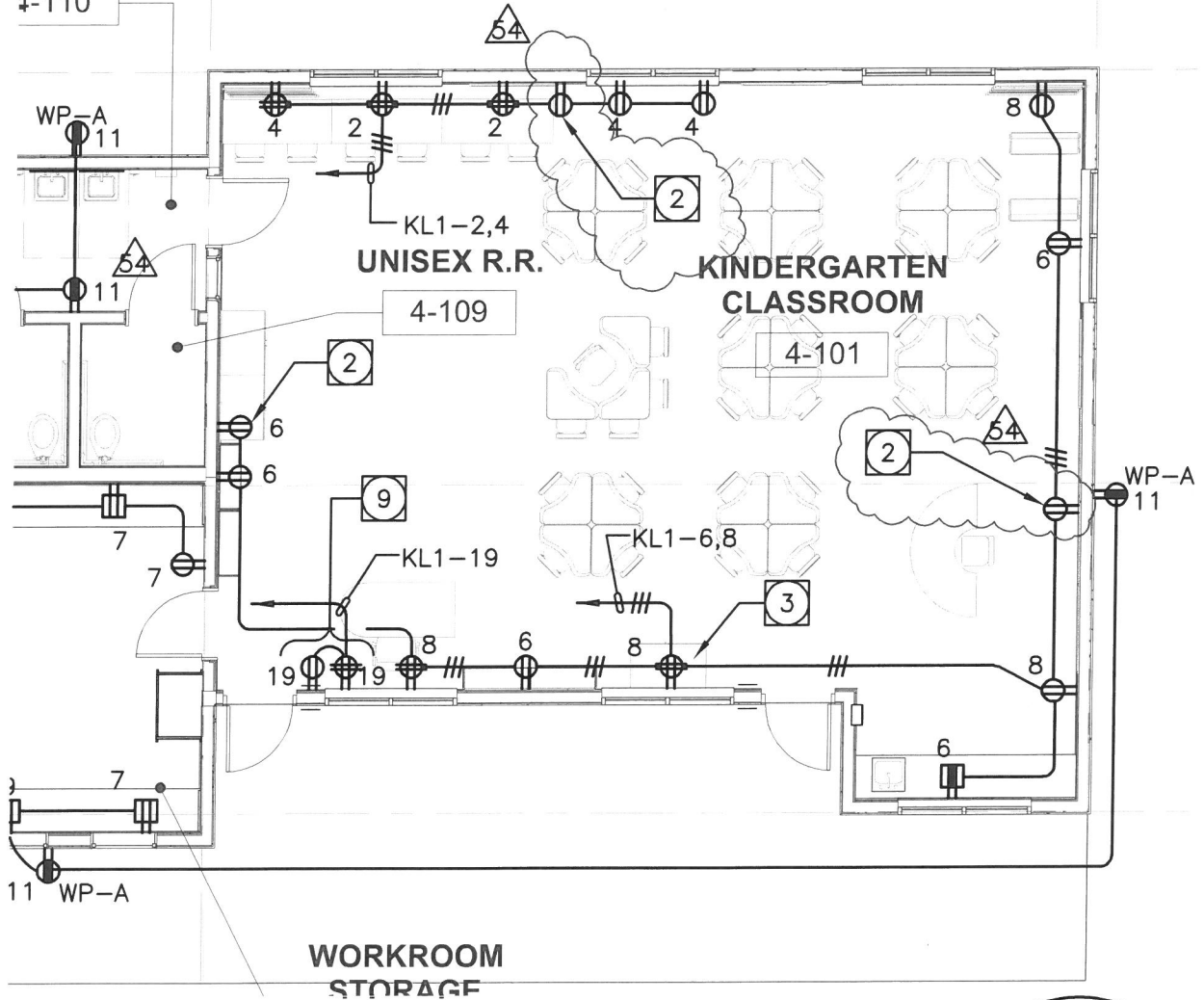
OWNER: **OXNARD SCHOOL DISTRICT**

PROJECT NAME: **LEMONWOOD K-8 RECONSTRUCTION**

CLIENT ADDRESS: 2200 Carnegie Ct., Oxnard, CA 93033

i. LAVS.

4-110



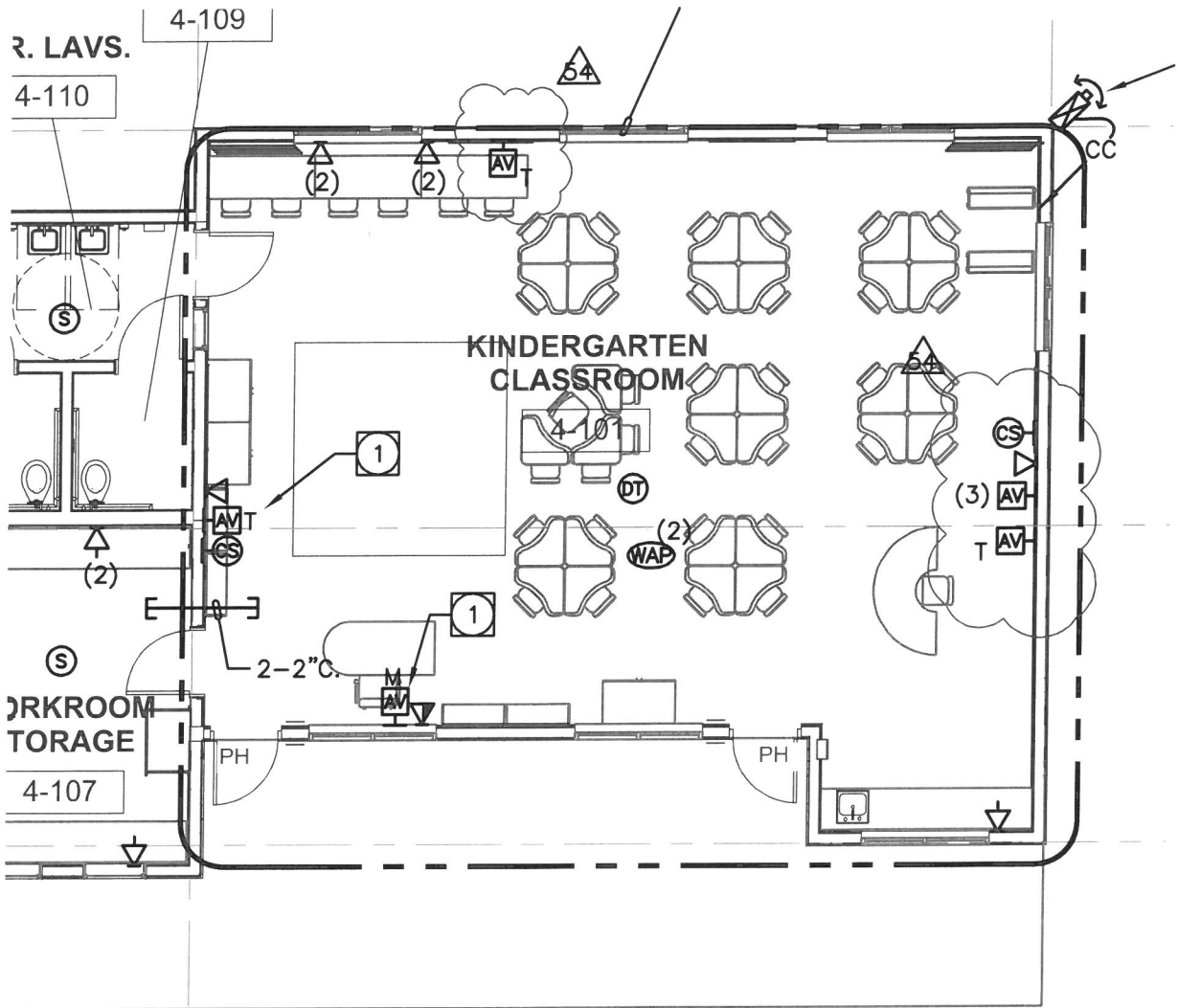
tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

Bill Voller
tk1sc #2013-0451



DESCRIPTION: BUILDING 4 KINDERGARTEN - POWER PLAN	DRAWING REFERENCE: E4-2.1	BULLETIN #: 53	
	PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION	ISSUE REFERENCE: SKE-1	DATE: 06-18-2018 SCALE: 1/8"=1'-0" DRAWN BY: tk1sc
	PROJECT NUMBER: 1340121		



tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

Bill Voller
tk1sc #2013-0451



DESCRIPTION:	BUILDING 4 KINDERGARTEN - SIGNAL PLAN
PROJECT NAME:	LEMONWOOD K-8 RECONSTRUCTION
PROJECT NUMBER:	1340121

DRAWING REFERENCE:	E4-3.1	BULLETIN #:	53
ISSUE REFERENCE:	SKE-2	DATE:	06-18-2018
		SCALE:	1/8"=1'-0"
		DRAWN BY:	tk1sc



SWINERTON

July 20, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0374 Bulletin 54 added AV in Administration Building

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Add AV station to the Administration Building reading room per Bulletin 54

Phase	Category	Description	Subcontractor	Quote
260010	71140	Add AV station to the Administration Building reading room per Bulletin 54	TAFT ELECTRIC COMPANY	2,317.00
			Subtotal	2,317.00
007480	71160	Subguard	1.15%	26.65
007410	71160	Builders Risk	0.6%	14.06
007420	71160	General Insurance	1.15%	26.95
007510	71160	P&P Bond	1%	23.17
991000	79999	Change Order Fee	5%	119.23
			Markup Subtotal	210.06
			PCI Total	2,527.06

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **2,527.06.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date.
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE NOT** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders is directed to proceed with the above change in scope.



SWINERTON

If you have any questions or comments pertaining to this matter, please contact the undersigned.

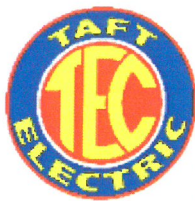
Sincerely,
Swinerton Builders

Date: 7/20/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003
(805)642-0121
Contractor License # 772245

Change Order Request

Detailed, Grouped by Each Number

2241 Lemonwood
2200 Carnegie Court
Oxnard, CA 93033

Project # 2241
Tel: Fax:

Taft Electric Company

Change Order Request: 092

Date: 7/17/2018

To: Bill Gray
Swinerton Builders
865 S. Figueroa Street
Los Angeles, CA 90017

From: Matt Gobuty
Taft Electric Company
P.O. Box 3416
Ventura, CA 93006

Description	Category	Status
Bulletin 54 Admin AV		Submitted

Reference	Required By	Days Req	Amt Req
Bulletin 54	7/24/2018	0	2,317

Notes

We are submitting the above cost to provide rough in and installation for the added AV system as shown in Bulletin 54.

Includes:

Additional boxes, conduit, & receptacles
Install and provide Power To Matrix Box
Wiring of AV system provided by Pacificom in attached quote

Exclusions:

TVs and TV mounts or any other associated hardware
AV equipment and specialty cabling

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this proposal should the approval take longer than 30 days.

Attached is the back up for your review. Please call should you have any questions.

Matt Gobuty
Project Manager
(805)654-7994

PCO No	Date	Reference	Amt Prop	Days Req	Category	Reason
Description						
Notes						

Approved By:

Signature _____

Name _____ **Date** _____

Job ID: 2241 LEMONWOOD COR
 Project: 2241 Lemonwood COR



Takeoff

Vendor: TAFE

Labor Level: LABOR 1

17 Jul 2018 16:12:34

Region: COR 092 ADMIN AV

Item #	QTY	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
115	0.00		M		AV MATRIX BOX	0.0000	0.00	4.0000	4.00
TITLE	1.00		M		AV MATRIX BOX	0.0000	0.00	0.0000	0.00
140016	1.00	EA	M	20A	DX RECEPT SPECIFICATION GRADE	4.5254	4.53	0.3000	0.30
140540	1.00	EA	M	1-DUPLEX	1G STAINLESS STEEL PLATE	1.0900	1.09	0.1000	0.10
150041	1.00	EA	M	2-1/8"D 30-3-CI	4"SQ CMB-KO NO BRKT	3.9493	3.95	0.3000	0.30
160722	1.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	3.58	0.360	0.04
150061	1.00	EA	M	3/4"RISE 5-8-CI	1G 4"SQ PLASTER-RING	1.7326	1.73	0.1500	0.15
160573	6.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.12	0.0240	0.14
100080	1.00	EA	M	#14	PIGTAIL W/GRD SCREW	0.7500	0.75	0.0400	0.04
100095	1.00	EA	M	18-12	PSH-IN 4-WIRE CONN	0.1341	0.13	0.0390	0.04
100094	1.00	EA	M	18-12	PSH-IN 3-WIRE CONN	0.1296	0.13	0.0325	0.03
100269	2.00	EA	M	3/8-1/2	ANTI-SHORT BUSHING	0.0005	0.00	0.0250	0.05
10046	10.00	FT	M	1/2	EMT	0.5283	5.28	0.0450	0.45
30216	2.00	EA	M	1/2	EMT STEEL COMP CONNECTOR	0.3962	0.79	0.1200	0.24
70029	22.00	FT	M	12	THHN/THWN CU (SOL)	0.1167	2.57	0.0060	0.13
70111	11.00	FT	M	12	GREEN THHN CU (GRD 20A)	0.1221	1.34	0.0060	0.07
630064	1.00	EA	M	1/2	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.3102	1.31	0.2500	0.25
160573	8.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.16	0.0240	0.19
TITLE	1.00		M		RECEPTALE				
140016	1.00	EA	M	20A	DX	0.0000	0.00	0.0000	0.00
140540	1.00	EA	M	1-DUPLEX	DX RECEPT SPECIFICATION GRADE	4.5254	4.53	0.3000	0.30
150041	1.00	EA	M	2-1/8"D 30-3-CI	1G STAINLESS STEEL PLATE	1.0900	1.09	0.1000	0.10
160722	1.00	EA	M	16"	4"SQ CMB-KO NO BRKT	3.9493	3.95	0.3000	0.30
150061	1.00	EA	M	3/4"RISE 5-8-CI	WALL BOX HANGER + BRACKET	3.5761	3.58	0.0360	0.04
160573	6.00	EA	M	#10 x 1"	1G 4"SQ PLASTER-RING	1.7326	1.73	0.1500	0.15
					TEK SCREW	0.0196	0.12	0.0240	0.14

Taft Electric Company
 1694 Eastman Avenue
 Ventura, CA 93003

Phone: 805-642-0121
 Web: www.taftelectric.com

Region: COR 092 ADMIN AV

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
100080	1.00	EA	M	#14	PIGTAIL W/GRD SCREW	0.7500	0.75	0.0400	0.04
100095	1.00	EA	M	18-12	PSH-IN 4-WIRE CONN	0.1341	0.13	0.0390	0.04
100094	1.00	EA	M	18-12	PSH-IN 3-WIRE CONN	0.1296	0.13	0.0325	0.03
100289	2.00	EA	M	3/8-1/2	ANTI-SHORT BUSHING	0.0005	0.00	0.0250	0.05
10046	30.00	FT	M	1/2	EMT	0.5283	15.85	0.0450	1.35
30136	2.00	EA	M	1/2	EMT STEEL-COMP COUPLING	0.4670	0.93	0.2500	0.50
30216	3.00	EA	M	1/2	EMT STEEL COMP CONNECTOR	0.3962	1.19	0.1200	0.36
70029	66.00	FT	M	12	THHN/THWN CU (50L)	0.1167	7.70	0.0060	0.40
70111	33.00	FT	M	12	GREEN THHN CU (GRD 20A)	0.1221	4.03	0.0060	0.20
630064	1.00	EA	M	1/2	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.3102	1.31	0.2500	0.25
160573	16.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.31	0.0240	0.38
	0.00				AV BOX				
TITLE	10.00		M	1-1/4	EMT + FITTINGS	0.0000	0.00	0.0000	0.00
10049	10.00	FT	M	1 1/4	EMT	1.3069	13.07	0.0620	0.62
30139	1.00	EA	M	1 1/4	EMT STEEL-COMP COUPLING	1.7104	1.71	0.5000	0.50
30219	2.00	EA	M	1 1/4	EMT STEEL COMP CONNECTOR	1.6191	3.24	0.2000	0.40
240037	2.00	EA	M	1 1/4	EMT STRUT CLAMP GALV	0.9487	1.90	0.0400	0.08
20	2.00		M		CONDUIT SUPPORT	8.5000	17.00	0.1250	0.25
TITLE	1.00		M	2-1/8 DEEP	BOX SS 2 GANG	0.0000	0.00	0.0000	0.00
150138	1.00	EA	M	3/4"RISE 10.0-CI	2G 4-11/16" PLASTER-RING	10.6321	10.63	0.1500	0.15
160722	1.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	3.58	0.0360	0.04
160573	16.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.31	0.0240	0.38
40174	1.00	EA	M	1 1/4	PLASTIC BUSHING	0.8327	0.83	0.2000	0.20
	0.00				WALL CTRL STUB				
TITLE	1.00		M	1"	TELE/DATA 1G W/10' STUB	0.0000	0.00	0.0000	0.00
150121	1.00	EA	M	2-1/8"D 42.0-CI	4-11/16" BOX /NO BRKT 1 > 3/4KO	5.7246	5.72	0.3000	0.30
150130	1.00	EA	M	3/4"RISE 5.8-CI	1G 4-11/16" PLASTER-RING	4.3324	4.33	0.1500	0.15
140567	1.00	EA	M	TELE/DATA	1G STAINLESS STEEL PLATE	1.5894	1.59	0.1200	0.12
160722	1.00	EA	M	16"	WALL BOX HANGER + BRACKET	3.5761	3.58	0.0360	0.04
160573	6.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.12	0.0240	0.14
10048	10.00	FT	M	1	EMT	0.8285	8.28	0.0550	0.55
30218	2.00	EA	M	1	EMT STEEL COMP CONNECTOR	0.8106	1.62	0.1600	0.32
40173	2.00	EA	M	1	PLASTIC BUSHING	0.5437	1.09	0.1800	0.36
630066	2.00	EA	M	1	COND PUSH-IN HGR TO SCREW-ON STUD-WALL	1.2572	2.51	0.2500	0.50
160573	4.00	EA	M	#10 x 1"	TEK SCREW	0.0196	0.08	0.0240	0.10

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com

Region: COR 092 ADMIN AV

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
500121	15.00	FT	M		PULL LINE (STRING)	0.0200	0.30	0.0026	0.04
Phase Totals:						156.29			16.39
Job Totals:						156.29			16.39

Taft Electric Company

1694 Eastman Avenue
Ventura, CA 93003

Phone: 805-642-0121
Web: www.taftelectric.com



Santa Ana + Oakland + San Diego + Honolulu

SVA Architects, Inc.

6 Hutton Centre Drive, Suite 1150
Santa Ana, California 92707
T 949.809.3380

info@sva-architects.com
www.sva-architects.com

**Lemonwood K-8 Reconstruction
Bulletin # 54 Narrative**

Revision:

06/25/2018

*Note: This Bulletin is issued for clarification of the Contract Documents or a proposed change to the Contract Documents. It is **not** an authorization to proceed with the items described. Submit a written proposal to the Architect for any anticipated changes in contract price and/or schedule as a result of this Bulletin. **Do not proceed** with any items described in this Bulletin without written authorization from the Owner.*

Changes to Drawings and/or Specifications:

Revisions to the Architectural drawings

Drawings:

1. Sheet SKA-1 - Admin - Bldg 3 - Floor Plan
 - a. Added AV/Power/Data and TV to Reading Room wall per the district requested program changes.
2. Sheet SKA-2 - Admin - Bldg 3 - Interior Elevation
 - a. Added AV/Power/Data and TV to Reading Room wall per the district requested program changes.
3. Sheet SKE-1 - Admin - Bldg 3 - Power Plan
 - a. Added television outlet.
4. Sheet SKE-2 - Admin - Bldg 3 - Signal Plan
 - a. Added television connector and AV outlets.

Drawings

SKA-1 - Admin - Bldg 3 - Floor Plan

SKA-2 - Admin - Bldg 3 - Interior Elevation

SKE-1 - Admin - Bldg 3 - Power Plan

SKE-2 - Admin - Bldg 3 - Signal Plan

TV cut sheets

TV mount cut sheets

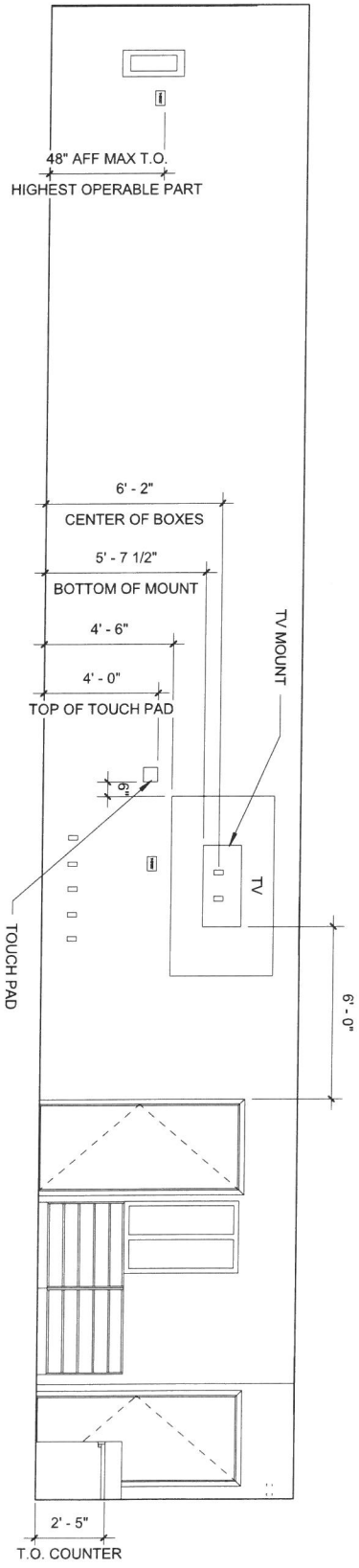
Distribution:

District, Contractor, IOR

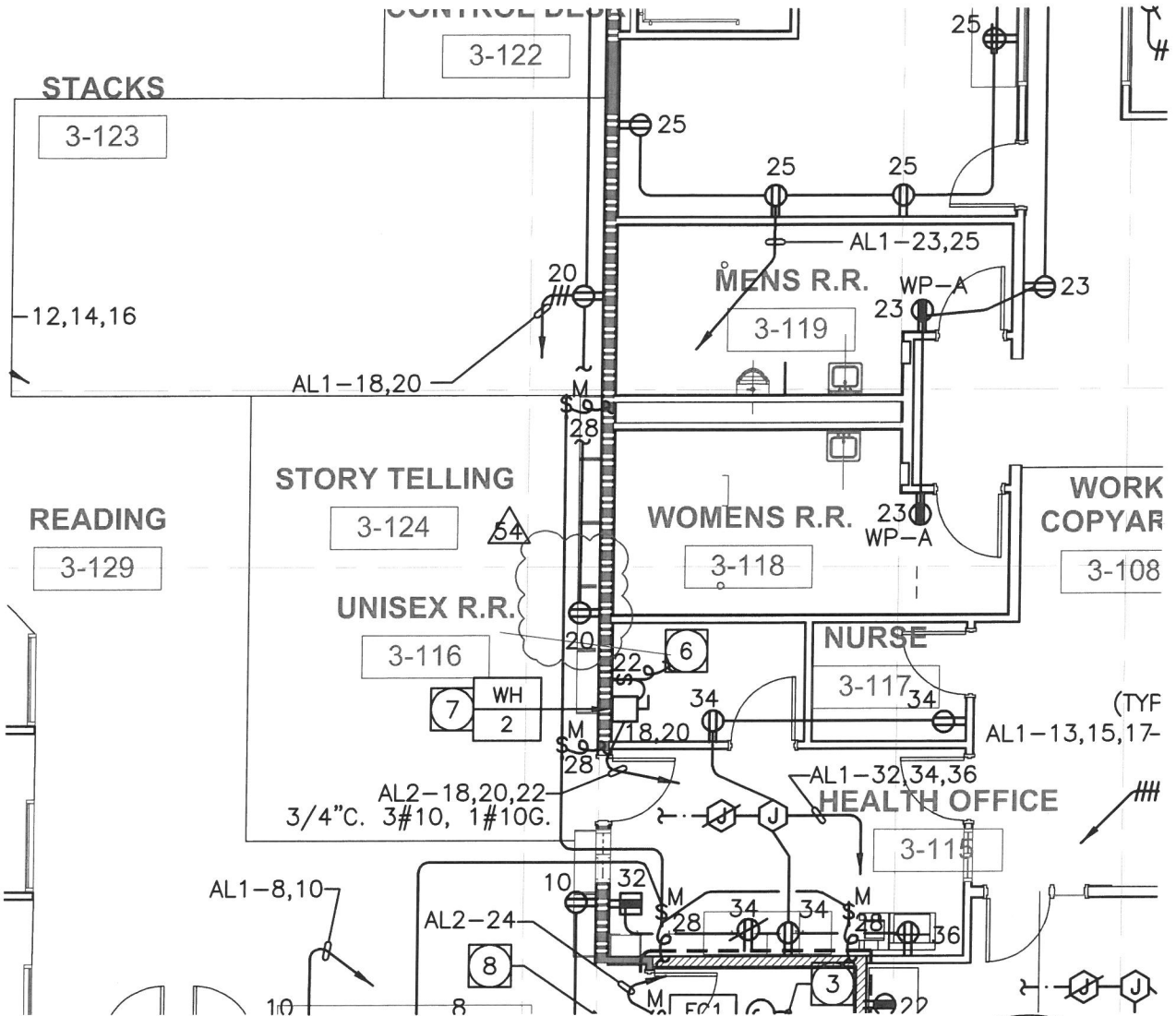
CONTROL BOX REQUIREMENTS:
 PROVIDE DUPLEX AND DATA OUTLET FOR CONNECTION TO AV CONTROL BOX TO BE MOUNTED ABOVE THE CEILING

TEACHER CENTER REQUIREMENTS (IN FURRED WALL):
 PROVIDE 4 GANG WALL MOUNTED BOX
 (3) AV OUTLETS AND (1) DATA OUTLET
 PROVIDE DUPLEX RECEPTICLE FOR CONNECTION TO TV

TV REQUIREMENTS:
 PROVIDE 2 GANG WALL MOUNTED OUTLET FOR TV
 (1) HDMI AND (1) SERIAL PORT
 PROVIDE DUPLEX RECEPTICLE FOR CONNECTION TO TV



SKA-2
 ADMIN BUILDING
 TEACHERS CENTER LAYOUT



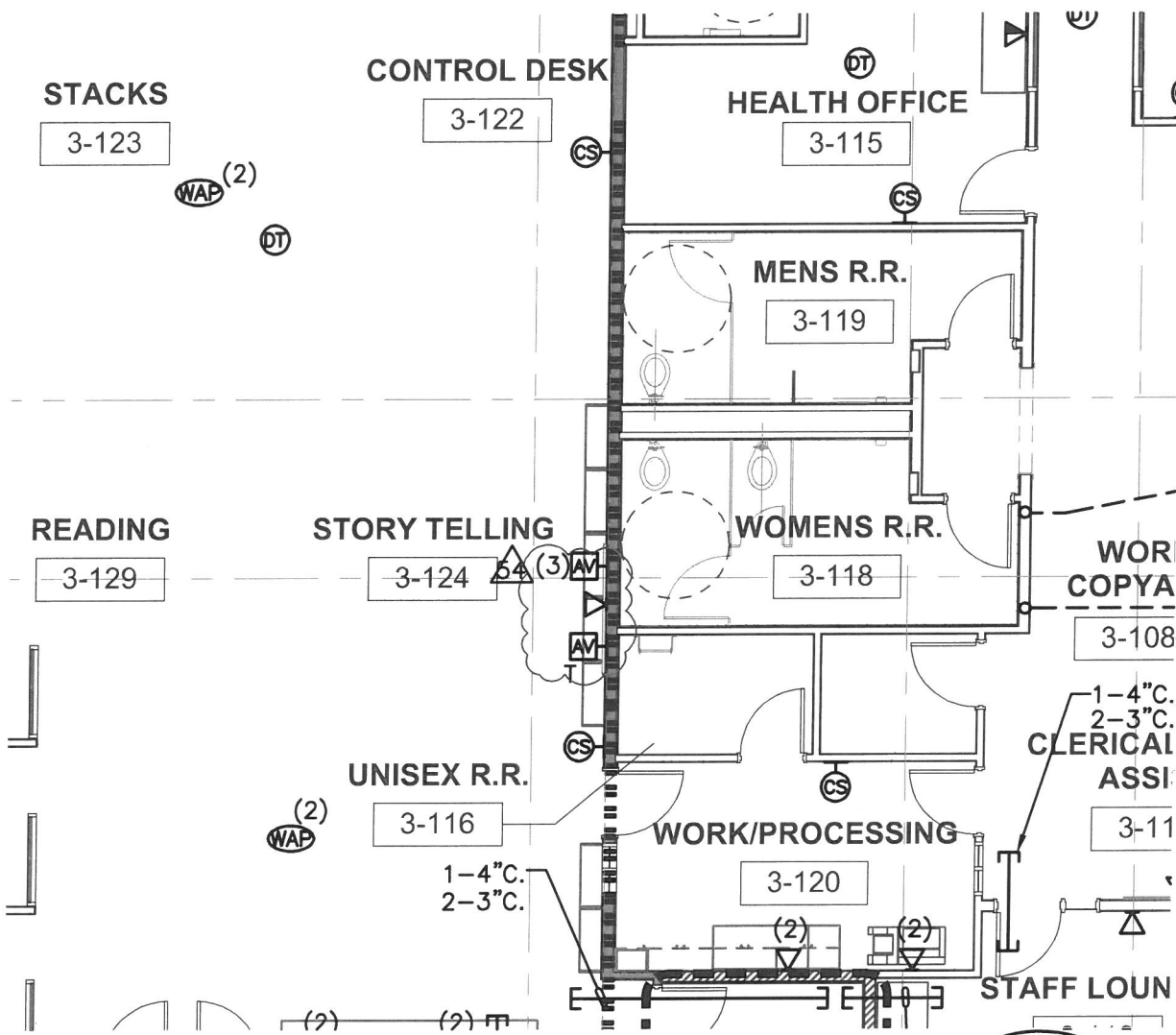
tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

Bill Voller
tk1sc #2013-0451



DESCRIPTION: BUILDING 3 ADMINISTRATION - POWER PLAN	DRAWING REFERENCE: E3-2.1	BULLETIN #: 54	
	PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION	ISSUE REFERENCE: SKE-1	DATE: 06-18-2018 SCALE: 1/8"=1'-0"
	PROJECT NUMBER: 1340121	DRAWN BY: tk1sc	




tk1sc
COLLABORATIVE

11870 Pierce Street, Suite 160
Riverside, California 92505
951.299.4160 www.tk1sc.com

Bill Voller
tk1sc #2013-0451



 <p>3 MacArthur Place, Suite 150, Santa Ana, California 92707 T: 949.409.7500 www.svaarch.com</p>	DESCRIPTION: BUILDING 3 ADMINISTRATION - SIGNAL PLAN	DRAWING REFERENCE: E3-3.1	BULLETIN #: 54
	PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION	ISSUE REFERENCE: SKE-2	DATE 06-18-2018 SCALE 1/8"=1'-0" DRAWN BY tk1sc
	PROJECT NUMBER: 1340121		



SWINERTON

August 21, 2018

Oxnard School District
 1051 South A Street
 Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
 PCI No. 0375 Bulletin 55 Add doors at Administration Building breakout rooms

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Add new storefront doors in previously framed opening and extending adjoining wall.

Phase	Category	Description	Subcontractor	Quote
061000	71140	Rough Carpentry	ABDELLATIF ENTERPRISES, INC.	3,101.31
072100	71140	Thermal Insulation	DJ Insulation Inc	.00
085010	71140	Glass & Glazing	CENTER GLASS CO. NO. 9	9,560.00
092900	71140	Gypsum Board	RUTHERFORD CO., INC.	.00
095100	71140	Acoustical Ceilings	HAMILTON CEILING SYSTEMS INC.	.00
096500	71140	Resilient Flooring	THE M.S. ROUSE COMPANY	.00
099100	71140	Painting	Triumph Painting	.00
230010	71140	HVAC- Transfer grilles and air balance	SHELDON MECHANICAL CORPORATION	5,155.00
			Subtotal	17,816.31
007480	71160	Subguard	1.15%	204.89
007410	71160	Builders Risk	0.6%	108.13
007420	71160	General Insurance	1.15%	207.24
007510	71160	P&P Bond	1%	178.16
991000	79999	Change Order Fee	5%	916.83
			Markup Subtotal	1,615.25
			PCI Total	19,431.56



SWINERTON

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **19,431.56.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

X We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Date: 8/21/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Change Order # 40

DATE: August 21, 2018
PROJECT: Lemonwood K-8 School LLB

Cost proposal associated with Bulletin 55

Description: Grid D add 3' wall				
Material	Qty	Unit	Unit Price	Extension
2x6 PT	4'			\$ 5.88
2x6x16	5		\$ 18.30	\$ 91.50
Material Subtotal				\$ 97.38
Material Sales Tax			7.75%	\$ 7.55
CA Additional Lumber Assessment			1.00%	\$ 0.97
Material Delivery				\$ -
Material Total				\$ 105.90
Journeyman Labor	4		\$ 70.55	\$ 282.20
Subtotal				\$ 388.10
Profit & Overhead	15%			\$ 58.22
Subtotal Change Order				\$ 446.32

Description: Change partition walls from 2x4 to 2x6				
Material	Qty	Unit	Unit Price	Extension
2x4 PT	-24			\$ (23.42)
2x4x16	-24		\$ 15.63	\$ (375.03)
2x6 PT	24			\$ 5.88
2x6x16	24		\$ 18.30	\$ 439.20
Material Subtotal				\$ 46.63
Material Sales Tax			7.75%	\$ 3.61
CA Additional Lumber Assessment			1.00%	\$ 0.47
Subtotal Change Order				\$ 50.71

Description: Add posts				
Material	Qty	Unit	Unit Price	Extension
6x6x16	2			\$ 208.00
Material Subtotal				\$ 208.00
Material Sales Tax			7.75%	\$ 16.12
CA Additional Lumber Assessment			1.00%	\$ 2.08
Material Delivery				\$ -
Material Total				\$ 226.20
Journeyman Labor	4		\$ 70.55	\$ 282.20
Subtotal				\$ 508.40
Profit & Overhead	15%			\$ 76.26
Subtotal Change Order				\$ 584.66



Change Order # 40

DATE: August 21, 2018
PROJECT: Lemonwood K-8 School LLB

Cost proposal associated with Bulletin 55

Description: Added PSL Beams				
Material	Qty	Unit	Unit Price	Extension
5 1/4x14x8 PSL	3			\$ 445.00
HUC614	6		\$ 22.19	\$ 133.14
Material Subtotal				\$ 578.14
Material Sales Tax			7.75%	\$ 44.81
CA Additional Lumber Assessment			1.00%	\$ 4.45
Material Delivery				\$ -
Material Total				\$ 627.40
Journeyman Labor	16		\$ 70.55	\$ 1,128.80
Subtotal				\$ 1,756.20
Profit & Overhead	15%			\$ 263.43
Subtotal Change Order				\$ 2,019.63

Change Order Total: \$ 3,101.31



August 2, 2018

To: Swinerton Construction

Re: Lemonwood School – Bulletin 55

Attention: Bill Gray

Message:

Bulletin # 55 adds 3 storefront doors, transoms, jambs, hardware to break out rooms.

Material - \$ 7,527.00

Tax \$ 602.00

Labor \$ 2,064.00

15% \$ 1,527.00

Add \$ 11,720.00

Reduce window in markers space 3-132.

Deduct \$ 2,160.00

Net add bulletin # 55 \$ 9,560.00

By: 

Randy Gulden

Center Glass Co



SHELDON MECHANICAL CORPORATION

August 2, 2018

Swinerton
865 S. Figueroa Suite 3000
Los Angeles, Ca. 90017

Attn: Mr. Bill Gray

Subject: Lemonwood K-8 School
SMC COR #27 Bulletin #55 Added Transfer Ducts in Admin Building

Dear Bill,

Attached is our itemized cost to furnish and install the added Transfer Ducts in the Admin Building per Bulletin #55.

Cost for SMC COR #27 is \$5,155.00

If you have any questions please call me.

Sincerely,

Dillon J. Boute'

Dillon J. Boute'

Data	Sheldon 3/19/04
Job	Lemonwood K-8 School
Bid	SMC COR #26

Sheldon Mechanical Corporation
 26015 avenue hall
 Santa Clarita, CA 91355

DATE	PAGE
07/29/18	1
TIME	
05:20 PM	

Phone: 661-286-1361

FAX: 661-287-9081

Description	Ref	Ref Amount	Op	Rate	Amount
1 MATERIAL					
2 DFI Invoice					995.00
3 SUBTOTAL					995.00
4					
5 MAJOR QUOTATIONS					
6 EQUIPMENT:					
7					
8 AIR DISTRIBUTION:					
9 NSW					360.00
10 6 Registers					
11					
12 DAMPERS:					
13 NSW					375.00
14 3 Backdraft Dampers					
15 SUBTOTAL					735.00
16					
17 SALES TAX:					
18 Material Total	Line 3	995.00	%	9.50	94.53
19 Major Quotations	Line 15	735.00	%	7.75	56.96
20 SUBTOTAL					151.49
21					
22 DIRECT FIELD LABOR:					
23 Ductwork					
24 Foreman	Calc	3 00	*	118.91	356.73
25 Journeyman	Calc	3 00	*	98.14	294.42
26					
27 6 Registers					
28 Foreman	Calc	3.00	*	118.91	356.73
29 Journeyman	Calc	3.00	*	98.14	294.42
30					
31 3 Backdraft Dampers					
32 Foreman	Calc	1.50	*	118.91	178.37
33 Journeyman	Calc	1.50	*	98.14	147.21
34 SUBTOTAL					1,627.88
35					
36 DIRECT JOB EXPENSES:					
37 As-Built Drawings	Calc	1.00	*	108.91	108.91
38 Detailing	Calc	1.00	*	118.91	118.91
39 Freight	Calc	2.00	*	75.00	150.00
40 SUBTOTAL					377.82
41					
42 SUB CONTRACTS:					
43 AIR BALANCE:					
44 Matrix					595.00
45 SUBTOTAL					595.00
46					
47 JOB SUBTOTAL					4,482.19
48					
49 OVERHEAD MARKUP:					
50 Flat Rate Markup	Line 47	4,482.19	%	15.00	672.33
51 Material	Line 3	995.00	%		
52 Major Quotations	Line 15	735.00	%		
53 Sales Tax	Line 20	151.49	%		
54 Direct Field Labor	Line 34	1,627.88	%		

Date	Sheldon 3/19/04
Job	Lemonwood K-8 School
Bid	SMC COR #26

Sheldon Mechanical Corporation
 26015 avenue hall
 Santa Clarita, CA 91355

DATE	PAGE
07/29/18	2
TIME	
05:20 PM	

Phone: 661-286-1361

FAX: 661-287-9081

Description	Ref	Ref Amount	Op	Rate	Amount
55 Direct Shop Labor	Line 35	0.00	%		
56 Specialized Labor	Line 35	0.00	%		
57 Indirect Labor	Line 35	0.00	%		
58 Non-Productive Lbr.	Line 35	0.00	%		
59 Direct Job Expenses	Line 40	377.82	%		
60 Sub Contracts	Line 41	0.00	%		
61 JOB TOTAL					5,154.52

NSWC

NORMAN S. WRIGHT
CLIMATEC
MECHANICAL EQUIPMENT

2544 E Miraloma Way, Anaheim, CA 92806-1608
13031 Bradley Avenue Sylmar, CA 91342-3832

tel 714.632.9800 fax 714 632.6900
tel 818.367 6100 fax 818 367.1221

Air Handlers-Air Distribution-Air Doors-Gas Chillers-Dampers/Louvers-Energy Recovery-Evap Cooling-Fans/Ventilators-Fan Coils-Gas/Smoke Detection Humidification-Infrared Heaters-Lab Control Valves-
Kitchen Ventilation-Heating and Make-up Air-Sound Attenuation-Underfloor Air Distribution-VFD-Vehicle Exhaust-Water Source Heat Pumps

Page 1 of 2

Equipment Proposal

Quote # 91541

Bulletin #55 Rev 1

To: Bid Department

Att:

By: Estimating Department

Job: Lemonwood K-8 Reconstruction

Loc: Oxnard, CA

Eng: OED

Bid Date: 07-31-2018 Bulletin #55 Rev 1

Plan Date: 09-30-2015

**NORMAN S WRIGHT CLIMATEC MECHANICAL EQUIPMENT OF SOUTHERN CALIFORNIA IS PLEASED TO
OFFER THE FOLLOWING FOR YOUR CONSIDERATION**

Price Industries Air Distribution

- | | | |
|---|---|----------|
| 3 | Model 530 steel construction, square neck, louvered return grille, T-bar application
(TG-1) | \$360.00 |
| 3 | Model 530 steel construction, square neck, louvered return grille, Sidewall application
(TG-3) | |

Greenheck Backdraft Dampers

- | | | |
|---|--|----------|
| 3 | Model ES-30 vertical mount exhaust gravity damper, extruded aluminum blades, Level I, channel frame,
Counterbalanced. (BDD) | \$375.00 |
|---|--|----------|



F.O.B. factory / FFA

Due to recent volatility in raw material prices, unless quote is accepted within 30 days, and released for shipment
within 90 days, prices are subject to change.

All quotations based on best available information and subject to the following:

Consignee is responsible for all freight claims. All prior to delivery calls are subject to a surcharge by the freight carrier. All orders entered by NSWC So Cal subject to cancellation charges. All agreements are subject to strikes, accidents, or other causes beyond our control. All quotations subject to corrections of clerical or math errors. Acceptance of each order is subject to approval of NSWC So Cal credit department, and customer acceptance of NSWC SO Cal terms of payment. Payment for partial shipment is due on the basis of invoice dates covering them. Every order is subject to any Federal, State, County, or Local Excise sales or use taxes. Quotations are for prompt acceptance only, and prices are subject to change without notice.

Recap Report
Full Recaps
Project Grand Totals

8/2/2018 5:16:40 PM
Errors: 0, Warnings: 0, Hints: 0

Lemonwood Bulletin #55

Description	Labor	Field Hours
Ductwork		
Grand Total	6	6

* Excludes Quotes

MATRIX
AIR BALANCE, INC.

BID PROPOSAL

July 31, 2018

Sheldon Mechanical Corp.
26015 Avenue Hall
Santa Clarita, CA 91355

Re: Lemonwood Bulletin #55 - Admin Building

Estimating Dept.,

The cost impact for the above referenced bulletin is: **\$ 595.00**
This work to be performed during normal hours and included in the final Tab report.

Inclusions: Perform test and balance on three (3) return grilles with available air located in the contract area.

Please contact me if you have any questions or concerns.

Thank you,

Mario Herrera

Mario Herrera
Estimator



Santa Ana + Oakland + San Diego + Honolulu

SVA Architects, Inc.

6 Hutton Centre Drive, Suite 1150
Santa Ana, California 92707
T 949 809.3380

info@sva-architects.com
www.sva-architects.com

**Lemonwood K-8 Reconstruction
Bulletin # 55 Narrative**

Revision:

07/20/2018

Note: This Bulletin is issued for clarification of the Contract Documents or a proposed change to the Contract Documents. It is not an authorization to proceed with the items described. Submit a written proposal to the Architect for any anticipated changes in contract price and/or schedule as a result of this Bulletin. Do not proceed with any items described in this Bulletin without written authorization from the Owner.

Changes to Drawings and/or Specifications:

Revisions to the drawings.

Drawings:

1. Hardware schedule
 - a. Added hardware schedule for storefront doors.
2. Sheet A3-41.1 - Admin - Bldg 3 - Enlarged Plans
 - a. Added Storefront doors in Breakout Rooms.
 - b. Replace portion of storefront window between Makerspace and Breakout Room with partition wall.
 - c. Changed partition walls from 2x4 to 2x6 to accommodate the 6x6 posts.
 - d. Revise wall types to reflect the wall types/finishes.
3. Sheet A3-52.2 - Admin - Bldg 3 - Window Schedule
 - a. Added Storefront door to Breakout Rooms.
 - b. Revised Makerspace (3-132) storefront window.
4. Sheet S-131 - Admin - Bldg 3 - Foundation Plan
 - a. Added 6x6 posts at ends of partition walls.
5. Sheet S-132 - Admin - Bldg 3 - Roof Framing Plan
 - a. Added PSL to two additional Breakout Rooms.
6. Sheet M3-11.1 - Admin - Bldg 3 - Mechanical Floor Plan
 - a. Added transfer grilles and back draft damper to the Breakout Rooms.

Drawings

Hardware Schedule

A3-41.1 - Admin - Bldg 3 - Enlarged Plans

A3-52.2 - Admin - Bldg 3 - Window Schedule

S-131 - Admin - Bldg 3 - Foundation Plan

Lemonwood K-8 Reconstruction
Bulletin #55
July 20, 2018
Page 2



S-132 - Admin - Bldg 3 - Roof Framing Plan
M3-11.1 - Admin - Bldg 3 - Mechanical Floor Plan

Distribution:

District

Contractor

IOR

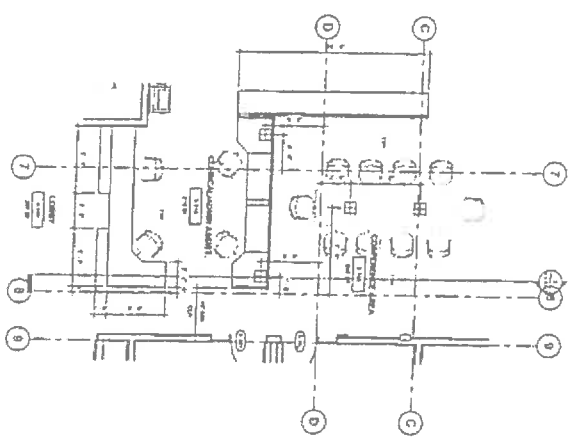
HW SET: 13

DOOR NUMBERS:

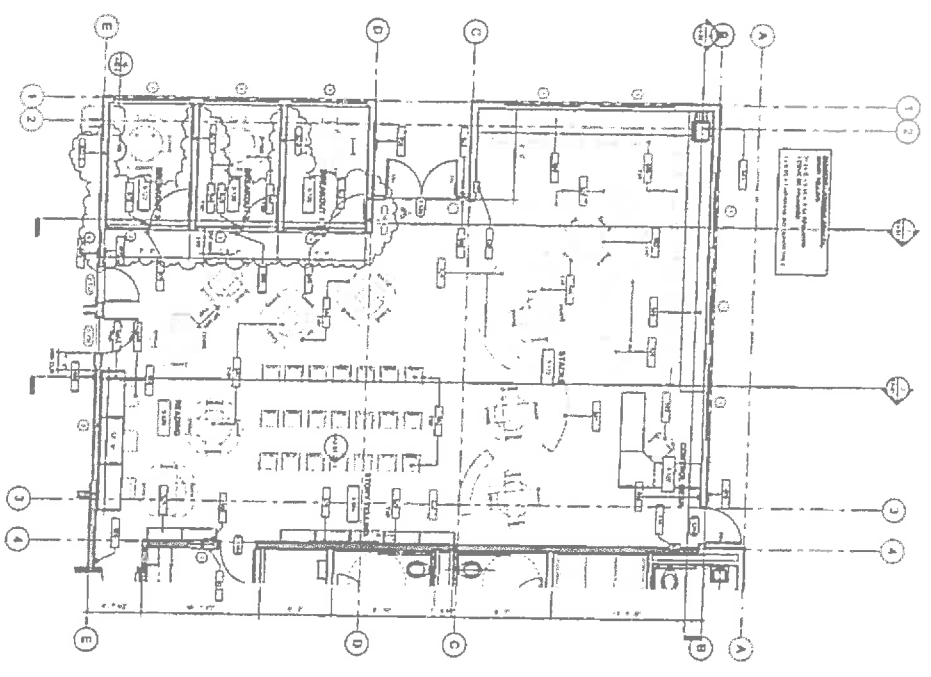
3-125 3-126 3-127

QTY		DESCRIPTION	CATALOG NUMBER	FINISH	MFR
1	EA	CONT. HINGE	112HD	628	IVE
1	SET	90 DEG OFFSET PULL	PR 8190HD 10" N	630	IVE
1	EA	CONCEALED CLOSER	2030 SERIES	689	LCN
1	EA	FLOOR STOP	FS439	682	IVE

ENLARGED CLERICAL/ADMINISTRATIVE AND LOBBY FLOOR PLAN



ENLARGED STUDENT INFORMATION CENTER FLOOR PLAN



FLOOR PLAN LEGEND

LEGEND

1. CLERICAL/ADMINISTRATIVE WORKSTATION
 2. STUDENT INFORMATION CENTER WORKSTATION
 3. LOBBY SEATING
 4. STUDENT INFORMATION CENTER SEATING
 5. RECEPTION AREA
 6. WAITING AREA
 7. OFFICE
 8. STORAGE
 9. ENTRY

NOTES:

1. ALL WORKSTATIONS SHALL BE PROVIDED WITH A 15 AMP POWER OUTLET AND A 115V AC POWER OUTLET.
2. ALL SEATING SHALL BE PROVIDED WITH A 15 AMP POWER OUTLET AND A 115V AC POWER OUTLET.
3. ALL OFFICES SHALL BE PROVIDED WITH A 15 AMP POWER OUTLET AND A 115V AC POWER OUTLET.
4. ALL STORAGE SHALL BE PROVIDED WITH A 15 AMP POWER OUTLET AND A 115V AC POWER OUTLET.
5. ALL ENTRY SHALL BE PROVIDED WITH A 15 AMP POWER OUTLET AND A 115V AC POWER OUTLET.

- DESCRIPTION**
- 101. CLERICAL/ADMINISTRATIVE WORKSTATION
 - 102. STUDENT INFORMATION CENTER WORKSTATION
 - 103. LOBBY SEATING
 - 104. STUDENT INFORMATION CENTER SEATING
 - 105. RECEPTION AREA
 - 106. WAITING AREA
 - 107. OFFICE
 - 108. STORAGE
 - 109. ENTRY

OWNER: OXNARD SCHOOL DISTRICT

PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION

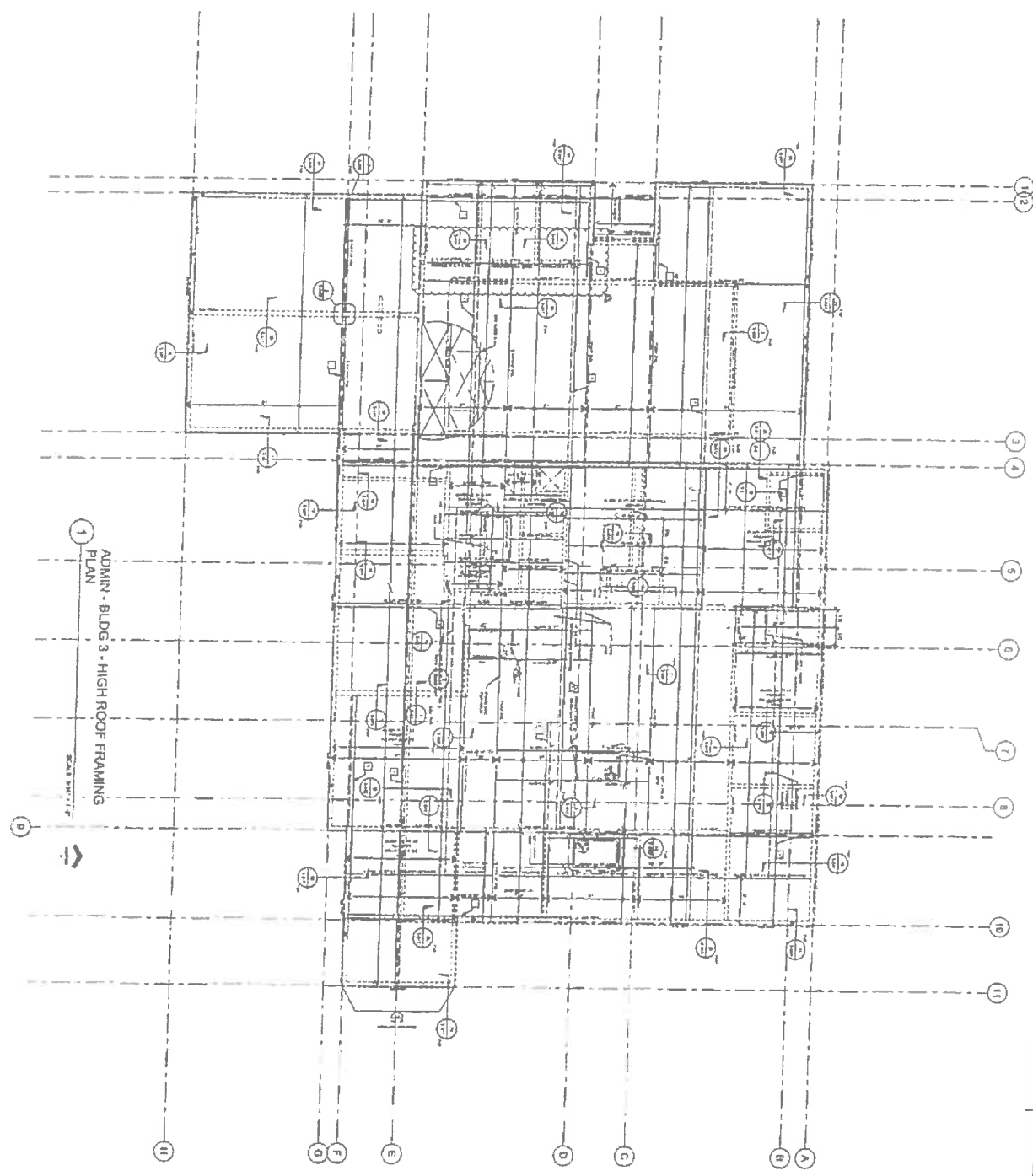
CLIENT ADDRESS: 2208 Carnegie Court
 Oxnard, CALIFORNIA 93031

DATE: 11/11/11

PROJECT NO.: A3-41.1

ARCHITECT: SVA ARCHITECTS





ADMIN - BLDG 3 - HIGH ROOF FRAMING
PLAN

SCALE: 3/8" = 1'-0"

NOTES:

1. ALL DIMENSIONS UNLESS OTHERWISE NOTED ARE IN FEET AND INCHES.
2. REFER TO ALL APPLICABLE SPECIFICATIONS AND CONTRACT DOCUMENTS.
3. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS.
4. THE CONTRACTOR SHALL MAINTAIN ACCESS TO ALL ADJACENT PROPERTIES AND UTILITIES.
5. THE CONTRACTOR SHALL PROTECT ALL EXISTING UTILITIES AND STRUCTURES.
6. THE CONTRACTOR SHALL MAINTAIN ALL NECESSARY SAFETY MEASURES.
7. THE CONTRACTOR SHALL MAINTAIN ALL NECESSARY RECORDS.
8. THE CONTRACTOR SHALL MAINTAIN ALL NECESSARY COMMUNICATIONS.
9. THE CONTRACTOR SHALL MAINTAIN ALL NECESSARY RECORDS.
10. THE CONTRACTOR SHALL MAINTAIN ALL NECESSARY COMMUNICATIONS.

REVISIONS:

NO.	DATE	DESCRIPTION
1	09/11/13	ISSUED FOR PERMIT
2	09/11/13	ISSUED FOR PERMIT
3	09/11/13	ISSUED FOR PERMIT
4	09/11/13	ISSUED FOR PERMIT
5	09/11/13	ISSUED FOR PERMIT
6	09/11/13	ISSUED FOR PERMIT
7	09/11/13	ISSUED FOR PERMIT
8	09/11/13	ISSUED FOR PERMIT
9	09/11/13	ISSUED FOR PERMIT
10	09/11/13	ISSUED FOR PERMIT

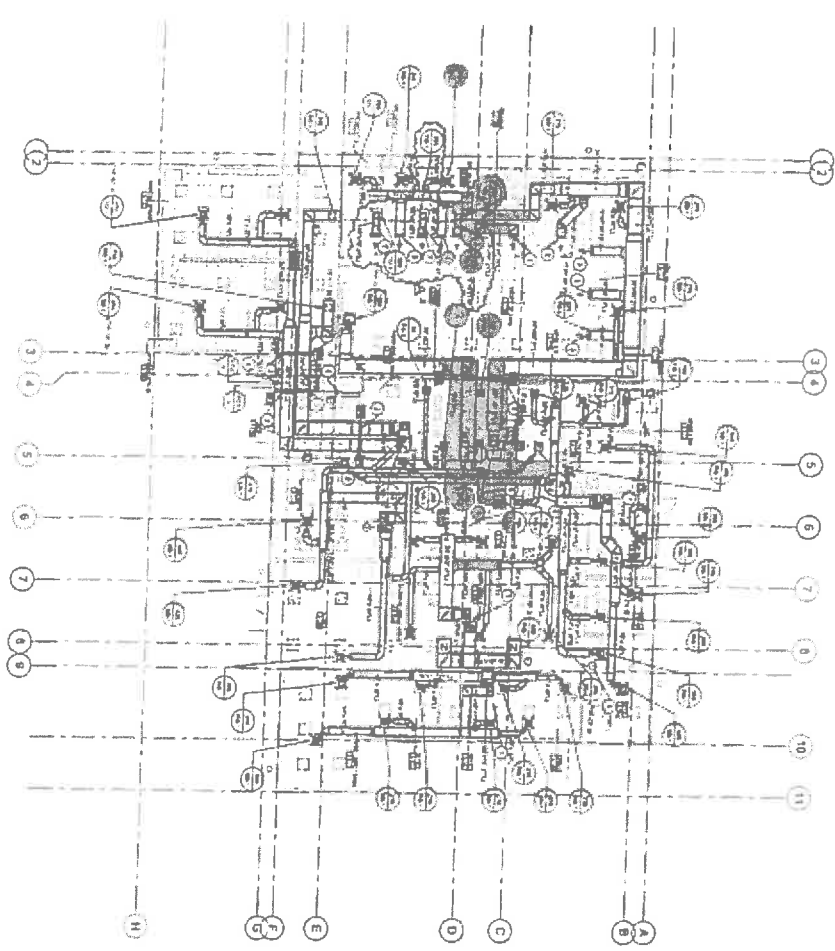
OWNER: OXNARD SCHOOL DISTRICT
PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION
CLIENT ADDRESS: 2208 CARNEGIE COURT
 OXNARD, CA 93033

DATE: 09/11/13
SCALE: 3/8" = 1'-0"

PROJECT NUMBER: S-132
ADMIN - BLDG 3 - ROOF FRAMING PLAN



ARCHITECTS



- NOTES:**
1. ALL WORK SHALL BE IN ACCORDANCE WITH THE LATEST EDITIONS OF THE CALIFORNIA MECHANICAL CONTRACT DOCUMENTS, 2013 EDITION, PUBLISHED BY THE MECHANICAL CONTRACTORS ASSOCIATION OF CALIFORNIA (MCA/C).
 2. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM THE LOCAL AGENCIES.
 3. THE CONTRACTOR SHALL MAINTAIN ACCESS TO ALL EXISTING UTILITIES AND STRUCTURES AT ALL TIMES.
 4. ALL WORK SHALL BE COMPLETED WITHIN THE SPECIFIED TIME FRAME.
 5. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING UTILITIES AND STRUCTURES.
 6. ALL MATERIALS AND EQUIPMENT SHALL BE APPROVED BY THE ARCHITECT PRIOR TO INSTALLATION.
 7. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.
 8. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND NOTES.
 9. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE PROTECTION OF ALL EXISTING UTILITIES AND STRUCTURES.
 10. ALL MATERIALS AND EQUIPMENT SHALL BE APPROVED BY THE ARCHITECT PRIOR TO INSTALLATION.
 11. THE CONTRACTOR SHALL MAINTAIN A NEAT AND ORDERLY WORK SITE AT ALL TIMES.
 12. ALL WORK SHALL BE COMPLETED IN ACCORDANCE WITH THE SPECIFICATIONS AND NOTES.

MECHANICAL FLOOR PLAN

1



MECHANICAL FLOOR PLAN | 1

OWNER: OXNARD SCHOOL DISTRICT
PROJECT NAME: LEMONWOOD K-8 RECONSTRUCTION
 CLIENT ADDRESS: 2290 Carnegie Court
 Oxnard, CALIFORNIA 93033



DATE REVISION	2/2023
PROJECT NO.	14-001
SCALE	As Shown
SHEET NUMBER	M3-11.1
SHEET TITLE	ADMIN - BLDG. 3 - MECHANICAL FLOOR PLAN





SWINERTON

July 27, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0377r1 RFI 0332.1 Underground utilities infrastructure supporting existing 500 Building

Dear Mr. Mera,

We request a Change Order to our contract for the following:

RFI 332.1 added storm drain infrastructure to the existing ECDC Building. Includes mobilization cost to come and finish storm drain work during ECDC modernization.

Phase	Category	Description	Subcontractor	Quote
330200	71140	Add storm drain at ECDC Building	BALI CONSTRUCTION INC.	82,176.00
			Subtotal	82,176.00
007480	71160	Subguard	1.15%	945.02
007410	71160	Builders Risk	0.6%	498.73
007420	71160	General Insurance	1.15%	955.89
007510	71160	P&P Bond	1%	821.76
991000	79999	Change Order Fee	5%	4,228.78
			Markup Subtotal	7,450.18
			PCI Total	89,626.18

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **89,626.18**.

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a requote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.



SWINERTON

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

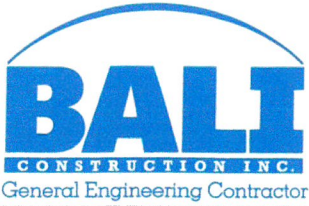
8/9/2018

Date: _____

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



SINCE 1987

9852 E. Joe Vargas Way
So. El Monte CA, 91733
Phone: **626.442.8003**
www.baliconstruction.com

LIC. 524540

August 9, 2018

Swinerton Builders
17731 Mitchell North #200
Irvine, CA 92614

Attention: Bill Gray – Project Manager

Reference: Lemonwood K-8 School
2200 Carnegie Court
Oxnard, CA 93033
GC Job No.: 16055106
Bali Job No.: 16-043

Subject: Change Order Request No. 21R1
RFI 332 – Added Utilities at Existing Building 300

Gentlemen,

We hereby submit our Change Order Request No. 21R1 for the revised water work per RFI 332 for the referenced project. Attached with this letter is a detailed breakdown of the additional cost associated with this work. The following is a summary.

RFI 332 – Added Utilities at Existing Building 300	\$82,176.00
---	--------------------

Please issue a Change Order.

If you have any questions, please call us. Thank you.

Respectfully yours,
Bali Construction, Inc.

Kevin Delate

Bali Construction, Inc.
Change Order Request No. 21R1

Description	Units	Quantity	Unit Price	Extension
Equipment				
Excavator 9060 (100,000lb)	hr	0	\$201.65	\$0.00
Excavator 9050 (70,000lb)	hr	0	\$158.92	\$0.00
Excavator (50,000lb)	hr	0	\$140.06	\$0.00
Excavator (28,800lb)	hr	0	\$118.00	\$0.00
Loader (3.5cy)	hr	0	\$91.17	\$0.00
Backhoe	hr	112	\$58.00	\$6,496.00
Water Truck (2,000gal)	hr	0	\$50.98	\$0.00
Boom Truck (14ton)	hr	0	\$45.00	\$0.00
Dump Truck (10-12cy) (Operated)	hr	0	\$90.00	\$0.00
Dump Truck (6cy)	hr	40	\$63.01	\$2,520.40
Utility Truck w Fuel Tank (2 ton)	hr	112	\$33.53	\$3,755.36
Utility Truck w Generator (2 ton) (Carpenters)	hr	0	\$33.53	\$0.00
Bobcat	hr	0	\$40.00	\$0.00
Sawcutting (Operated w/ Mobilization)	hr	0	\$150.00	\$0.00
Traffic Control	ls	0	\$200.00	\$0.00
Mobilization (Move In & Out)	ls	1	\$2,000.00	\$2,000.00
Air Compressor w/ tools	day	0	\$95.00	\$0.00
Traffic Plate (w/ Delivery In & Out)	ls	1	\$496.00	\$496.00
Shoring (w/ Delivery In & Out)	ls	1	\$300.00	\$300.00
Roller For AC Patch	day	0	\$450.00	\$0.00
Delivery	hr	0	\$125.00	\$0.00
Equipment Subtotal				\$15,567.76
Subcontractor				
Subtotal Subcontractor				\$0.00
Subtotal Cost				\$71,457.21
Markup Material		15.00%		
				\$1,934.23
Markup Labor		15.00%		
				\$6,449.18
Markup Equipment		15.00%		
				\$2,335.16
Markup Subcontractor		5.00%		
				\$0.00
Subtotal Change Order Request				\$82,175.79
Bond		0.00%		
				\$0.00
Total Change Order Request				\$82,175.79



SWINERTON

July 31, 2018

Oxnard School District
1051 South A Street
Oxnard, CA, 93030

Attn: Mario Mera

Subject: Swinerton Builders Job 16055106 - Lemonwood K-8 School LLB
PCI No. 0378 Bulletin 056 Eliminate plastic laminate counter in 3-123

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate plastic laminate work surface in room 3-123 as directed in bulletin 056

Phase	Category	Description	Subcontractor	Quote
064100	71140	Eliminate plastic laminate work surface in room 3-123 as directed in bulletin 056	STOLO CABINETS, INC.	-1,661.00
			Subtotal	-1,661.00
			%	
			Markup Subtotal	
			PCI Total	-1,661.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-1,661.00.**

Please NOTE:

- » The incorporation of this revision in to the contractual scope of work may have an impact on our schedule, which is yet to be finalized. Once determined, the job schedule will be adjusted accordingly to show the effect of this revision on the final project completion date..
- » The terms (cost and schedule impact) of this change order request are subject to review and a quote if not accepted within days of its issuance.
- » This request does not include additional cost or delay due to late approval.

We **HAVE** proceeded with this revised work per your instructions. Please issue a change order.

Upon acceptance of this change order request, a formal change order will be issued. Acceptance also acknowledges that Swinerton Builders has proceeded with the above change in scope.

If you have any questions or comments pertaining to this matter, please contact the undersigned.



SWINERTON

Sincerely,
Swinerton Builders

W Khan
7/31/2018

Date: _____

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



CONTRACT CHANGE ORDER 05

DATE: July 25, 2018
JOB NAME: LEMONWOOD ES

TO: SWINERTON
ATTN: Nalani Scanlon

Stolo Cabinets, Inc. proposes to furnish the materials and services as listed below. All inclusions, exclusions, and terms and conditions of the original bid remain in effect and any new change(s) will be listed below.

Changes per bulletin 56

1. At RM 3-123: Credit for LP countertop and support brackets

1. THE ABOVE CHANGE WILL **DECREASE** THE CONTRACT AMOUNT BY <\$ 1,661.00>
2. TIME IMPACT: YES NO
3. WE ARE **PROCEEDING**. PLEASE ISSUE A CHANGE ORDER FOR THE AMOUNT LISTED ABOVE OR SIGN AND RETURN A COPY OF THIS DOCUMENT. THIS QUOTE IS GOOD FOR 30 DAYS.

Seve Johnson
Project Manager

Justin Stolo
Prepared By

ALTHOUGH THE REQUIREMENTS OF A WRITTEN CHANGE ORDER AND NOTICE OF A CLAIM FOR ADDITIONAL COMPENSATION ARE NOT BEING STRICTLY OBSERVED, WE EXPECT AN ADJUSTMENT OF THE CONTRACT PRICE TO COMPENSATE FOR THE WORK DESCRIBED ABOVE. THIS WORK HAS BEEN OR IS BEING PERFORMED BY OUR FIRM TO ACCOMMODATE THE OWNER AND GENERAL CONTRACTOR AND FACILITATE COMPLETION OF THE PROJECT WITHOUT PREJUDICE TO ANY LEGAL OR EQUITABLE RIGHT OF REMEDY TO WHICH WE MAY BE ENTITLED. THE ABOVE DESCRIBED CHANGES ARE ACCEPTED AND STOLO CABINETS IS AUTHORIZED TO PROCEED. YOUR SIGNATURE AUTHORIZES BILLING AND PAYMENT FOR THE ABOVE WORK.

General Contractor/Authorized Representative

Date

CONSTRUCTION SERVICES AGREEMENT #15-198

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this 2nd day of March, 2016, 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 Swinerton Builders which is a contractor licensed by the State of California, with its principal place of business at 865 S. Figueroa St., Suite 3000, Los Angeles, CA 90017 (hereinafter referred to as "Contractor").

WHEREAS, the District operates Lemonwood K-8 School, located at 2200 Carnegie Court Oxnard, California 93033 (hereinafter referred to as the "School Facility"); and

WHEREAS, the District desires to construct and modernize facilities and improvements (as more fully described below) at those portions of the School Facility identified in the Site Lease, as defined in Section 1G 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 **Exhibit A** 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 **Exhibit A** (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

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 **Exhibit A** 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 **Exhibit A** 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 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. **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.
- F. **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.
- G. **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.
- H. **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.
- I. **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.
- J. **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.
- K. **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.

L. **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.

M. **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 Education, 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 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 Twenty-Nine Million, Five Hundred Seventy-Five Thousand, Eight Hundred Ninety-Seven Dollars and Ninety-One Cents (\$29,575,897.91). The GMP consists of (1) Sublease Tenant Improvement Payments in the amount of Twenty -Five Million, Four Hundred Eight Thousand One Hundred Eight-Eight Dollars (\$25,408,188.91) and, (2) a Contractor Contingency in the amount of Seven Hundred Forty-Seven Thousand, Seven Hundred and Nine Dollars and No Cents (\$747,709.00), and, (3) Sublease Payments in the amount of \$90,000.00 per month not to exceed a total lease value of \$3,420,000.00 pursuant to terms and payment schedule as set forth in the Sublease.

The GMP is based upon the plans and specifications existing at the time this Agreement is entered into between Contractor and the District, and more fully described and referenced in the Scope of Work set forth in **Exhibit A** attached hereto. Contractor shall assume the risk of cost overruns which were not foreseeable at the time this Agreement is 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 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. Contractor shall be entitled to retain unused Contractor Contingency up to a maximum of \$150,000; unused Contractor Contingency over \$150,000 and unused Allowances at Project completion shall 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 CONSTRUCTION

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 of 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 at a site at which 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 facilities at the 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 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"); 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, makes 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 Payments and, if applicable, the Sublease Payments.

Contractor has proposed a GMP that is based on the Construction

Documents. Contractor, prior to proposing the GMP, was retained by the Owner to perform a comprehensive constructability review, value engineering and project cost estimating. In performing the constructability review, while Contractor's review was done in its role as Contractor, and not design professional, if Contractor discovered any errors, omissions, ambiguities, inconsistencies and other construction issues, Contractor brought such matters to the attention of Owner. Contractor recognizes that it shall not be entitled to an addition to the GMP for additional work related to issues of constructability, or for incidental work that could reasonably be inferred from the Construction Documents, or for any errors or omissions it discovered, or should have discovered, that it did not bring to the attention of the Owner.

- 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.
- 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. 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 Steven Augustine as Project Manager/Superintendent for the Project. So long as Steven Augustine 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 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 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 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 CalOSHA 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 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:

Swinerton Builders
865 S. Figueroa Street
Suite 3000
Los Angeles, CA 90017

Attn: Bonnie Martin

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 & Bermudez LLP
1330 Broadway, Suite 1701
Oakland, CA 94612

And with an additional copy to Yuri Calderon,
Caldwell Flores Winters, Inc.
6425 Christie Ave., Suite 270
Emeryville, CA 94608

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.

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

Swinerton Builders

By:  LIA TATEVOSIAN
Title: OPERATIONS MGR
Date: 4/6/16

THE DISTRICT

Oxnard School District,
a California school district

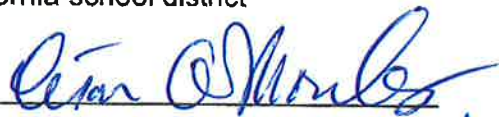
By: 
Title: District Superintendent
Date: April 26, 2016

EXHIBIT A

Scope of Work

The scope of Work for the Lemonwood Reconstruction Project consists of the construction of a new school, including a Kindergarten, Classroom, Administration and Multipurpose Building, as more specifically described in the DSA Approved plans, specifications and Construction Change Directives ("CCDs"). The following construction documents are referenced herein and incorporated into this contract for all purpose to more fully describe the scope of work contemplated and agreed to by the parties:

1. DSA Approved drawings for DSA Application # 03-116026.
2. DSA Approved Project Manual for DSA Application # 03-116026.
3. Addendum 01 dated 11/16/2015 for DSA Application # 03-116026 as issued to Swinerton Builders on 11/16/2015 by SVA Architects.
4. Addendum 02 dated 11/18/2015 for DSA Application # 03-116026 as issued to Swinerton Builders on 11/18/2015 by SVA Architects.
5. Addendum 03 dated 11/30/2015 for DSA Application # 03-116026 as issued to Swinerton Builders on 11/30/2015 SVA Architects.
6. Project Schedule prepared by Contractor and approved by Owner (Attached hereto).
7. Agreed Upon List of Qualifications (Attached hereto).
8. Pre-bid and Post-Bid Value Management Logs (Attached hereto).
9. Lemonwood GMP Qualification Matrix (Attached hereto).

BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

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 Change Order No. 005 to Construction Services Agreement #17-139 with Ardalan Construction Company Inc. to adjust costs for the Harrington ECDC Project (Penanhoat/Fateh/CFW)

The Oxnard School District ("District") Board of Trustees ("Board") Facilities Implementation Plan first adopted in 2013, calls for the modernization of the Harrington ECDC ("Project"). The Project includes the modernization of two (2) existing classroom buildings and the one (1) original administration building, and associated sitework at the existing school site. The modernized facilities will provide for educational programs. Harrington ECDC Change Order #005 is for the additional site development scope of work and general contractor management.

Change Order No. 005 provides for the Board's consideration and approval of one (1) change proposal with the following scope of work:

- COP #39 – Additional site work including MEP, concrete, signage, and repairs

FISCAL IMPACT

One Hundred Fifty-One Thousand Seven Hundred Ninety Dollars and Eighty-Five Cents (\$151,790.85) to be paid out of the Master Construct and Implementation Funds.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in conjunction with Caldwell Flores Winters, Inc., that the Board of Trustees approve Change Order No. 005 to Construction Services Agreement #17-139 with Ardalan Construction Company Inc. to provide Construction Services related to the Harrington ECDC Project.

ADDITIONAL MATERIAL

Attached:

- Change Order #005, Ardalan Construction Company Inc. (2 Pages)
- COP #39 (28 Pages)
- Construction Services Agreement #17-139, Ardalan Construction Company Inc. (2 Pages)



CHANGE ORDER

Date: 11.14.2018

CHANGE ORDER NO. 005

PROJECT: Harrington ECDC
O.S.D. BID No. N/A
O.S.D. Agreement No. 17-139

OWNER: Oxnard School District
1051 South A Street
Oxnard, CA. 93030

ARCHITECT Dougherty and Dougherty
3194 D Airport Loop Drive
Costa Mesa, CA 92626

CONTRACTOR:
Ardalan Construction Company
8 E Gainsborough Road
Thousand Oaks, CA 91360
Attn: Teo Barragan

Architects Proj. No.: 21336.00
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-116673

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	\$ 1,952,000.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS (004)	\$ 401,767.75
ADJUSTED CONTRACT SUM	\$ 2,353,767.75
NET CHANGE -	\$ 151,790.85

Total Change Orders to Date: 005.....**\$ 553,558.60**

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 005.....**\$ 2,505,558.60**

Commencement Date:	September 18, 2017
Original Completion Date:	July 18, 2018
Original Contract Time:	303 Calendar Days
Time Extension for all Previous Change Orders:	100 Calendar Days
Time Extension for this Change Order:	000 Calendar Days
Adjusted Completion Date:	October 26, 2018

Percentage **(28.36%)**

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	COP #39, Mod Repairs and Utilities Relocations		\$151,790.85		
	Totals		\$151,790.85		

Total Change Order No. 005..... \$ 151,790.85

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

ASSISTANT SUPERINTENDENT, BUSINESS & FISCAL SERVICES

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



WORKSHEET

COP: 39

Date: 9/20/2018

Owner: Oxnard School District

Project: Harrington Early Child Development Center

Item	Description of Work	Qty	Rate	Labor	Material	Fees/Equip	Cost
	Building Improvements:						
1	Exterior gutter/steel structure repairs at rotted areas. (see subcontractor proposal attached)	1	LS				\$ 5,523.80
1	Remove existing rotted steel and downspout adjustment	24	\$ 77.98	\$ 1,871.52		\$ 125.00	
1	Prime, prep and paint replaced gutters	16	\$ 77.98	\$ 1,247.68	\$ 75.00		
2	Plumbing: Reconnection/hookup of existing plumbing fixtures, site point of connections to utilities (see subcontractor proposal attached)	1	LS				\$ 52,766.00
3	HVAC: Reconnect, fire up and test existing hvac units are functional (see subcontractor proposal attached)	1	LS				included in item 2
4	Electrical/Fire Alarm/Low Voltage: Reconnect portable building and all utility lines (see subcontractor proposal attached)	1	LS				\$ 58,684.24
5	Building & Site Signage: 7 signs at \$175 each	16	\$ 77.98	\$ 1,247.68	\$ 1,225.00		
6	Security reconnection and panel reprogramming	1	LS				\$ 1,499.00
7	Provide additional concrete wall at the west side of the proposed new ramp so that the new asphalt is retained. This includes excavation, forming, rebar, finishing and form wrecking.	64	\$ 80.75	\$ 5,168.00	\$ 899.64	\$ 250.00	
8	Provide additional fence panels between buildings to safe off sides and provide additional railing per RFI #2 along the west side of the building.	1	LS				\$ 7,095.00
9	Misc. patch and repair of exterior building, patch holes at siding, patch holes at roofing and caulk, fire proof all pipe penetrations.	32	\$ 77.98	\$ 2,495.36	\$ 150.00		
				\$ 12,030.24	\$ 2,349.64	\$ 375.00	\$ 125,568.04
				Total W/O Markup			\$ 140,322.92

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.

HR TOWERS COMPANY

1534 N MOORPARK RD. #127
THOUSAND OAKS CA 91360
805-405-1871
EMAIL: CINENAUT@AOL.COM

September 17, 2018

Teo Barragan
Ardalan Construction Co. Inc.
8 Gainsborough Road
Thousand Oaks, CA 91360

QUOTE

RE: Harrington Portable Classroom
Repair
Please review the following quote for work requested:

TERMS:
Delivery / Net

ITEM	QUANTITY	DESCRIPTION	RATE	AMOUNT
Materials	(4)	12' Galvanized 2" X 4" X 14 ga. Purlin	\$180.00	\$720.00
Materials	(5)	10' Gutters	\$109.62	\$548.10
<i>Material will not be primed,,all painting by others. All demo work by others</i>				
Installation Steel	1	Cut, Fit, and Field Weld new Purlin to existing portable structure.	32 x \$88.38	\$2,828.16
Installation Gutters			8 x \$88.38	\$707.04

Parts/ Materials	\$1,268.10
Labor	\$3,535.20
SUBTOTAL	\$4,803.30
Mark Up	\$720.50
Total:	\$5,523.80

Any work performed beyond the scope described herein will be billed on a time and materials basis, at a rate mutually agreed by both parties.

Please feel free to call me if you have any further questions.

Randy Towers

Owner
HR TOWERS COMPANY, INC

Model # 24002230120 Internet #205627218



COST PER 10' = \$109.62 X 5 = \$548.10
W/ ACC. This COP.

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Amerimax Home Products

5 in. x 10 ft. K-Style Bone Linen Aluminum Gutter

★★★★☆ (1) [Write a Review](#)

\$90⁵⁶ /each

Quantity

Not in Your Store - We'll Ship It There

Available for pickup
October 11 - October 16

We'll send it to Simi Valley for **free pickup**

[Add to Cart](#)

GENERAL PREVAILING WAGE DETERMINATION MADE BY THE DIRECTOR OF INDUSTRIAL RELATIONS
PURSUANT TO CALIFORNIA LABOR CODE PART 7, CHAPTER 1, ARTICLE 2, SECTIONS 1770, 1773 AND 1773.1

FOR COMMERCIAL BUILDING, HIGHWAY, HEAVY CONSTRUCTION AND DREDGING PROJECTS

CRAFT: # IRON WORKER

DETERMINATION: C-20-X-1-2017-1

ISSUE DATE: February 22, 2017

EXPIRATION DATE OF DETERMINATION: June 30, 2017* Effective until superseded by a new determination issued by the Director of Industrial Relations. Contact the Office of the Director – Research Unit at (415) 703-4774 for the new rates after ten days after the expiration date if no subsequent determination is issued.

LOCALITY: All localities within the State of California

CLASSIFICATION (Journey person)	<u>Employer Payments</u>						<u>Straight-Time</u>	<u>Overtime Hourly Rate</u>			
	Basic Hourly Rate	Health and Welfare	Pension	Vacation/ Holiday	Training	Other Payments	Hours Total Hourly Rate	^b Daily 1 1/2X	^b Saturday 1 1/2X	Sunday/ Holiday	
Iron Worker (Ornamental, Reinforcing, Structural)	\$36.00	9.55	13.32	^a 4.00	0.72	2.865	8	66.455	84.455	84.455	102.455
Fence Erector	\$29.58	7.38	8.99	^a 2.70	0.51	1.905	8	51.065	65.855	65.855	80.645

Indicates an apprenticeable craft. The current apprentice wage rates are available on the Internet at <http://www.dir.ca.gov/OPRL/PWAppWage/PWAppWageStart.asp>. To obtain any apprentice wage rates as of July 1, 2008 and prior to September 27, 2012, please contact the Division of Apprenticeship Standards or refer to the Division of Apprenticeship Standards' website at <http://www.dir.ca.gov/das/das.html>.

^a Includes supplemental dues.

^b Rate applies to the first 2 daily overtime hours and the first 8 hours on Saturday. All other overtime is at the Sunday/Holiday rate.

RECOGNIZED HOLIDAYS: Holidays upon which the general prevailing hourly wage rate for Holiday work shall be paid, shall be all holidays in the collective bargaining agreement, applicable to the particular craft, classification, or type of worker employed on the project, which is on file with the Director of Industrial Relations. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code. You may obtain the holiday provisions for the current determinations on the Internet at <http://www.dir.ca.gov/OPRL/DPreWageDetermination.htm>. Holiday provisions for current or superseded determinations may be obtained by contacting the Office of the Director – Research Unit at (415) 703-4774.

TRAVEL AND/OR SUBSISTENCE PAYMENT: In accordance with Labor Code Sections 1773.1 and 1773.9, contractors shall make travel and/or subsistence payments to each worker to execute the work. You may obtain the travel and/or subsistence provisions for the current determinations on the Internet at <http://www.dir.ca.gov/OPRL/DPreWageDetermination.htm>. Travel and/or subsistence requirements for current or superseded determinations may be obtained by contacting the Office of the Director – Research Unit at (415) 703-4774.

$$\$66.45 \times (.33\% \text{ BURDEN}) = \$88.38$$

Final hourly Rate
\$88.38 ✓

PROPOSAL COST BREAKDOWN

**ARDALAN CONSTRUCTION
HARRINGTON SCHOOL
OXNARD, CA.**

② + ③



1340W. Betteravia Rd.
Santa Maria, CA 93455

Smith Electric CP# 7

August 24, 2017

Description of Work Effort:

INSTALL WASTE AND WATER PIPING FOR RELOCATABLES. REMOVE REFRIGERANT FROM 6 EXISTING AC UNITS AND START UP 2 NEW AC UNITS

Cost Elements	Hours	Rate	Extended Cost
1. Direct Material/Parts			\$9,529.89
a. Subcontracts			\$0.00
2. Total Material/ Subcontracts			\$9,529.89
3. Material Overhead/Handling			\$0.00
4. Other Direct Costs/Equip			\$5,000.00
5. Craft Labor			\$31,353.61
6. Subtotal Cost			\$45,883.50
7. Overhead/Profit		15.00%	\$6,882.52
8. Total Charge			\$52,766.00

Remarks:

**EXCLUDES:
WALL DEMO, PATCHING, PAINTING
SAW CUT, REMOVAL, PATCH BACK OF CONCRETE/ASPHALT
SURVEYING**

Smith Electric Service

② + ③

**** BID TAKE - OFF DETAILS 2 ****

Job: VENTURA MISC
Page: 1 of 2

Job Number: 27

Bid Date: 5/24/2018
Date: 8/20/2018 3:43:42 PM

Assm. No.	Description	Qty	Mat Unit	Mat Ext	Lab Unit	Lab MH Ext
HARRINGTON PORTABLESCUT&CA		<No Name>	<No Name>	<No Name>	<No Name>	<No Name>
00500	Miscellaneous Items	0.00				
	1" Cap C	2.00	7.297	14.59		
	2" Cleanout Plug Blnd NH	1.00	6.946	6.95		
	4" Cleanout Plug Blnd NH	1.00	15.984	15.98		
Assembly: 00500 Total				37.52		0.00
Unit Material, Labor and Sell				37.52		0.00
00502		1.00				
	LABOR	1.00			24.000	24.00
Special Item: 00502 Total				0.00		24.00
Unit Material, Labor and Sell				0.00		24.00
Breakout Total				37.52		24.00
RELOCATE PORTABLES WATER		<No Name>	<No Name>	<No Name>	<No Name>	<No Name>
00500	Miscellaneous Items	0.00				
	Exc 2'x3' trench <=5" pipe	140.00	19.394	2715.17	0.320	44.80
Assembly: 00500 Total				2,715.17		44.80
Unit Material, Labor and Sell				2,715.17		44.80
00501		1.00				
	TESTING	1.00	54.125	54.13	4.000	4.00
Special Item: 00501 Total				54.13		4.00
Unit Material, Labor and Sell				54.13		4.00
00503		1.00				
	POC	1.00	37.888	37.89	2.000	2.00
	2" Pipe PVC Sch 40	100.00	2.411	241.09	0.060	6.00
	2" Ell 90 PVC S40 SxS	10.00	4.104	41.04	0.590	5.90
	2" Ell 45 PVC S40 SxS	6.00	2.110	12.66	0.580	3.48
	2" Coupling PVC S40 SxS	10.00	2.447	24.47	0.580	5.80
	1-1/2" Pipe PVC Sch 40	40.00	1.794	71.78	0.060	2.40
	2"x1-1/2"x1-1/2" R T SxSxS	1.00	7.891	7.89	0.870	0.87
	1-1/2" Adapt. PVC S40 SxM	2.00	2.004	4.01	0.270	0.54
	1-1/2" Adapter CxF	2.00	54.156	108.31	0.920	1.84
	2" Pipe Cop Type K Hard	20.00	14.783	295.66	0.090	1.80
	1-1/2" BALL VALVE Thrd	2.00	93.961	187.92	1.160	2.32
Assembly: 00503 Total				1,032.72		32.95
Unit Material, Labor and Sell				1,032.72		32.95
00504		1.00				
	SAND	1.00	405.938	405.94	8.000	8.00
Special Item: 00504 Total				405.94		8.00
Unit Material, Labor and Sell				405.94		8.00
00507		1.00				
	CHLORINATION	1.00	811.875	811.88	4.000	4.00
Special Item: 00507 Total				811.88		4.00
Unit Material, Labor and Sell				811.88		4.00
Breakout Total				5,019.84		93.75

**** BID TAKE-OFF DETAILS 2 ****

② + ③

Job: VENTURA MISC
Page: 2 of 2

Job Number: 27

Bid Date: 5/24/2018
Date: 8/20/2018 3:43:42 PM

Assm. No.	Description	Qty	Mat Unit	Mat Ext	Lab Unit	Lab MH Ext
RELOCATE PORTABLESWASTE						
00501		1.00				
	TESTING	1.00	54.125	54.13	4.000	4.00
Special Item: 00501 Total				54.13		4.00
Unit Material, Labor and Sell				54.13		4.00
00503		1.00				
	POC	1.00	37.888	37.89	2.000	2.00
	Exc 2'x3' trench <=5" pipe	220.00	5.412	1190.75	0.360	79.20
Assembly: 00503 Total				1,228.64		81.20
Unit Material, Labor and Sell				1,228.64		81.20
00504		1.00				
	SAND	1.00	405.938	405.94	8.000	8.00
	4" Pipe PVC DWV SCH 40	220.00	2.401	528.13	0.090	19.80
	4" T-Wye HxHxH	10.00	22.558	225.58	0.568	5.68
	4" 1/4 LS BEND HxH	8.00	13.269	106.15	0.383	3.06
	4" Cplng Repair PVC HxH	10.00	5.755	57.55	0.330	3.30
	4" 1/8 Bend HxH	6.00	7.432	44.59	0.383	2.30
	4"x4"x2" T-Wye HxHxH	6.00	11.784	70.71	0.470	2.82
	4"x4"x2" 1/4 Bnd w/LHO HxHxH	4.00	15.532	62.13	0.568	2.27
	2" 1/4 LS BEND HxH	10.00	8.430	84.30	0.195	1.95
	2" 1/8 Bend HxH	10.00	4.761	47.61	0.195	1.95
	2" Pipe PVC DWV SCH 40	40.00	0.857	34.29	0.060	2.40
Assembly: 00504 Total				1,666.98		53.53
Unit Material, Labor and Sell				1,666.98		53.53
00504		2.00				
	SAND	2.00	405.938	811.88	8.000	16.00
Special Item: 00504 Total				811.88		16.00
Unit Material, Labor and Sell				405.94		8.00
00505		3.00				
	CO BOXES	3.00	81.188	243.56	1.500	4.50
	4" PVC CLEAN-OUT W/PLUG	3.00	9.027	27.08	0.593	1.78
Assembly: 00505 Total				270.64		6.28
Unit Material, Labor and Sell				90.21		2.09
Breakout Total				4,032.27		161.01
CUT/CAP RELOCATION						
00500	Miscellaneous Items	0.00				
	1-1/2" Cap C	2.00	14.132	28.26		
Assembly: 00500 Total				28.26		0.00
Unit Material, Labor and Sell				28.26		0.00
00506		1.00				
	LABOR 12HR	1.00	1.083	1.08	12.000	12.00
Special Item: 00506 Total				1.08		12.00
Unit Material, Labor and Sell				1.08		12.00
Breakout Total				29.34		12.00
HARRINGTON HVAC						
00508		1.00				
	JV LABOR/MATERIAL	1.00	433.000	433.00	32.000	32.00
Special Item: 00508 Total				433.00		32.00
Unit Material, Labor and Sell				433.00		32.00
Breakout Total				433.00		32.00
Bid Take-Off Details Total				\$9,551.97		322.76

(2) + (3)

PROJECT SANTA BARBARA/SAN LUIS OBISPO COUNTY
UA Santa Barbara
Smith Electric

PROJECT NO. _____
CONTRACT NO. _____
DATES: 7/1/17-8/31/18

HOURLY LABOR RATE WORKSHEET

TRADE: PLUMBER/PIPE FITTER

CLASSIFICATION: JOURNEYMAN

Item	% Rate	Prevailing Wage Rate			Notes
		Regular Time	Overtime	Double Time	
Base Labor Rate		\$ 46.03	\$ 69.05	\$ 92.06	
Fringe Benefits:					
Pension		10.75	10.75	10.75	
Health/Welfare		8.16	8.16	8.16	
V&H		3.25	3.25	3.25	
UA Training		0.10	0.10	0.10	
Ret. Christmas		0.75	0.75	0.75	
A&J Training		1.85	1.85	1.85	
Pipe		0.60	0.60	0.60	
LMCC		0.35	0.35	0.35	
Contr. Educ. Dev.		0.30	0.30	0.30	
Fringe Benefits Subtotal		\$ 26.11	\$ 26.11	\$ 26.11	
Total Hourly Rate		\$ 72.14	\$ 95.16	\$ 118.17	
Burden:					
Taxes & Insurance					
FICA	6.20%	4.47	5.90	7.33	
Medicare	1.45%	1.05	1.38	1.71	
Unemployment Insurance	6.20%	4.47	5.90	7.33	
SDI	0.80%	0.58	0.76	0.95	
Workers Compensation	12.00%	8.66	11.42	14.18	
Other		-	-	-	
Burden Subtotal		\$ 19.23	\$ 25.36	\$ 31.49	
Liability Insurance	1.78%	\$ 1.63	\$ 2.15	\$ 2.66	
TOTAL HOURLY RATE		\$ 92.99	\$ 122.66	\$ 152.33	

WAGES VALID THROUGH 7/31/2018

(2) + (3)

PROJECT SANTA BARBARA/SAN LUIS OBISPO COUNTY
LOCAL UA Santa Barbara
CONTRACTOR Smith Electric

PROJECT NO. _____
CONTRACT NO. _____
DATES: 7/1/17-8/31/18

HOURLY LABOR RATE WORKSHEET

TRADE: PLUMBER/PIPE FITTER

CLASSIFICATION: FOREMAN

Item	% Rate	Prevailing Wage Rate			Notes
		Regular Time	Overtime	Double Time	
Base Labor Rate		\$ 52.93	\$ 79.40	\$ 105.86	
Fringe Benefits:					
Pension		10.75	10.75	10.75	
Health/Welfare		8.16	8.16	8.16	
V&H		3.56	3.56	3.56	
UA Training		0.10	0.10	0.10	
Ret. Christmas		0.75	0.75	0.75	
A&J Training		1.85	1.85	1.85	
Pipe		0.60	0.60	0.60	
LMCC		0.35	0.35	0.35	
Contr. Educ. Dev.		0.30	0.30	0.30	
Fringe Benefits Subtotal		\$ 26.42	\$ 26.42	\$ 26.42	
Total Hourly Rate		\$ 79.35	\$ 105.82	\$ 132.28	
Burden:					
Taxes & Insurance					
FICA	6.20%	4.92	6.56	8.20	
Medicare	1.45%	1.15	1.53	1.92	
Unemployment Insurance	6.20%	4.92	6.56	8.20	
SDI	0.80%	0.63	0.85	1.06	
Workers Compensation	12.00%	10.00	12.70	15.87	
Other		-	-	-	
Burden Subtotal		\$ 21.62	\$ 28.20	\$ 35.25	
Liability Insurance	1.78%	\$ 1.80			
TOTAL HOURLY RATE		\$ 102.77	\$ 134.01	\$ 167.53	

WAGES VALID THROUGH 6/30/2018

VENCO ELECTRIC, INC.

Lic #446770 C-10
2360 Sturgis Road, #D
Oxnard, CA 93030
Phone (805) 278-1922
Fax (805) 278-1959

C/O Proposal #16

Page No. 1 of 3 Pages
Job Name: Harrington Early Child Dev.
Location: Oxnard

4

TO; Ardalan Construction

ATTN: Teo

Date: 9/20/18

* ELECTRICAL
* FIRE ALARM
* DATA/LOW VOLTAGE

We hereby submit specifications and estimates for:

Installation of 2 portable classrooms:	
Material	\$16,843.24
Tax	\$1,347.46
Labor	\$20,718.57
Sub Total	\$38,909.27
OH&P	\$3,890.93
Sub-Contact Material	\$2731.00
Sub Contract Labor	\$13,154.00
Total	\$58,684.27

WE PROPOSE hereby to furnish material and labor – complete in accordance with these specifications, for the sum of: \$58,684.27

Payable as follows: _____

All material is guaranteed to be as specified.

All work to be completed in a workmanlike manner according to 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 Workman’s Compensation Insurance.

Authorized Signature Roy Martin

NOTE: This proposal may be withdrawn by us if not accepted within 30 days. ACCEPTANCE OF PROPOSAL – The prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature _____ Date _____ Signature _____ Date _____

4

BT'D-17
104-40

JOB ESTIMATE

JOB HARRINGTON

WORK C/O #16 PORTABLES

ESTIMATED BY		PRICED BY		EXTENDED BY			CHECKED BY			DATE		
MATERIAL	QUANTITY	MATERIAL LIST PRICE	PER	DISC	EXTENSION	LABOR PER UNIT	PER	EXTENSION				
100A 2P 250V C.B.	2	1275.00	F/A		2550.00		1.5					
" " HDWL.	1	185.00	F/A		185.00		1					
12" X 12" X 6" 3R J. BOX	2	95.42	F/A		190.84		2.8					
PORTABLE PNL. (EXIST)	2	/			/		3					
3/4" X 10' GROUND ROD	2	36.38	F/A		72.76		2					
" " " CLAMP	2	11.71	F/A		23.42		.5					
8" X 20" CLAY PIPE	2	46.50	F/A		93.00		1					
11" X 17" X 12" WOOD/PW	2	158.59	F/A		317.18		2					
CRUSHED ROCK	6 BAGS	3.99	F/A		23.94		2					
3/4" GRC	20'	34.00	C		68.00		1					
" " 90°	2	4.50	F/A		9.00		.6					
* 6 GRN.	30'	66.60	M		199.80		.3					
24" X 24" X 6" 3R J. BOX	3	287.50	F/A		862.50		8.7					
12" X 12" X 6" " "	2	95.42	F/A		190.84		2.8					
P1000 STRUT	20	40.50	C		81.00		1.6					
P1010 " NUTS.	18	20.015	C		36.03		.18					
1 1/2" PVC CONDUIT	120	11.339	C		1360.7		3.84					
" " " SWEEPS	8	20.65	F/A		165.20		.96					
" GRC	30'	86.00	C		258.00		2.7					
" LB	2	38.60	F/A		77.20		.74					
" X 12" NIPPLE/LN/BUSH	2	30.32	F/A		60.64		.3					
#1	500	212.005	M		10600.3		7.7					
#3	165	432.91	M		7143		1.46					
1 1/2" PVC CONDUIT	40'	11.339	C		453.6		1.28					
" " " SWEEPS	6	20.65	F/A		123.90		.72					
1" " CONDUIT	640	69.52	C		4449.3		19.2					
1" " " SWEEPS	45	13.31	F/A		598.95		4.05					
1" " " COUPLING	45	51	F/A		229.5		2.7					
" " F/A	22	81	F/A		1782		1.98					
1" EMT	550	165.00	C		9075.0		24.75					
1" " CONC.	10	56.647	C		566.5		.9					

Subject: Re: Harrington ECDC - Change ORders
From: Jenn (vencoelectric@verizon.net)
To: teo@ardalancc.com;
Date: Thursday, April 19, 2018 12:38 PM

4

Teo,

ELECTRICIAN.

Please see burden breakdown:

Workers Comp.	9.95%	}
General Liability	15.6%	
FICA	6.2%	
FUTA	.6%	
Med.	1.45%	
UI	6.2%	

OVERTIME RATE

$$\$93.10 \times 1.4\% = \$130.34.$$



$$\$139.45 / HR$$

-----Original Message-----

From: Teo Barragan <teo@ardalancc.com>
To: Jenn <vencoelectric@verizon.net>
Sent: Wed, Apr 18, 2018 2:41 pm
Subject: Re: Harrington ECDC - Change ORders

Hi Jenn,

I have notified CFW and they have requested for back up for the labor burden, same with me:(.

Best Regards,

Teo Barragan, Project Manager
 Ardalan Construction Company, Inc.
 8 E. Gainsborough Road
 Thousand Oaks, CA 91360
 Tel: 805-496-7273 Fax: 805-496-7310
 E-Mail: teo@ardalancc.com
 CA Lic. 893121

WAGE RATE INCREASE
 REVISED HOURLY
 RATE : \$93.39

From: Jenn <vencoelectric@verizon.net>
To: teo@ardalancc.com
Sent: Wednesday, April 18, 2018 1:23 PM
Subject: Re: Harrington ECDC - Change ORders

Teo

Rates are per Prevailing wage (DIR) plus 40% burden
 Journeyman/wireman rate $\$65.82 \times 1.4 = \92.15

4

From: Glenn Vacca <gvacca@pacificomusa.com>
To: Jenn <vencoelectric@verizon.net>
Subject: Re: Harrington ECDC - PR 6 - Relocation of Relocatable Structures
Date: Thu, Jul 26, 2018 4:25 pm

Hi Jenn - Hope is out this week , but she can send you an official proposal, but in the mean time this is what I estimate:

Total: \$ 6,325.00

- DATA + LOW VOLTAGE

Conduit, raceway, rough-in provided by others.

On Thu, Jul 26, 2018 at 3:13 PM, Jenn <vencoelectric@verizon.net> wrote:

TO US

We are giving them a price for this work including your portion and the Fire Alarm portion too/

thanks
Jenn

-----Original Message-----

From: Glenn Vacca <gvacca@pacificomusa.com>
To: Jenn <vencoelectric@verizon.net>
Sent: Thu, Jul 26, 2018 2:52 pm
Subject: Re: Harrington ECDC - PR 6 - Relocation of Relocatable Structures

Hi Jennifer - should this be sent to Teo @Ardalan and Venco, or is this just budgetary and should be send directly to you?

Thanks,

On Thu, Jul 26, 2018 at 10:31 AM, Jenn <vencoelectric@verizon.net> wrote:

Hi Glenn

This is the price we need to get today.

Let me know

if you have any questions.

thanks

Jenn

-----Original Message-----

From: Teo Barragan <teo@ardalancc.com>
Sent: Thu, Jul 19, 2018 8:21 am
Subject: Fw: Harrington ECDC - PR 6 - Relocation of Relocatable Structures

Can you look at the attachment and provide me with an estimate. Basically we are relocation two portables from the far east side to this new location. I will provide more information later on today.

Best Regards,



Emailed
to the client
8/29/18

4

REFERENCE: Harrington ECDC

FIRE ALARM

SUBJECT: Device Cabling, Testing, and Programming

Dear Valued Customer:

Cosco Fire Protection is pleased to submit a lump sum quotation in the amount of **\$9,560.00** for the installation of the fire alarm system at the above referenced project.

Inclusions:

1. Running new cable underground to new location.
2. Programming devices at new location.
3. Testing devices at new location.

Exclusions/Clarifications:

1. All installation shall take place during our normal working hours.
2. No design, plans or permits.
3. No cutting, patching, or painting.
4. Unforeseen conditions within walls, flooring, underground or ceilings.
5. Conduit and boxes for new devices are excluded.

Cosco's "General Terms & Conditions" (attached) shall be made a part of this proposal.

This proposal/quotation shall remain in effect for the next (30) days.

Should this meet with your acceptance, kindly sign & return this document to my attention.

Please feel free to contact me regarding any of your fire protection needs.

I thank you for your time and consideration.



Proposal Date: 07/13/2018
Customer: Harrington ECDC
Site: 2501 Gisler Avenue, Oxnard, CA 93030
Contact: Teo Barragan | 805-496-7273 | teo@ardalancc.com
Proposal Type: Intrusion Alarm | Commercial

SECURITY

Intrusion Alarm Equipment Schedule

Quantity	Description
3	Hardwired Motion Detector
3	Hardwired Door Contact
1	Time For Labor and Reprogramming of System

Scope of Work:

Dial Security is to install the above listed alarm system equipment. All work is to be performed during normal business hours.

Pricing Schedule: Lease

Item	Price
Installation of the Above Listed System:	\$1,499.00
Additional Monthly Lease and Monitoring:	\$12.00/month

Lease Provisions

- Service calls and maintenance of system is included in the above listed monthly fee.
- Equipment that fails due to normal wear and tear is covered.
- Damages caused by vandalism or Acts of God are not included.
- Dial will maintain the integrity of the system to that of which it was installed for the duration of the lease.
- .

Caveats:

- *Any existing equipment or cable needing service or repair, may be provided by Dial Security at an additional expense*
- *Proposal is based upon existing wire provided by customer from device location to panel.*
- *If there isn't an existing wire path, additional expenses will apply.*

HD SUPPLY

CONSTRUCTION & INDUSTRIAL
WHITE CAP

HD Supply Construction Supply, Ltd.
501 W. Church Street, Orlando, FL 32805-2247

ITEM 7

INVOICE

BRANCH ADDRESS
007 - VENTURA
(805) 644-2226
6086 NICOLLE ST
VENTURA CA 93003
VENTURA

INVOICE NUMBER
50008666457
INVOICE DATE
08/03/2018
CUSTOMER PO NUMBER
SANTA SUZANNA ELEMENTARY

ENROLLMENT TOKEN: XBX DPG BQT

SOLD TO: 117466000

TERRITORY:
SHIP TO: 10001879992

PLEASE REMIT PAYMENT TO:
HD SUPPLY CONSTRUCTION AND
INDUSTRIAL - WHITE CAP
P.O. Box 6040
CYPRESS, CA 90630-0040

ARDALAN CONSTRUCTION CO INC
8 GAINSBOROUGH RD
THOUSAND OAKS CA 91360

SANTA SUSANA ELEMENTARY
4300 APRICOT RD
SIMI VALLEY CA 93062

ORDER DATE	ORDER NO.	ORDERED BY	ACCOUNT MANAGER	TAKEN BY
08/02/2018	29474202	BOB VARBLE	COLLAZO, MICHAEL	BARNES, STEPHEN M
BRANCH	ACCT JOB NO.	TERMS	SHIP VIA / ROUTING	CUSTOMER JOB NO.
007	10001879992	NET 30 DAYS	2. OUR TRUCK	SANTA SUSANA

LINE	PART NUMBER	DESCRIPTION	QTY ORD	UNIT PRICE	QTY BKO	QTY SHP	EXTENDED PRICE	TAX AMT
0	HDRDESC	***** DELIVERY TAG#: 9900715 SHIPPING NOTES: ENTER FROM BACK OF SCHOOL OFF COCHRAN. BOB IS CONTACT (805) 218-8889 *****	1	0	0	1	0.00	
1	43532060	#3 GR60 3/8"X20' REBAR SOLD/PC	200	4.17 EA	0	200	834.00	60.47
2	43542060	#4 GR60 1/2"X20' REBAR SOLD/PC	10	7.24 EA	0	10	72.40	5.25
3	431SD1218	1/2"X18" SMOOTH DOWEL	100	1.78 EA	0	100	178.00	12.91
4	483PSD4B	#4 SPEED DOWEL BASE 25/BAG GREENSTREAK	1	10.50 BAG	0	1	10.50	0.76
6	132CCD250	1-1/2"X2"X2-1/2" COMBO DOBIE	128	0.30 EA	0	128	38.40	2.78
7	483PSD124T	#4 12" SPEED DOWEL 25/BAG GREENSTREAK	1	28.50 BAG	0	1	28.50	2.07

\$7.77 per 20' stick

This COP approx.

20 pcs.

COST \$155.40

THESE ITEMS ARE CONTROLLED BY THE U.S. GOVERNMENT AND AUTHORIZED FOR EXPORT ONLY TO THE COUNTRY OF ULTIMATE DESTINATION FOR USE BY THE ULTIMATE CONSIGNEE OR END-USER(S) HEREIN IDENTIFIED. THEY MAY NOT BE RESOLD, TRANSFERRED OR OTHERWISE DISPOSED OF TO ANY OTHER COUNTRY OR ANY PERSON OTHER THAN THE AUTHORIZED ULTIMATE CONSIGNEE OR END-USER(S), EITHER IN THEIR ORIGINAL FORM OR AFTER BEING INCORPORATED INTO OTHER ITEMS, WITHOUT FIRST OBTAINING APPROVAL FROM THE U.S. GOVERNMENT OR AS OTHERWISE AUTHORIZED BY U.S. LAW AND REGULATIONS.

Please take a quick 5 minute survey at <http://www.WhiteCap.com/re-survey> or typing in your browser. Thank you for your feedback and we look forward to hearing from you!

For questions regarding this invoice please call 1-800-WHITECAP
(1-800-944-8322).

NO REFUNDS OR EXCHANGES ON NON STOCK MERCHANDISE
Visit http://whitecap.com/misc/terms_and_conditions.pdf to view complete terms and conditions.

TOTAL GROSS	1,161.80
TOTAL TAX	84.24
TOTAL SHIPPING AND HANDLING	0.00
TOTAL INVOICE	1,246.04

RECEIVED BY: BOB VARBLE SIGNATURE COPY ON FILE

Please verify that the remit to address you are using agrees to the address shown at the top of this invoice.

ITEM ⑦

STATE READY MIX INC.

REMIT TO:
11011 Azahar St. Suite 1
Saticoy, CA 93004
(805) 672-0200
Fax: (805) 647-6970

**** INVOICE ****

PLANT 1 LOCATION:
3127 W. Los Angeles Ave
Oxnard, CA 93030

Invoice	534890
Date	7/23/2018
Page	1

Bill To:

Ardalan Construction Co. Inc. 8 Gainsborough Road Thousand Oaks CA 91360
--

Ship To:

2501 GISLER AVE OLIVE ST OXNARD

Purchase Order No.		Customer ID		Project Code	Payment Terms	Ship Date	
2501 GISLER AVE		ARDALAN			Net 30	7/23/2018	
Ticket #	Qty	Item Number	Description	Unit Price	Ext. Price	Tax	
216860	5.50CU Y	14011	3000 1"	\$90.50	\$497.75	Y	
	1.00Each	EN 50	ENVIRN FEE	\$30.00	\$30.00	N	
	1.00Each	CARTAGE	SHORTLOAD	\$50.00	\$50.00	Y	
<div data-bbox="673 1018 1201 1281" data-label="Text"> <p>\$620.1/5.5 cy = \$124.04 per cubic yard</p> <p>This COP APPROX. 6CY</p> </div> <div data-bbox="730 1302 1250 1491" data-label="Text"> <p>\$744.24 COST</p> </div>							

Total Quantity: 5.50

Sub Total	\$ 577.75
Tax	\$ 42.46
Total	\$ 620.21

Magnum Fence and Security Inc.

Lic # 719567

1070 N. Ventura Ave Ventura, CA 93001 (805) 641 3656 Fax (805) 641 3606

Date: September 20, 2018

Teo Barragan, Project Manager
Ardalan Construction Company, Inc.
P 805 496 7273, teo@ardalancc.com

Re: Harrington Child Care Center Fence

Teo:

Per the plans that you sent me below is the cost for the added fence panels between portables total of (3) and the additional 45 lf of hand rails.

- T.B. 55 LF.*
1) 45 lf of hand rails x \$120 = \$5,400
2) 3 fence panels between portables: \$350 x 3 = \$150

Subtotal: \$6,450.00

10%: \$645.00

Total amount including labor material and taxes: \$7,095.00

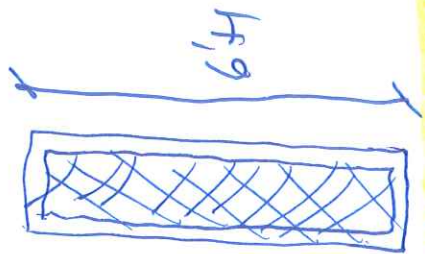
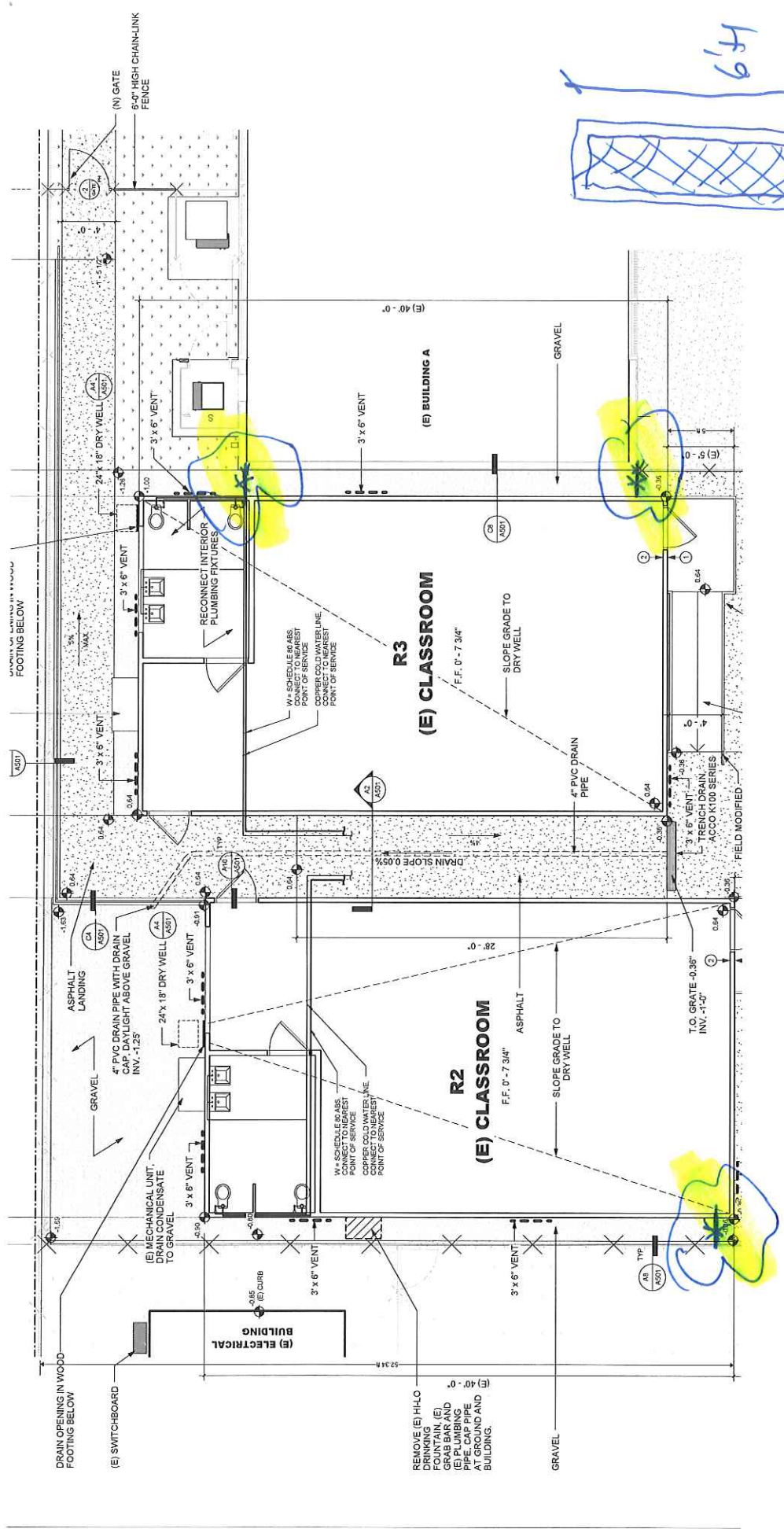
Please let me know if you have any questions.

Regards,

Ralph J. Coolman

Ralph J. Coolman

ITEM 8



A: TYP. FENCE PANEL



REQUEST FOR INFORMATION (RFI)

Project Name: Harrington Early Child Development Center
 Owner Name: Oxnard School District
 To: (Architect) Dougherty + Dougherty Architects
 From: Ardalan Construction Company, Inc.

RFI Number: 02
 Date: 9/27/2018
 Bid No.: 17-01

Drawing Number Detail	RAMP Specification Section	A101 & A501 Sheet Number
-----------------------	--------------------------------------	-----------------------------

This information is requested for the following reason:

<input type="checkbox"/> Direction not given in Contract Documents	<input type="checkbox"/> Specifications Reference
<input type="checkbox"/> Interpretation of Contract Documents	<input type="checkbox"/> Shop Drawings Reference
<input type="checkbox"/> Conflict in Contract/Contract Drawings	<input checked="" type="checkbox"/> Other

POSSIBLE COST IMPACT: YES NO
 POSSIBLE TIME IMPACT: YES NO

Request:
 There is a difference in elevations at the ramp south side against portable R3 (see photos). Please let us know if detail C4 on sheet A501 can be applied here without the 6" curb.

Request Issued by: Teo Barragan Teo Barragan 9/27/2018
 Ardalan Construction Co., Inc. *Contractor's Signature* Name (Printed) Date

Response:
 Refer to ASI-01 for a detail to curb and drain this condition.

Response Issued by: Kevin Griendling, AIA Kevin Griendling, AIA 09.28.18
 Dougherty + Dougherty Architects *Architect's Signature* Name (Printed) Date

Response Reviewed by: Mario Mera
 Project Coordinator/Manager Signature Name (Printed) Date

Architect's Supplemental Instructions (ASI) Harrington ECDC Relos

No. 01

Contractor Ardalan Construction Company, Inc.

Owner Oxnard School District

Contract Start Date

Bid Package (if any)

Date Issued September 28, 2018

Project Number - Name 21336.40 Harrington ECDC Relos

Proceed with the work using the following instructions in conjunction with the contact documents. This information is a clarification of the contract and does not constitute a change in contract or contract sum. By proceeding with the work, the contractor agrees that no adjustments to the contract will be made.


Subject: North Walkway Curb

Detailed Description

See attached sheets for supplementary information relating to the north walkway curb and drainage requirements.

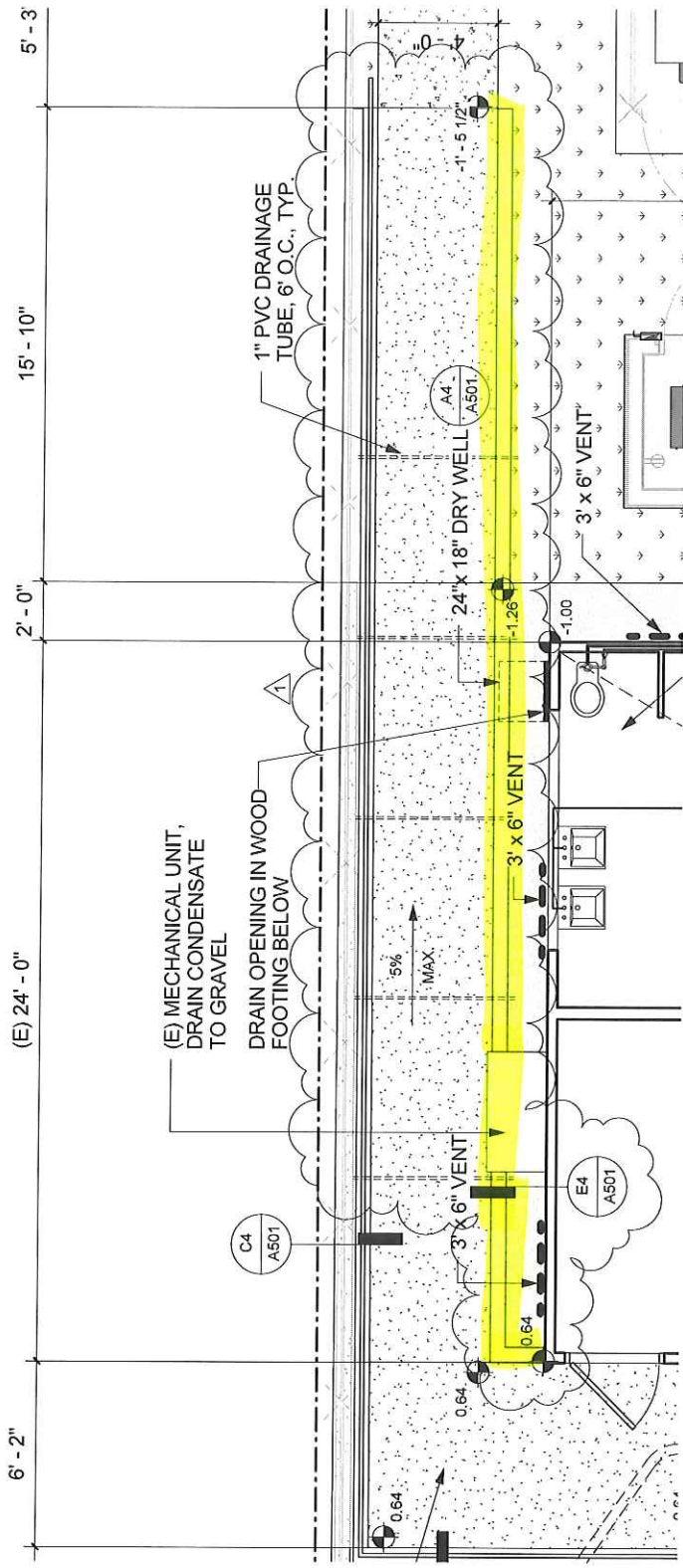
Attachments

Signature



Kevin Griendling, AIA

09.28.18



ASI 01
CURB RAMP AT EXTERIOR WALKWAY



ARDALAN CONST. RATES.

Trade	PW Determ. Rate	PR Tax	WC	GL	Total Burden %	Fully Burdened Hourly Rate
Carpenter	\$ 59.82	15.45%	12%	10%	37.45%	\$ 82.22
Cement Mason	\$ 58.75	15.45%	12%	10%	37.45%	\$ 80.75
Drywall Installer	\$ 60.10	15.45%	12%	10%	37.45%	\$ 82.61
Laborer	\$ 56.73	15.45%	12%	10%	37.45%	\$ 77.98
Operating Eng.	\$ 75.23	15.45%	12%	10%	37.45%	\$ 103.40

SECTION 00310

AGREEMENT #17-139

THIS AGREEMENT is made this 6th day of September, 2017, in the City of Oxnard, County of Ventura, State of California, by and between **OXNARD SCHOOL DISTRICT**, a California School District, hereinafter called the "District" and Ardalan Construction Co. Inc., hereinafter called the "Contractor", with a principal place of business located at 8 E. Gainsborough Road, Thousand Oaks, CA 91360.

WITNESSETH, that the District and the Contractor in consideration of the mutual covenants contained herein agree as follows:

1.01 The Work. Within the Contract Time and for the Contract Price, subject to adjustments thereto pursuant to the Contract Documents, the Contractor shall perform and provide all necessary labor, materials, tools, equipment, utilities, services and transportation to complete in a workmanlike manner and in strict compliance with the terms and conditions of the Contract Documents all of the Work required in connection with the work of improvement commonly referred to as:

Bid #17-01
Harrington Early Child Development Center

Contractor shall complete all Work covered by the Contract Documents, including without limitation, the Drawings and Specifications prepared by the Architect, and other Contract Documents enumerated in Article 5 below, along with all modifications and addenda thereto, in strict accordance with the Contract Documents.

1.02 Contract Time. Final completion of the work shall be achieved within THREE HUNDRED ~~THIRTYTHREE (XXX)~~ CALENDAR DAYS beginning September ~~xx~~ 2017 and ending ~~XXXXXXXXXX~~. **THREE (303)** **18,**
July 18, 2018.

Failure to achieve Final Completion within the Contract Time will result in the assessment of Liquidated Damages.

1.03 Contract Price. The District shall pay the Contractor as full consideration for the Contractor's full, complete and faithful performance of the Contractor's obligations under the Contract Documents, subject to any additions or deduction as provided for in the Contract Documents, the Contract Price of One Million Nine Hundred Fifty-Two Thousand Dollars and No Cents (\$1,952,000.00). The Contract Price is based upon the Contractor's Base Bid Proposal only. The District's payment of the Contract Price shall be in accordance with the Contract Documents.

1.04 Liquidated Damages. In the event of the failure or refusal of the Contractor to achieve Completion of the Work of the Contract Documents within the Contract Time, as adjusted, or completion of the Interim Milestones as provided in the Contract Special Conditions, the Contractor shall be subject to assessment of Liquidated Damages in accordance with the Contract Documents.

1.05 The Contract Documents. The Contract Documents consist of the following:

Notice to Contractors Calling for Bids	Certificate of Workers Compensation
Instructions for Bidders	Drug Free Workplace Certification
Bid Proposal	Fingerprinting Certificate
Subcontractors List	DVBE Participation Goal
Non-Collusion Affidavit	Guarantee
Statement of Bidder's Qualifications	Project Forms
Bid Security Agreement	General Conditions
Labor and Material Payment Bond	Special Conditions
Performance Bond	Specifications
Cert of Contractor & Subcontractor DIR Reg	Drawings

1.06 Authority to Execute. The individual(s) executing this Agreement on behalf of the Contractor is/are duly and fully authorized to execute this Agreement on behalf of Contractor and to bind the Contractor to each and every term, condition and covenant of the Contract Documents.

IN WITNESS WHEREOF, this Agreement has been duly executed by the District and the Contractor as of the date set forth above.

DISTRICT

CONTRACTOR

OXNARD SCHOOL DISTRICT,
a California School District

893121
(Contractor's License Number)

By: 
Janet Penanhoat, Interim Asst. Superintendent,
Business & Fiscal Services

By: 
Name: MOZAFAR ARDALAN

Title: PRESIDENT
(Corporate Seal)

END OF SECTION

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

- 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 Field Contract #FC-P19-02509 – Spearhead Locating Services Inc. (Penanhoat/Fateh)

Proposals were solicited for Field Contract #FC-P19-02509, Investigate and Identify Underground Utilities at Driffill School, pursuant to the Uniform Public Construction Cost Accounting Act. Two (2) proposals were received on Tuesday, October 30, 2018.

It is requested that the Board of Trustees approve the award of Field Contract #FC-P19-02509 to the lowest responsible bidder, Spearhead Locating Services, Inc., in the amount of \$1,100.00. The project will be funded through Deferred Maintenance Funds.

FISCAL IMPACT:

\$1,100.00 – Deferred Maintenance

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees approve the award of Field Contract #FC-P19-02509 with Spearhead Locating Services, Inc., in the amount of \$1,100.00.

ADDITIONAL MATERIALS:

Attached: Field Contract #FC-P19-02509, Spearhead Locating Services, Inc. (3 Pages)

MUST BE TYPEWRITTEN
 OXNARD SCHOOL DISTRICT
 1051 South A Street • Oxnard, CA 93030
 Phone: (805) 385-1501 • Fax: (805) 240-7582

Project No.: FC-P19-02509
--

FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN \$45,000.00

THIS CONTRACT is made as of 11/14/18, between **Spearhead Locating Services, Inc.** (“Contractor”) and the Oxnard School District (“District” and, together with Contractor, “the Parties”).

A. In consideration of the satisfactory performance of this contract by Contractor, District agrees to pay or cause to be paid to Contractor the sum of One Thousand One Hundred Dollars (\$1,100.00), payable in 1 progress payment(s) subject to additions and deductions as provided in this agreement. This sum shall constitute payment in full to Contractor for all work provided under this agreement, including but not limited to employee or sub-contractor costs, taxes, insurance and permit costs.

B. The work to be performed by Contractor shall consist of: ***SEE ATTACHED PROPOSAL DATED 10/26/18.**

C. Contractor agrees to commence the work within ****** calendar days after receiving notice to proceed (NTP) from the District and to carry out the work at all times with the greatest possible dispatch and to complete the entire work under this agreement within ****** calendar days. All work must be completed within the time limits set forth in this Contract. ****Work to begin on November 21, 2018 & be completed by the end of the day December 31, 2018.**

D. The Parties agree that damages for Contractor’s failure to complete all work within the specified time limit are impossible to ascertain but the sum of One Hundred Dollars (\$100.00) per day is a reasonable estimate. Should the work not be completed within the time indicated above, the Contractor shall be liable for liquidated damages, payable to the District, in the amount of One Hundred Dollars (\$100.00) for each calendar day of delay in completion.

E. This contract includes the terms and conditions provided hereinafter under the heading “**General Conditions**”.

F. Contractor guarantees that the work done under this agreement will be free from faulty materials or workmanship. On receiving notification from owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to owner and to its entire satisfaction, all defects, damages, or imperfections appearing in the work within a period of one year from completion of this agreement. However, if the drawings or specifications provide for a guaranty or warranty of any materials or workmanship in excess of the above stated one-year period, the longer guaranty or warranty shall be controlling as to the covered materials or workmanship. Payments to Contractor shall not relieve Contractor of these obligations.

G. **PREVAILING WAGE RATES:** Prevailing wage rates apply to all public works over \$1,000 and such work/projects are subject to compliance monitoring and enforcement by, and Contractor on such projects must be registered with, the Department of Industrial Relations. Contractor shall adhere to the prevailing wage determinations made by the Director pursuant to **California Labor Code Division 2, Part 7, Chapter 1, Articles 1-5.** Copies of the prevailing rate of per diem wages are on file in the District Purchasing Department. Contractor shall post all applicable job site notices, including prevailing wage rates, at conspicuous locations at the job site. To the extent applicable, Contractor shall furnish payroll and all records specified in Labor Code §1776 directly to the Labor Commissioner, as prescribed by the Labor Commissioner. Contractor shall ensure that subcontractors, if any, adhere to this provision.

H. **FINGERPRINTING:** Contractors must be required to have their employees fingerprinted prior to the start of work, pursuant to *California Education Code* Section 45125.1

I. **IN WITNESS HEREOF,** the Parties have executed this agreement, including all contract documents as indicated below, which are on file with the District and are made a part hereof:

<u> X </u> Scope of Work	<u> X </u> Subcontractor List	<u> X </u> Performance/Payment Bonds
<u> </u> Specifications	<u> X </u> Certificates/Liability Insurance	<u> X </u> Purchase Order No. <u>P19-02509</u>
<u> </u> Drawings	<u> X </u> Certificates/Workers Compensation Insurance	<u> X </u> Proposal dated <u>10/26/18</u>
<u> </u> Supplemental Conditions		<u> X </u> Other <u>PWC-100 DIR Registration</u>

CONTRACTOR TO FILL IN THE FOLLOWING

(By signing below, Contractor represents that it is qualified to perform public work pursuant to Labor Code Section 1771(a) and that adequate evidence of current registration with the Department of Industrial Relations is included or has been separately provided to District)

Firm Name _____	Date _____
Signature _____	Telephone _____
Title _____	Fax No. _____
Firm Address _____	Contractor’s License No. _____
	Fax No. _____
	License Class _____
	Tax I.D. No. _____

FOR DISTRICT USE ONLY

Project Manager <u>Orlando De Leon, Facilities Project Manager</u>	Date _____
Signature _____	Funding Source <u>Deferred Maintenance</u>

GENERAL CONDITIONS

- WORK:** The term "work" of Contractor when mentioned in this agreement includes labor or materials, or both.
- JOB WALK/SITE VISIT:** Contractor shall become fully acquainted with the site of the proposed work and all the conditions relating to the construction and labor involved so that any difficulties and restrictions regarding the execution of this work are fully understood. Contractor shall make no claim for compensation in addition to that specified in this contract based upon site conditions apparent by inspection, either actual or constructive, at the time of signing this contract.
- LABOR, MATERIALS AND EQUIPMENT:** Contractor shall furnish and transport all labor, materials, tools, implements, appliances and equipment required to perform and completely finish in a workmanlike manner to the satisfaction and approval of the District, free of any and all liens and claims of laborers, artisans, material men, suppliers, and subcontractors, and in conformity in all respects with all applicable federal, state, county, and municipal laws, ordinances, rules, regulations, the work described in the plans and/or specifications, if any, or as described in this contract.
- DEFAULT BY CONTRACTOR:** Contractor's failure to comply with any of the terms and/or conditions of this contract shall constitute a default by the Contractor. If Contractor at any time during the progress of the work refuses or neglects, without the fault of the District, to supply sufficient materials or workers to complete the work for a period of more than 10 days after having been notified in writing by the District to furnish them, the District shall have the power to furnish and provide such materials and workers as are necessary to finish the work, and the reasonable expense thereof shall be deducted from the contract price as determined by this agreement.
- TERMINATION:** District may, by written notice to Contractor, terminate Contractor's right to proceed with the work if Contractor (1) defaults on this contract, (2) refuses or fails to prosecute the work with sufficient diligence to ensure its completion within the time specified in this contract or in an amendment agreed to as provided in this contract, (3) fails to make timely payments to subcontractors or material suppliers, (4) disregards laws, ordinances, rules, regulations or order of any public authority having jurisdiction over this project, or (5) otherwise does not in good faith carry out the terms of this agreement. Upon receipt of a written notice of termination, Contractor shall then discontinue the work and District will have power to contract for completion of the work or to complete the work itself, and to charge the cost and expense to Contractor, and the expense so charged shall be deducted and paid by the District out of money that either may be due or may at the time thereafter become due to Contractor under this agreement or any part of it. If such expense exceeds the sum that would have been payable under this agreement had Contractor completely performed the work, Contractor shall immediately pay the amount of excess to District, failing which recourse may be made immediately to Contractor's bond. In case District requires Contractor to discontinue work under this agreement, Contractor agrees to waive and hereby does waive all claims against District for profits, loss, of damages on the uncompleted work.
- DISCONTINUE:** District shall have the right at any time, for its own convenience when in its opinion it becomes necessary or expedient to discontinue permanently the work being done under this agreement by sending a written notice to Contractor, and Contractor shall then discontinue the work. In this event, District shall pay to Contractor the full amount to which Contractor is entitled for all work done and labor and materials furnished by Contractor under this agreement and to the satisfaction of the District up to the time of such discontinuance. Such amount to be determined by District.
- EXCUSABLE DELAY:** District may at its sole discretion grant Contractor a time extension to complete this contract due to causes not reasonably foreseeable by the parties to this contract if the contractor presents a request for a time extension to the District, writing within 5 days of the event or occurrence for which the extension is sought providing satisfactory evidence to establish that fault, and it shall not be entitled to time extension to complete the contract.
- TIME:** Time is of the essence in the performance of this contract.
- PROVISIONS REQUIRED BY LAW:** Each and every provision of law or clause required to be inserted in the contract shall be deemed to be inserted herein and this contract 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 shall forthwith be physically amended to make such insertion or correction.
- SUBCONTRACTORS:** Any subcontractor engaged by the Contractor shall be engaged subject to the prior written approval of District. Contractor shall be responsible for all operations of each subcontractor and for all subcontractors' compliance with their terms of this contract. This contract shall not be construed as creating a contractual relationship between the District and any subcontractor.
- PREVAILING WAGE RATES:** Refer to Paragraph G on the Cover of this Contract.
- APPRENTICEABLE OCCUPATIONS:** Contractor shall be responsible for compliance with Labor Code & 17775 et. seq. for apprenticeable occupations.
- PAYROLL RECORDS:** Contractor and subcontractors shall comply with Labor Code Section 1776 regarding payroll records including, but not limited to, keeping accurate records that show the name, address, social security number, work week and the actual per diem wages paid to each journeyman, apprentice, worker, or other employed in connection with this contract. Payroll records shall be certified and available for inspection during business hours at Contractor's, or subcontractor's principal place of business.
- HEALTH AND SAFETY:**
 - Safety Standards:** Contractor shall perform this contract in compliance with all applicable laws, ordinance, rules, regulations, standards and lawful orders of public authorities bearing on safety of persons or property of their protection from damage, injury or loss and shall insure that all completed work stratifies all applicable safety standards. Contractors shall erect and maintain as required by existing conditions and performance of the contract, reasonable safeguards for safety and protection, including posting danger signs and other warnings against hazard promulgation safety regulations and notifying the District and users of adjacent sites and utilities. Contractor shall obtain from the District and comply with rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present. The policy of District is to promote safety practices that minimize personal injury and potential property damage. Contractor covenants that all employees working on this project meet or exceed all laws, ordinance, rules, regulations, codes and standards for safety and protection of personnel and property. Although it has not duty to do so, District may notify Contractor upon discovery of a safety standard violation and, when so notified, Contractor shall immediately correct the unsafe practice or situation. District retains the right in its sole discretion to shut down the work until any unsafe practice or situation is corrected in which case Contractor shall not be entitled to any time extension to complete work under the contract and shall be liable for assessment of any resulting liquidated damages. The power in the District to stop the work does not give rise to any duty on the part of the District to exercise this right for the benefit of the Contractor to any other person or entity. District retains the right, in its sole discretion, to assess Contractor a fine at *one hundred dollars per day* for failure to timely correct any unsafe practice or situation for which it has received written notice from the District. Determination of timeliness of Contractor actions taken to correct an unsafe practice or situation is written the sole discretion of the District.
 - Drug and Alcohol Use:** Contractor shall not permit the possession, use, or sale of any alcoholic beverage or illegal, controlled drug or substance or the abuse of prescribed medication on or immediately adjacent to the jobsite by any Contractor employee, subcontractor, subcontractor's employee or associate.
 - Hazardous or Toxic Substances:** Contractor shall notify District in writing if performance of this contract may result in exposure to any person, or any District property, to toxic or hazardous substances. Contractor shall comply with all State and Federal laws and regulations regarding handling and use of toxic or hazardous substances and shall keep accurate records of all exposures required to be monitored by State or Federal Law.
 - Scheduling:** Contractor shall schedule all work involving dangerous and/or excessively noisy equipment outside of normal school hours as defined by District.
- ASBESTOS AND OTHER HAZARDOUS MATERIAL:** Contractor shall not use or allow any subcontractor to use any materials containing asbestos in the project. In the event the Contractor encounters on the site material reasonably believed to be asbestos or polychlorinated biphenyl (PCB) which has not been rendered harmless, the Contractor shall immediately stop work in the area affected and report the condition to District. The work in the affected area shall not thereafter be resumed except by written agreement of District and Contractor, if in fact the material is asbestos or polychlorinated biphenyl (PBC), or until the material has been rendered harmless.
- MATERIAL SAFETY DATA SHEETS:** Contractor shall make Material Safety Data Sheets available in a readily accessible place at the work site for any material requiring a Material Safety Data Sheet pursuant to the Federal Hazard Communication; standard or employees right to know law. Contractor shall ensure proper labeling of any substance brought onto the job site, inform any person working with material requiring a Material Safety Data Sheet or within the general area of the material or the hazards of the substance and ensure that such person(s) follow proper handling and protection procedures.
- PROTECTION OF WORKERS, PROPERTY AND WORK:** Contractor shall erect and properly maintain at all times as required by conditions and progress of work all necessary safeguards, signs, barriers, lights and watchmen for the protection of workers and the public and shall post danger signs warning against hazards created by construction. In an emergency affecting safety of life, work or adjoining property Contractor, without special instruction or authorization from District, may act at his/her discretion; to prevent threatened loss or injury.
- DAMAGE TO DISTRICT PROPERTY:** Contractor shall restore, at Contractor's expense, to its original condition, any District property damaged as a result of carrying out any portion of this contract. Contractor shall notify District not less than five (5) workdays in advance of necessity for vehicles or heavy equipment to cross any turf or lawn area so the irrigation water may be withheld from the area to be traversed. Contractor shall be liable for any damage and/or vandalism to the project during the performance of this contract or as a result of storing materials on site in an unauthorized and/or unsecured manner.
- HOLD HARMLESS:** With the exception that the following provisions of this article shall in no event be construed to require indemnification by Contractor in excess of that permitted under the public policy of the State of California, Contractor shall indemnify and save harmless the District and its governing board, agents and employees, and each of them, of and from:
 - Any and all claims, demands, causes of action, damages, costs, expenses, losses, or liabilities in law or in equity, of every kind and nature whatsoever (including, but not limited to, injury to or death of Contractor any subcontractor, or any employees of District, Contractor or any subcontractor, and damage to or destruction of property), arising out of or in any manner directly or indirectly connected with the work to be performed under this contract, however caused, regardless of any negligence of District or its agents, employees or servants, be it active or passive, except the sole negligence or willful misconduct of District or its agents, employees or servants acting in the scope of their duties; and
 - Any and all penalties imposed on account of the violation of any law or regulation, compliance with which is left by this contract to Contractor. Contractor shall (1) at Contractor's own cost, expense and risk, defend all suits, actions or other legal proceedings that may be brought or instituted by third persons against District, its agents, employees or servants, or any two or more of them, on any such claim, demand or cause of action of such, third persons, or the enforce any such penalty, (2) pay and satisfy any judgment or decree that may be rendered against District or its agents, employees or servants, or any two or more of them, in any such suit, action or legal proceedings,; and (3) reimburse District and its agents, employees and/or servants for any and all legal expenses incurred by each of them in connection therewith or in enforcing the indemnity granted in this article.
- INSURANCE:** Contractor shall obtain all required insurance from a company or companies acceptable to District and shall not allow any subcontractor to commence work on its subcontract until it obtains all required insurance. Contractor shall provide evidence of insurance in the form of a Certificate of Insurance naming District as an additional insured and providing District thirty (30) days written notice of reduction in coverage or cancellation. Contractor shall insert a provision substantially similar to the requirements of this article in each subcontract covering any portion of the work and shall require subcontractors to take out and maintain such insurance and to file proof of compliance as stated above. Contractor shall obtain and provide the following policies of insurance, submit to the District evidence of the insurance prior to commencing work on the contract, and maintain the insurance at all times during the life of the contract:
 - Comprehensive General Liability Insurance that shall name the district as an additional insured and shall protect Contractor and District against any liability that Contractor may incur (1) on account of bodily injuries to or the death of any person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than \$500,000 and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each, and consequential damages arising therefrom as a result of any one occurrence to the extent of not less than \$500,000 and (2) on account of damage to or construction of any property, to the extent of not less than \$500,000 for each accident and \$500,000 aggregate.
 - Workers compensation insurance in statutory form and Employer Liability Insurance covering Contractor's liability to the extent of not less than \$500,000 for damages on account of bodily injuries to or death of one person or persons. The insurance described in part "a" above shall also provide contractual liability coverage satisfactory to District with respect to liability assumed by Contractor under the indemnity provisions in article 18 of this contract. Contractor shall be aware of and comply with, and require subcontractors to comply with Workers Compensation laws and all related regulations pursuant to California Labor Code, Division 2, Part 7, Chapter 1, Article 3.
 - Fire Insurance will be provided by the District with coverage at one hundred percent (100%) of the insurable value of the contract including labor and materials in or adjacent to the structure insured and materials in place or to be used as part of the permanent construction including surplus materials, protective fences, temporary structure, miscellaneous materials and supplies incident to the work. Any loss shall be payable to the District.
- BONDS:** District shall have the right to require Contractor to furnish such bond or bonds covering the faithful performance of all the terms, conditions, provisions of this contract and the payment of all obligations arising under this contract in the form and amount as District may prescribe and with such sureties as it may approve. Such bonds shall be arranged and paid for by the Contractor and shall be issued by a surety admitted to issue bonds in California. These bonds are referred to in this contract as Contractor's bonds.
- WORKERS:**
 - Contractor shall at all times enforce strict discipline and good order among its employees and shall not employ any unfit or unskilled person in performing this contract.
 - Contractor shall remove from the work any employee deemed incompetent or unfit by District and shall not again employ that employee on the project except with written consent of District.
- SUPERVISION:** Contractor shall provide competent supervision of all its employees engaged in performance of this contract.
- CONTRACTOR NOT AN OFFICER, EMPLOYEE OR AGENT OF DISTRICT:** While engaged in carrying out this Contract, Contractor is an independent contractor and not an officer, employee, servant or agent of District. Contractor has and hereby retains the right to exercise full control and supervision of the work and full control over the employment, direction, compensation and discharge of all persons assisting in the work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees and subcontractors.
- PERMITS AND LICENSES:** Contractor shall acquire all necessary permits and shall secure and maintain in force all licenses and permits required by law to perform this contract.
- OCCUPANCY:** District reserves the right to occupy buildings or facilities at any time before contract completion. Occupancy shall not constitute final acceptances of any part of the work converted by this contract for small occupancy existed the date specified for completion.
- ASSIGNMENT:** Contractor shall not assign any of its duties or responsibilities under the terms of the contract.
- BRAND OR TRADE NAMES:** When a brand name or names are listed, it or they shall be construed to be followed by the words "or approved equal" whether or not those words in fact follow the brand name or names in the specifications. Any product meeting this specified standards in the District's judgment will qualify as a substitute for the specified work. In the case that an item listed in the specification is specified by only one brand name or trade name, the District's research has indicated that the item has a unique or novel product application. Where District is aware of two or more equal products, at least two trade names will be listed. Exact compliance with specified brand or trade name products is required unless an amendment is issued. All requests to substitute must be in writing directed to the District's Director of Facilities. Contractor must supply the brand name, model number and other information to substantiate that the substitute item is equal to the item specified. District retains the right, in its sole discretion, to approve the item required for substitution as "an equal" or to determine that the item is not equal to the item specified, or to request further substantiating information.
- PAYMENT:** Ninety percent of the contract price, less (1) any fines imposed pursuant to law or these General Conditions; (2) funds withheld due to stop notices; and/or (3) funds withheld to correct damages caused by Contractor will be paid in a lump sum upon satisfactory completion of the work and acceptance by District unless specified otherwise in this contract or any special conditions. District will retain the *retention amount allowed by law* for a period of thirty-five (35) days after recording the Notice of Completion. Payment of such amount requires that Contractor first provide to District a waiver and release from each subcontractor, if any, engaged in the work in the form prescribed by Civil Code section 3262.
- ANTI-DISCRIMINATION:** Contractor, and any subcontractor hired by Contractor, shall not discriminate against any employee engaged in the performance of this contract because of race, color, ancestry, sex, national origin, or religious creed. Contractor and subcontractors shall comply with applicable Federal and California laws including but not limited to the California Fair Employment Practice Act, set forth in Government code sections 12900 et. seq. and Labor Code section 1735.
- INSPECTION:** District shall at all times have access to all parts of the work and to the shops where the work is in preparation. Contractor shall at all times maintain proper facilities and provide safe access for conservation and inspection of the work. District shall have the right to reject, or require contractor of, materials and/or workmanship that are defective. Contractor shall remove rejected work from the premises without charge to District. District reserves the right to determine in its sole discretion and at any time before final acceptance of the work, the necessity of examining work already completed by removing or tearing out the same, in which case Contractor shall, on request, promptly furnish all necessary facilities, labor and materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect, promptly furnish all necessary facilities, labor or materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect due to fault of the contractor or its subcontractor, Contractor shall bear all expenses of the examination and of satisfactory reconstruction. If however, District determines that the work meets the requirements of the contract, District shall approve a change order for the additional cost of labor and materials necessarily involved in the examination and replacement of the work.
- CLEAN UP:** Contractor shall complete clean-up and removal of spills, extra or unused materials, debris, rubbish, trash and/or implements of services that result from the performance of this contract. Contractor shall remove waste materials from District premises and Contractor shall not place waste materials in District owned disposal containers located on the site or other District premises. Contractor shall comply with all applicable laws, ordinances, regulations, and statutes for disposal of waste materials. Contractor shall ensure that the project size is clean and free of debris at the end of each workday, unless the area of work is secured from staff and/or students and the District grants permission.
- CHANGES:** Contractor shall make no changes in the work without specific prior written authorization by means of a "change order" from the District. Contractor shall not submit a claim for an adjustment of the contract price which has not been included in a written change order. If at any time or times during the progress of the work the District desires to make any additions to, alterations of, deviations or omissions from, the work to be performed under this contract, it shall be at liberty to do so and the same shall in no way affect or make void this agreement, but no such additions, alterations, deviations or omissions shall be made except at District's written request. Any such alterations, deviations or omissions that decrease the cost of the work shall be evaluated on a lump-sum basis and this amount shall be deducted from the contract price, the amount thereof to be agreed on in writing. Any such additions, alterations, or deviations that increase the cost of the work shall be evaluated on a lump-sum basis, the amount thereof to be agreed on in writing before execution of the work.
- INTEGRATION CLAUSE:** This agreement comprises the entire understanding of the parties and supersedes all previous agreements, written and verbal. It may be amended only by a writing signed by both parties.
- CONTRACTOR'S LICENSE NOTICE:** Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar. Contractors' State License Board, 9835 Goethe Road, Sacramento, CA. Mailing address: P.O. Box 26000, Sacramento, CA 95826.
- NOTICE:** Any notice required or permitted under this contract shall be deemed given, if in writing upon the earlier of delivery or five (5) days following deposit in the U.S. Mail, first-class postage prepaid, and addressed to the other Party at the address contained in the contract but each Party may change its address by written notice to the other Party, as necessary.
- ATTORNEY'S FEES:** In the event of litigation between the Parties, or if a Party becomes involved in litigation because of wrongful acts of the other Party, the court will award reasonable attorney's fees to the prevailing party. The amount will be sufficient to compensate the prevailing party for all attorney's fees incurred in good faith.
- CONFLICT:** If any documents other than the face of this Contract and these General Conditions supplement and become a part of this Contract, and if such supplementary documents contain any terms, clauses or language that are in conflict with the terms, clauses or language on the face of this Contract and these General Conditions, then the terms stated on the face of this Contract and in these General Conditions shall be deemed to be valid whereas the conflicting terms in the supplementary document shall be deemed void and of no consequence.
- SEVERABILITY CLAUSE:** If any provision of this contract is held to be invalid, such invalidity shall not affect other provisions of the contract which can be given effect without the invalid provision, and to this and the provisions of this contract are severable.
- KEYS:** Contractor shall comply with the sign the District's **CONTRACTORS KEY ISSUE/SECURITY AGREEMENT** prior to commencement of work.
- FINGERPRINTING:** Contractors may be required to have their employees fingerprinted prior to the start of work, pursuant to California Education Code Section 45125.1.

Spearhead Locating Services, Inc.
7125 Marmota St.
Ventura Ca. 93003
805-671-5338

Estimate

Date	Estimate #
10/26/2018	1492

Name / Address			Project
Oxnard School District 1055 South C Street Oxnard, CA 93030			
Description	Hours	Cost	Total
Locate utilities at job site: Driffill school, Oxnard	4	150.00	600.00
Map of utilities, PDF and AutoCad		500.00	500.00
Total			\$1,100.00

Customer Signature _____

At job sites there will more than likely be subsurface utilities that cannot be detected and many times pass through a site without an above ground access point or any other indication that they are there. Locating buried utilities is a complex task and we may encounter a lost signal, field distortion, ghosts, depth wandering etc. The decision to proceed with cutting, coring, drilling, boring and excavation is left entirely up to the customer. Spearhead Locating Services does not in any way accept any liability for any damage done to utilities in surveyed area. The customer agrees to release any and all claims or losses made from any inaccurate locates. These terms and conditions supercede any other terms and conditions either oral or written.

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

- 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 Field Contract #FC-P19-02543 – Westcor Environmental, Inc. (Penanhoat/Fateh)

Proposals were solicited for Field Contract #FC-P19-02543, Environmental Services for the Women’s Restroom at the Education Services Center, pursuant to the Uniform Public Construction Cost Accounting Act. Three (3) proposals were received on Wednesday, October 31, 2018.

It is requested that the Board of Trustees approve the award of Field Contract #FC-P19-02543 to the lowest responsible bidder, Westcor Environmental, Inc., in the amount of \$3,883.00. The project will be funded through the General Fund.

FISCAL IMPACT:

\$3,883.00 – General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, that the Board of Trustees approve the award of Field Contract #FC-P19-02543 with Westcor Environmental, Inc., in the amount of \$3,883.00.

ADDITIONAL MATERIALS:

Attached: Field Contract #FC-P19-02543, Westcor Environmental, Inc. (5 Pages)

MUST BE TYPEWRITTEN
 OXNARD SCHOOL DISTRICT
 1051 South A Street • Oxnard, CA 93030
 Phone: (805) 385-1501 • Fax: (805) 240-7582

Project No.: FC-P19-02543
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FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN \$45,000.00

THIS CONTRACT is made as of 11/14/18, between **Westcor Environmental, Inc.** (“Contractor”) and the Oxnard School District (“District” and, together with Contractor, “the Parties”).

A. In consideration of the satisfactory performance of this contract by Contractor, District agrees to pay or cause to be paid to Contractor the sum of Three Thousand Eight Hundred Eighty-Three Dollars (\$3,883.00), payable in 1 progress payment(s) subject to additions and deductions as provided in this agreement. This sum shall constitute payment in full to Contractor for all work provided under this agreement, including but not limited to employee or sub-contractor costs, taxes, insurance and permit costs.

B. The work to be performed by Contractor shall consist of: ***SEE ATTACHED PROPOSAL DATED 10/26/18.**

C. Contractor agrees to commence the work within ****** calendar days after receiving notice to proceed (NTP) from the District and to carry out the work at all times with the greatest possible dispatch and to complete the entire work under this agreement within ****** calendar days. All work must be completed within the time limits set forth in this Contract. ****Start and End dates TBD****

D. The Parties agree that damages for Contractor’s failure to complete all work within the specified time limit are impossible to ascertain but the sum of One Hundred Dollars (\$100.00) per day is a reasonable estimate. Should the work not be completed within the time indicated above, the Contractor shall be liable for liquidated damages, payable to the District, in the amount of One Hundred Dollars (\$100.00) for each calendar day of delay in completion.

E. This contract includes the terms and conditions provided hereinafter under the heading “**General Conditions**”.

F. Contractor guarantees that the work done under this agreement will be free from faulty materials or workmanship. On receiving notification from owner, Contractor agrees to remedy, repair, or replace, immediately, without cost to owner and to its entire satisfaction, all defects, damages, or imperfections appearing in the work within a period of one year from completion of this agreement. However, if the drawings or specifications provide for a guaranty or warranty of any materials or workmanship in excess of the above stated one-year period, the longer guaranty or warranty shall be controlling as to the covered materials or workmanship. Payments to Contractor shall not relieve Contractor of these obligations.

G. **PREVAILING WAGE RATES:** Prevailing wage rates apply to all public works over \$1,000 and such work/projects are subject to compliance monitoring and enforcement by, and Contractor on such projects must be registered with, the Department of Industrial Relations. Contractor shall adhere to the prevailing wage determinations made by the Director pursuant to **California Labor Code Division 2, Part 7, Chapter 1, Articles 1-5**. Copies of the prevailing rate of per diem wages are on file in the District Purchasing Department. Contractor shall post all applicable job site notices, including prevailing wage rates, at conspicuous locations at the job site. To the extent applicable, Contractor shall furnish payroll and all records specified in Labor Code §1776 directly to the Labor Commissioner, as prescribed by the Labor Commissioner. Contractor shall ensure that subcontractors, if any, adhere to this provision.

H. **FINGERPRINTING:** Contractors must be required to have their employees fingerprinted prior to the start of work, pursuant to *California Education Code* Section 45125.1

I. IN WITNESS HEREOF, the Parties have executed this agreement, including all contract documents as indicated below, which are on file with the District and are made a part hereof:

<u> X </u> Scope of Work	<u> X </u> Subcontractor List	<u> X </u> Performance/Payment Bonds
<u> </u> Specifications	<u> X </u> Certificates/Liability Insurance	<u> X </u> Purchase Order No. <u>P19-02543</u>
<u> </u> Drawings	<u> X </u> Certificates/Workers Compensation Insurance	<u> X </u> Proposal dated <u>10/31/18</u>
<u> </u> Supplemental Conditions		<u> X </u> Other <u>PWC-100 DIR Registration</u>

CONTRACTOR TO FILL IN THE FOLLOWING

(By signing below, Contractor represents that it is qualified to perform public work pursuant to Labor Code Section 1771(a) and that adequate evidence of current registration with the Department of Industrial Relations is included or has been separately provided to District)

Firm Name _____	Date _____
Signature _____	Telephone _____
Title _____	Fax No. _____
Firm Address _____	Contractor’s License No. _____
	Fax No. _____
	License Class _____
	Tax I.D. No. _____

FOR DISTRICT USE ONLY

Project Manager <u>Orlando De Leon, Facilities Project Manager</u>	Date _____
Signature _____	Funding Source <u>General Fund</u>

GENERAL CONDITIONS

- WORK:** The term "work" of Contractor when mentioned in this agreement includes labor or materials, or both.
- JOB WALK/SITE VISIT:** Contractor shall become fully acquainted with the site of the proposed work and all the conditions relating to the construction and labor involved so that any difficulties and restrictions regarding the execution of this work are fully understood. Contractor shall make no claim for compensation in addition to that specified in this contract based upon site conditions apparent by inspection, either actual or constructive, at the time of signing this contract.
- LABOR, MATERIALS AND EQUIPMENT:** Contractor shall furnish and transport all labor, materials, tools, implements, appliances and equipment required to perform and completely finish in a workmanlike manner to the satisfaction and approval of the District, free of any and all liens and claims of laborers, artisans, material men, suppliers, and subcontractors, and in conformity in all respects with all applicable federal, state, county, and municipal laws, ordinances, rules, regulations, the work described in the plans and/or specifications, if any, or as described in this contract.
- DEFAULT BY CONTRACTOR:** Contractor's failure to comply with any of the terms and/or conditions of this contract shall constitute a default by the Contractor. If Contractor at any time during the progress of the work refuses or neglects, without the fault of the District, to supply sufficient materials or workers to complete the work for a period of more than 10 days after having been notified in writing by the District to furnish them, the District shall have the power to furnish and provide such materials and workers as are necessary to finish the work, and the reasonable expense thereof shall be deducted from the contract price as determined by this agreement.
- TERMINATION:** District may, by written notice to Contractor, terminate Contractor's right to proceed with the work if Contractor (1) defaults on this contract, (2) refuses or fails to prosecute the work with sufficient diligence to ensure its completion within the time specified in this contract or in an amendment agreed to as provided in this contract, (3) fails to make timely payments to subcontractors or material suppliers, (4) disregards laws, ordinances, rules, regulations or order of any public authority having jurisdiction over this project, or (5) otherwise does not in good faith carry out the terms of this agreement. Upon receipt of a written notice of termination, Contractor shall then discontinue the work and District will have power to contract for completion of the work or to complete the work itself, and to charge the cost and expense to Contractor, and the expense so charged shall be deducted and paid by the District out of money that either may be due or may at the time thereafter become due to Contractor under this agreement or any part of it. If such expense exceeds the sum that would have been payable under this agreement had Contractor completely performed the work, Contractor shall immediately pay the amount of excess to District, failing which recourse may be made immediately to Contractor's bond. In case District requires Contractor to discontinue work under this agreement, Contractor agrees to waive and hereby does waive all claims against District for profits, loss, of damages on the uncompleted work.
- DISCONTINUE:** District shall have the right at any time, for its own convenience when in its opinion it becomes necessary or expedient to discontinue permanently the work being done under this agreement by sending a written notice to Contractor, and Contractor shall then discontinue the work. In this event, District shall pay to Contractor the full amount to which Contractor is entitled for all work done and labor and materials furnished by Contractor under this agreement and to the satisfaction of the District up to the time of such discontinuance. Such amount to be determined by District.
- EXCUSABLE DELAY:** District may at its sole discretion grant Contractor a time extension to complete this contract due to causes not reasonably foreseeable by the parties to this contract if the contractor presents a request for a time extension to the District, writing within 5 days of the event or occurrence for which the extension is sought providing satisfactory evidence to establish that fault, and it shall not be entitled to time extension to complete the contract.
- TIME:** Time is of the essence in the performance of this contract.
- PROVISIONS REQUIRED BY LAW:** Each and every provision of law or clause required to be inserted in the contract shall be deemed to be inserted herein and this contract 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 shall forthwith be physically amended to make such insertion or correction.
- SUBCONTRACTORS:** Any subcontractor engaged by the Contractor shall be engaged subject to the prior written approval of District. Contractor shall be responsible for all operations of each subcontractor and for all subcontractors' compliance with their terms of this contract. This contract shall not be construed as creating a contractual relationship between the District and any subcontractor.
- PREVAILING WAGE RATES:** Refer to Paragraph G on the Cover of this Contract.
- APPRENTICEABLE OCCUPATIONS:** Contractor shall be responsible for compliance with Labor Code & 17775 et. seq. for apprenticeable occupations.
- PAYROLL RECORDS:** Contractor and subcontractors shall comply with Labor Code Section 1776 regarding payroll records including, but not limited to, keeping accurate records that show the name, address, social security number, work week and the actual per diem wages paid to each journeyman, apprentice, worker, or other employed in connection with this contract. Payroll records shall be certified and available for inspection during business hours at Contractor's, or subcontractor's principal place of business.
- HEALTH AND SAFETY:**
 - Safety Standards:** Contractor shall perform this contract in compliance with all applicable laws, ordinance, rules, regulations, standards and lawful orders of public authorities bearing on safety of persons or property of their protection from damage, injury or loss and shall insure that all completed work stratifies all applicable safety standards. Contractors shall erect and maintain as required by existing conditions and performance of the contract, reasonable safeguards for safety and protection, including posting danger signs and other warnings against hazard promulgation safety regulations and notifying the District and users of adjacent sites and utilities. Contractor shall obtain from the District and comply with rules and regulations pertaining to safety, security and driving on school grounds, particularly when children are present. The policy of District is to promote safety practices that minimize personal injury and potential property damage. Contractor covenants that all employees working on this project meet or exceed all laws, ordinance, rules, regulations, codes and standards for safety and protection of personnel and property. Although it has not duty to do so, District may notify Contractor upon discovery of a safety standard violation and, when so notified, Contractor shall immediately correct the unsafe practice or situation. District retains the right in its sole discretion to shut down the work until any unsafe practice or situation is corrected in which case Contractor shall not be entitled to any time extension to complete work under the contract and shall be liable for assessment of any resulting liquidated damages. The power in the District to stop the work does not give rise to any duty on the part of the District to exercise this right for the benefit of the Contractor to any other person or entity. District retains the right, in its sole discretion, to assess Contractor a fine at *one hundred dollars per day* for failure to timely correct any unsafe practice or situation for which it has received written notice from the District. Determination of timeliness of Contractor actions taken to correct an unsafe practice or situation is written the sole discretion of the District.
 - Drug and Alcohol Use:** Contractor shall not permit the possession, use, or sale of any alcoholic beverage or illegal, controlled drug or substance or the abuse of prescribed medication on or immediately adjacent to the jobsite by any Contractor employee, subcontractor, subcontractor's employee or associate.
 - Hazardous or Toxic Substances:** Contractor shall notify District in writing if performance of this contract may result in exposure to any person, or any District property, to toxic or hazardous substances. Contractor shall comply with all State and Federal laws and regulations regarding handling and use of toxic or hazardous substances and shall keep accurate records of all exposures required to be monitored by State or Federal Law.
 - Scheduling:** Contractor shall schedule all work involving dangerous and/or excessively noisy equipment outside of normal school hours as defined by District.
- ASBESTOS AND OTHER HAZARDOUS MATERIAL:** Contractor shall not use or allow any subcontractor to use any materials containing asbestos in the project. In the event the Contractor encounters on the site material reasonably believed to be asbestos or polychlorinated biphenyl (PCB) which has not been rendered harmless, the Contractor shall immediately stop work in the area affected and report the condition to District. The work in the affected area shall not thereafter be resumed except by written agreement of District and Contractor, if in fact the material is asbestos or polychlorinated biphenyl (PBC), or until the material has been rendered harmless.
- MATERIAL SAFETY DATA SHEETS:** Contractor shall make Material Safety Data Sheets available in a readily accessible place at the work site for any material requiring a Material Safety Data Sheet pursuant to the Federal Hazard Communication; standard or employees right to know law. Contractor shall ensure proper labeling of any substance brought onto the job site, inform any person working with material requiring a Material Safety Data Sheet or within the general area of the material or the hazards of the substance and ensure that such person(s) follow proper handling and protection procedures.
- PROTECTION OF WORKERS, PROPERTY AND WORK:** Contractor shall erect and properly maintain at all times as required by conditions and progress of work all necessary safeguards, signs, barriers, lights and watchmen for the protection of workers and the public and shall post danger signs warning against hazards created by construction. In an emergency affecting safety of life, work or adjoining property Contractor, without special instruction or authorization from District, may act at his/her discretion; to prevent threatened loss or injury.
- DAMAGE TO DISTRICT PROPERTY:** Contractor shall restore, at Contractor's expense, to its original condition, any District property damaged as a result of carrying out any portion of this contract. Contractor shall notify District not less than five (5) workdays in advance of necessity for vehicles or heavy equipment to cross any turf or lawn area so the irrigation water may be withheld from the area to be traversed. Contractor shall be liable for any damage and/or vandalism to the project during the performance of this contract or as a result of storing materials on site in an unauthorized and/or unsecured manner.
- HOLD HARMLESS:** With the exception that the following provisions of this article shall in no event be construed to require indemnification by Contractor in excess of that permitted under the public policy of the State of California, Contractor shall indemnify and save harmless the District and its governing board, agents and employees, and each of them, of and from:
 - Any and all claims, demands, causes of action, damages, costs, expenses, losses, or liabilities in law or in equity, of every kind and nature whatsoever (including, but not limited to, injury to or death of Contractor any subcontractor, or any employees of District, Contractor or any subcontractor, and damage to or destruction of property), arising out of or in any manner directly or indirectly connected with the work to be performed under this contract, however caused, regardless of any negligence of District or its agents, employees or servants, be it active or passive, except the sole negligence or willful misconduct of District or its agents, employees or servants acting in the scope of their duties; and
 - Any and all penalties imposed on account of the violation of any law or regulation, compliance with which is left by this contract to Contractor. Contractor shall (1) at Contractor's own cost, expense and risk, defend all suits, actions or other legal proceedings that may be brought or instituted by third persons against District, its agents, employees or servants, or any two or more of them, on any such claim, demand or cause of action of such, third persons, or the enforce any such penalty, (2) pay and satisfy any judgment or decree that may be rendered against District or its agents, employees or servants, or any two or more of them, in any such suit, action or legal proceedings, and (3) reimburse District and its agents, employees and/or servants for any and all legal expenses incurred by each of them in connection therewith or in enforcing the indemnity granted in this article.
- INSURANCE:** Contractor shall obtain all required insurance from a company or companies acceptable to District and shall not allow any subcontractor to commence work on its subcontract until it obtains all required insurance. Contractor shall provide evidence of insurance in the form of a Certificate of Insurance naming District as an additional insured and providing District thirty (30) days written notice of reduction in coverage or cancellation. Contractor shall insert a provision substantially similar to the requirements of this article in each subcontract covering any portion of the work and shall require subcontractors to take out and maintain such insurance and to file proof of compliance as stated above. Contractor shall obtain and provide the following policies of insurance, submit to the District evidence of the insurance prior to commencing work on the contract, and maintain the insurance at all times during the life of the contract:
 - Comprehensive General Liability Insurance that shall name the district as an additional insured and shall protect Contractor and District against any liability that Contractor may incur (1) on account of bodily injuries to or the death of any person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than \$500,000 and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each, and consequential damages arising therefrom as a result of any one occurrence to the extent of not less than \$500,000 and (2) on account of damage to or construction of any property, to the extent of not less than \$500,000 for each accident and \$500,000 aggregate.
 - Workers compensation insurance in statutory form and Employer Liability Insurance covering Contractor's liability to the extent of not less than \$500,000 for damages on account of bodily injuries to or death of one person or persons. The insurance described in part "a" above shall also provide contractual liability coverage satisfactory to District with respect to liability assumed by Contractor under the indemnity provisions in article 18 of this contract. Contractor shall be aware of and comply with, and require subcontractors to comply with Workers Compensation laws and all related regulations pursuant to California Labor Code, Division 2, Part 7, Chapter 1, Article 3.
 - Fire Insurance will be provided by the District with coverage at one hundred percent (100%) of the insurable value of the contract including labor and materials in or adjacent to the structure insured and materials in place or to be used as part of the permanent construction including surplus materials, protective fences, temporary structure, miscellaneous materials and supplies incident to the work. Any loss shall be payable to the District.
- BONDS:** District shall have the right to require Contractor to furnish such bond or bonds covering the faithful performance of all the terms, conditions, provisions of this contract and the payment of all obligations arising under this contract in the form and amount as District may prescribe and with such sureties as it may approve. Such bonds shall be arranged and paid for by the Contractor and shall be issued by a surety admitted to issue bonds in California. These bonds are referred to in this contract as Contractor's bonds.
- WORKERS:**
 - Contractor shall at all times enforce strict discipline and good order among its employees and shall not employ any unfit or unskilled person in performing this contract.
 - Contractor shall remove from the work any employee deemed incompetent or unfit by District and shall not again employ that employee on the project except with written consent of District.
- SUPERVISION:** Contractor shall provide competent supervision of all its employees engaged in performance of this contract.
- CONTRACTOR NOT AN OFFICER, EMPLOYEE OR AGENT OF DISTRICT:** While engaged in carrying out this Contract, Contractor is an independent contractor and not an officer, employee, servant or agent of District. Contractor has and hereby retains the right to exercise full control and supervision of the work and full control over the employment, direction, compensation and discharge of all persons assisting in the work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees and subcontractors.
- PERMITS AND LICENSES:** Contractor shall acquire all necessary permits and shall secure and maintain in force all licenses and permits required by law to perform this contract.
- OCCUPANCY:** District reserves the right to occupy buildings or facilities at any time before contract completion. Occupancy shall not constitute final acceptances of any part of the work converted by this contract for small occupancy existed the date specified for completion.
- ASSIGNMENT:** Contractor shall not assign any of its duties or responsibilities under the terms of the contract.
- BRAND OR TRADE NAMES:** When a brand name or names are listed, it or they shall be construed to be followed by the words "or approved equal" whether or not those words in fact follow the brand name or names in the specifications. Any product meeting this specified standards in the District's judgment will qualify as a substitute for the specified work. In the case that an item listed in the specification is specified by only one brand name or trade name, the District's research has indicated that the item has a unique or novel product application. Where District is aware of two or more equal products, at least two trade names will be listed. Exact compliance with specified brand or trade name products is required unless an amendment is issued. All requests to substitute must be in writing directed to the District's Director of Facilities. Contractor must supply the brand name, model number and other information to substantiate that the substitute item is equal to the item specified. District retains the right, in its sole discretion, to approve the item required for substitution as "an equal" or to determine that the item is not equal to the item specified, or to request further substantiating information.
- PAYMENT:** Ninety percent of the contract price, less (1) any fines imposed pursuant to law or these General Conditions; (2) funds withheld due to stop notices; and/or (3) funds withheld to correct damages caused by Contractor will be paid in a lump sum upon satisfactory completion of the work and acceptance by District unless specified otherwise in this contract or any special conditions. District will retain the *retention amount allowed by law* for a period of thirty-five (35) days after recording the Notice of Completion. Payment of such amount requires that Contractor first provide to District a waiver and release from each subcontractor, if any, engaged in the work in the form prescribed by Civil Code section 3262.
- ANTI-DISCRIMINATION:** Contractor, and any subcontractor hired by Contractor, shall not discriminate against any employee engaged in the performance of this contract because of race, color, ancestry, sex, national origin, or religious creed. Contractor and subcontractors shall comply with applicable Federal and California laws including but not limited to the California Fair Employment Practice Act, set forth in Government code sections 12900 et. seq. and Labor Code section 1735.
- INSPECTION:** District shall at all times have access to all parts of the work and to the shops where the work is in preparation. Contractor shall at all times maintain proper facilities and provide safe access for conservation and inspection of the work. District shall have the right to reject, or require contractor of, materials and/or workmanship that are defective. Contractor shall remove rejected work from the premises without charge to District. District reserves the right to determine in its sole discretion and at any time before final acceptance of the work, the necessity of examining work already completed by removing or tearing out the same, in which case Contractor shall, on request, promptly furnish all necessary facilities, labor and materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect, promptly furnish all necessary facilities, labor or materials to uncover the work in question for inspection or observation. If District determines the uncovered work to be defective in any respect due to fault of the contractor or its subcontractor, Contractor shall bear all expenses of the examination and of satisfactory reconstruction. If however, District determines that the work meets the requirements of the contract, District shall approve a change order for the additional cost of labor and materials necessarily involved in the examination and replacement of the work.
- CLEAN UP:** Contractor shall complete clean-up and removal of spills, extra or unused materials, debris, rubbish, trash and/or implements of services that result from the performance of this contract. Contractor shall remove waste materials from District premises and Contractor shall not place waste materials in District owned disposal containers located on the site or other District premises. Contractor shall comply with all applicable laws, ordinances, regulations, and statutes for disposal of waste materials. Contractor shall ensure that the project size is clean and free of debris at the end of each workday, unless the area of work is secured from staff and/or students and the District grants permission.
- CHANGES:** Contractor shall make no changes in the work without specific prior written authorization by means of a "change order" from the District. Contractor shall not submit a claim for an adjustment of the contract price which has not been included in a written change order. If at any time or times during the progress of the work the District desires to make any additions to, alterations of, deviations or omissions from, the work to be performed under this contract, it shall be at liberty to do so and the same shall in no way affect or make void this agreement, but no such additions, alterations, deviations or omissions shall be made except at District's written request. Any such alterations, deviations or omissions that decrease the cost of the work shall be evaluated on a lump-sum basis and this amount shall be deducted from the contract price, the amount thereof to be agreed on in writing. Any such additions, alterations, or deviations that increase the cost of the work shall be evaluated on a lump-sum basis, the amount thereof to be agreed on in writing before execution of the work.
- INTEGRATION CLAUSE:** This agreement comprises the entire understanding of the parties and supersedes all previous agreements, written and verbal. It may be amended only by a writing signed by both parties.
- CONTRACTOR'S LICENSE NOTICE:** Contractors are required by law to be licensed and regulated by the Contractors' State License Board. Any questions concerning a contractor may be referred to the Registrar. Contractors' State License Board, 9835 Goethe Road, Sacramento, CA. Mailing address: P.O. Box 26000, Sacramento, CA 95826.
- NOTICE:** Any notice required or permitted under this contract shall be deemed given, if in writing upon the earlier of delivery or five (5) days following deposit in the U.S. Mail, first-class postage prepaid, and addressed to the other Party at the address contained in the contract but each Party may change its address by written notice to the other Party, as necessary.
- ATTORNEY'S FEES:** In the event of litigation between the Parties, or if a Party becomes involved in litigation because of wrongful acts of the other Party, the court will award reasonable attorney's fees to the prevailing party. The amount will be sufficient to compensate the prevailing party for all attorney's fees incurred in good faith.
- CONFLICT:** If any documents other than the face of this Contract and these General Conditions supplement and become a part of this Contract, and if such supplementary documents contain any terms, clauses or language that are in conflict with the terms, clauses or language on the face of this Contract and these General Conditions, then the terms stated on the face of this Contract and in these General Conditions shall be deemed to be valid whereas the conflicting terms in the supplementary document shall be deemed void and of no consequence.
- SEVERABILITY CLAUSE:** If any provision of this contract is held to be invalid, such invalidity shall not affect other provisions of the contract which can be given effect without the invalid provision, and to this and the provisions of this contract are severable.
- KEYS:** Contractor shall comply with the sign the District's **CONTRACTORS KEY ISSUE/SECURITY AGREEMENT** prior to commencement of work.
- FINGERPRINTING:** Contractors may be required to have their employees fingerprinted prior to the start of work, pursuant to California Education Code Section 45125.1.



13911 Struikman Rd.
Cerritos, CA 90703
Ph. 562-677-3990
Fax 562-677-3980
CA License #994682

October 31, 2018

Phone: 805.385.1501 X2414
Via E-Mail: lfranz@oxnardsd.org
Via E-Mail: odeleon@oxnardsd.org
WESTCOR Proposal Number: 18-0430

Lisa Franz
Director, Purchasing
Oxnard School District
1051 S. "A" Street
Oxnard, California 93030
C: Orlando De Leon

Regarding: **Asbestos Abatement Proposal**
Education Services Center – ACM Floor tile mastic & Cove Base
1051 S. "A" Street, Oxnard, CA 93030

Dear Lisa:

Thank you for allowing WESTCOR Environmental, Inc. (WESTCOR) to submit a proposal for asbestos abatement at the Education Services Center in Oxnard, California facility listed above. WESTCOR proposes to perform the work listed below under WESTCOR's California contractor's license number 994682 and DOSH certificate number 1112. WESTCOR proposes to furnish all labor, material and equipment required to perform the following scope of work in a good workmanlike and substantial manner, and within the specifications referenced herein.

BASE BID SCOPE OF WORK. This scope of work is based on a scope of work email received on October 26, 2018 and a job walk conducted on 10-29-18. It is our understanding that the scope of work includes:

1. Submit asbestos abatement notification to Cal/OSHA.
2. Mobilize crew, materials, and equipment to the job site.
3. Conduct tailgate safety meeting and job site orientation.
4. Set up restricted asbestos work area with asbestos danger tape and signage.
5. Set up Class 2 containments in Women's restroom and Lounge.
6. Remove approximately 127 square feet of asbestos containing floor tile via manual methods.
7. Properly package double bag and label waste as non-friable asbestos containing waste for disposal.



13911 Struikman Rd.
Cerritos, CA 90703
Ph. 562-677-3990
Fax 562-677-3980
CA License #994682

8. Remove approximately 127 square feet of asbestos containing floor mastic via manual methods.
9. Properly package and label waste as friable asbestos containing waste for disposal.
10. Remove approximately 60 linear feet of non-asbestos containing Cove base from the women's restroom.
11. Create 6 round openings in the women's restroom and lounge area (owner to mark areas) to accommodate new can lights.
12. Properly package and label waste as non-friable asbestos containing waste for disposal.
13. Final cleanup.
14. Assist owner hired hygienist with visual inspection.
15. Assist owner hired industrial hygienist with air monitoring.
16. Upon successful visual inspection/air testing, remove signage and all demarcated areas and demobilize.
17. Coordinate with authorized owner representative to sign hazardous waste manifest.
18. Transport and dispose of waste to an EPA approved landfill.

BASE BID PRICING

To compete the work, as detailed above and clarified below, our price is.....\$ **3,883.00**

BASE BID SCHEDULE

To compete the scope of work we will require:..... **1 Shift**
Start Date TBD (Friday Evening Start Day)
6:00PM – 4:30AM
***Excludes time for air clearances**

CONDITIONS & CLARIFICATIONS

1. Work area(s) shall be vacated of tenants all other trades for the duration of our work.
2. Owner to position equipment in place before abatement commences.
3. Owner to provide an adequate staging area for our materials, equipment, and supplies for the duration of our work. This staging area must be located within a reasonable distance from the work area(s).
4. Owner to supply adequate parking to our work crew at no additional cost to WESTCOR.
5. Third party industrial hygienist hired by others.
6. Work to be performed and paid at Davis Bacon Abatement Wage Rates.
7. This proposal is valid for 60 days.



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EXCLUSIONS

1. Fees for permits other than those stated above.
2. Performance and payment bonds.
3. Work on weekends or holidays.
4. Delays caused by others, which would impact our estimated costs.
5. Site security.

We are look forward to providing quality service to the **Oxnard School District** on this and future projects. If you have any questions, please do not hesitate to contact me at 562.677.3990 @ ext. 104 or by cell at 562.325.3856

Sincerely,

WESTCOR Environmental, Inc.

Herb Garcia
Estimator/Project Manager

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: 11/14/18

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 _____

Purchase Order/Draft Payment Report #18-04(Penanhoat/Franz)

The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 10/12/2018 through 11/01/2018 for the 2018-2019 school year, for \$4,076,572.77.
2. A listing of Draft Payments issued for 10/12/2018 through 11/01/2018 for the 2018-2019 school year, \$1,110.00

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #18-04 as submitted.

ADDITIONAL MATERIAL(S):

Attached: Purchase Order/Draft Payment Report #18-04 (13 Pages)

Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-01748	Super Duper Inc	Special Ed	MATL/SUP	282.95
P19-02045	DAVID H MCGRATH	RAMONA	Service Instructional	485.00
P19-02116	Petesehria, LLC PizzaMan Dan's	ED SERVICES	MATL/SUPL	500.00
P19-02118	HOWARD TARAS, MD PROFESSOR OF PEDIATRICS	Special Ed	SERV	70.00
P19-02119	Amazon Com	DRIFFILL	MATL/SUPP-instructional	65.37
P19-02121	Caeyc Conference Registration	SAN MIGUEL	CONF (S R and N G)	950.00
P19-02122	SCRIPPS NATL SPELLING BEE	MCAULIFFE	Entrance Fees-Instructional	149.50
P19-02123	Millennium Biltmore Hotel	Special Ed	Administration at Court	522.54
P19-02124	Amazon Com	KAMALA	Materials & Supplies-Inst	282.68
P19-02126	Amazon Com	Special Ed	MATLS(OLACHEA-TLC)	351.00
P19-02127	Amazon Com	KAMALA	Materials & Supplies-Inst	53.51
P19-02128	Amazon Com	Special Ed	MATL/SUP	53.82
P19-02130	Dell Direct Sales Lp	GRAPHICS	Materials and Supplies	53.85
P19-02131	Calif Dept Of Educ	ED SERVICES	CONF	425.00
P19-02132	Apperson Education Products	PERSONNEL	mat/Sup	269.44
P19-02133	Grainger Inc	WAREHOUSE	Stores Supplies	413.76
P19-02134	CASBO	BUDGET	CASBO	610.00
P19-02135	CASBO	BUDGET	CASBO	40.00
P19-02138	ESGI	CHAVEZ	LICENSES-INSTRUCTIONAL	700.00
P19-02140	Super Duper Inc	Special Ed	MATL/SUP (D.Dominguez	293.61
P19-02142	Rotary of Santa Paula	SAN MIGUEL	Field Trip	360.00
P19-02144	MCGRAW HILL EDUCATION, INC	ERC	Mat/Sup	312.65
P19-02146	Lakeshore Learning Materials-V	ASES	MTRL/SUPL	331.83
P19-02147	Barnes And Noble	FRANK	Bks - Instructional	90.35
P19-02148	Factory Express	GRAPHICS	Materials and Supplies	439.50
P19-02149	ONLINE STORES, LLC	FACILITIES	Materials and Supplies	301.23
P19-02150	Coast To Coast Computer Prod	FRANK	Mat/Sup - Instructional	721.93
P19-02151	QUINN COMPANY	IT	SERV	256.80
P19-02154	Ventura Co Office Of Education	MCAULIFFE	CONF-Instructional (10/12/18-Heidi Trevisan)	115.00
P19-02157	Ventura Co Office Of Education	ENGLISH LEARNE	CONF	585.00
P19-02158	Ventura Co Office Of Education	HARRINGTON	TRAVEL & CONFERENCE INSTRUCTION	115.00
P19-02161	RESIDENCE INN LONG BEACH	ED SERVICES	CONF	229.09
P19-02162	Westin St Francis Hotel	ED SERVICES	CONF	952.88
P19-02163	Ventura Co Office Of Education SELPA	RISK MGMT	Conf-	40.00
P19-02169	SCHOOL'S IN, LLC	RITCHEN	MATL/SUP-Instructional	444.55
P19-02170	Ventura Co Office Of Education	Pupil Srvs	CONF	140.00
P19-02171	California School Nurses Org	Pupil Srvs	Dues	110.00
P19-02172	Petroleum Telcom Inc DBA Telec om	LEMONWOOD	MAT/SUPPLIES (Admin)	619.56
P19-02173	Batteries Plus- Camarillo	WAREHOUSE	Stores Supplies	210.04
P19-02174	Identification & Security Inte	WAREHOUSE	Stores Supplies	376.80
P19-02179	Search Institute	BREKKE	Mat/Sup-INSTRUCTIONAL	103.66
P19-02180	Amazon Com	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	25.85
P19-02181	Amazon Com	LEMONWOOD	MAT/SUPPLIES (Instruction)	126.82
P19-02182	Voyager Sopris Learning, Inc	MCKINNA	mat/sup-instructional	370.92

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1 of 7

Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02193	CABE VTA CO CHAPTER ATTN SOLED AD MOLINAR	DRIFFILL	CONF-parent participation	750.00
P19-02196	Office Depot Bus Ser Div	Pupil Srvs	MATL/SUP	905.62
P19-02203	ANAHEIM MARRIOTT	Special Ed	CONF(ECC-SUGDEN)	477.18
P19-02205	Westin St Francis Hotel	ED SERVICES	CONF	603.42
P19-02213	Amazon Com	DRIFFILL	MATL/SUPP-instructional	930.76
P19-02214	ACADEMIC LEARNING CO VELAZQUEZ PRESS	ED SERVICES	BOOKS - Instructional	901.32
P19-02215	Amazon Com	MARINA	MATL/SUPL-Instructional	37.66
P19-02216	Amazon Com	MARINA	MATL/SUPL-Instructional	882.41
P19-02217	CA League of Schools	Pupil Srvs	CONF	695.00
P19-02218	Sweetwater Sound Inc Sweetwater Music Ed Tech	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	998.31
P19-02220	Homewood Suites Fresno	CHAVEZ	conf/travel	508.24
P19-02221	Staples Direct	MCAULIFFE	MATL/SUPL-Instructional	544.06
P19-02222	Staples Direct	KAMALA	Materials & Supplies-Admin	64.42
P19-02223	Amazon Com	CURREN	mat/sup - instructional	95.61
P19-02224	CDW G	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	70.88
P19-02226	Walmart	Pupil Srvs	MATL/SUP	400.00
P19-02227	Oriental Trading Co Inc	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	201.14
P19-02228	Boost Promotions	MCKINNA	mat/sup-instructional	503.50
P19-02229	Amazon Com	KAMALA	BKS-Inst	105.60
P19-02230	Positive Promotions	DRIFFILL	MATL/SUPP-instructional	861.88
P19-02231	Amazon Com	KAMALA	Materials & Supplies-Inst.	178.65
P19-02232	Lakeshore Learning Materials-V	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	300.00
P19-02233	General Binding Corp.	SAN MIGUEL	MAINTENANCE	491.05
P19-02234	General Binding Corp.	RAMONA	maint- Instruction	510.92
P19-02235	Oriental Trading Co Inc	MCAULIFFE	MATL/SUPL-Instructional	72.74
P19-02236	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Inst	253.37
P19-02237	Lakeshore Learning Materials-V	MCKINNA	Mat/sup-instructional	100.00
P19-02240	Marie Callender's	HR	Supp-	250.00
P19-02241	CDW G	Special Ed	Matl's	202.14
P19-02244	SCRIPPS NATL SPELLING BEE	CURREN	serv- instructional	149.50
P19-02245	School Tech Supply	CURREN	mat/sup- instructional	816.72
P19-02246	Robotics Ed & Competition Fdn	FRANK	Serv - Instructional	620.00
P19-02247	Boxwood Technology Inc	HR	Recruit	280.00
P19-02248	Amazon Com	FACILITIES	Mateials and Supplies	20.47
P19-02251	MCGRAW HILL EDUCATION, INC	ERC	Mat/Sup	543.48
P19-02252	ESGI	MCKINNA	SFTWR APPS-instruational	766.10
P19-02253	CUE, INC	ROSE	Travel & Conference - CUE Conf. 3-14-19 to 3-16-19	897.00
P19-02254	Bad Wolf Press	KAMALA	Materials & Supplies-Instr	52.99
P19-02255	INOCENTE GARCIA	BREKKE	Materials and Supplies-Instructional	400.00
P19-02256	Laser Toner & Computer Supply	RISK MGMT	Service/Repairs	89.00
P19-02257	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	DRIFFILL	MATL/SUPP-instructional	673.44
P19-02259	Ventura Co Office Of Education	DRIFFILL	CONF-instructional	150.00
P19-02261	Ventura Co Office Of Education	BREKKE	TRAV/CONF-INSTRUCTIONAL	150.00

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02262	Children's Museum of Santa Barbara, MOXI	ROSE	PROFESSIONAL/CO - INSTRUCTIONAL	300.00
P19-02263	Children's Museum of Santa Barbara, MOXI	ROSE	PROFESSIONAL/CO - INSTRUCTIONAL	255.00
P19-02264	Ventura Co Office Of Education	CURREN	conf - instructional/admin	60.00
P19-02265	DOUBLETREE WHITTIER	MCKINNA	Conf-instructional	416.75
P19-02266	Fresh & Fabulous Cafe-Bakery	HR	Supp-	215.50
P19-02267	MARRIOTT HOTEL SERVICES NEWPORT BEACH MARRIOTT HOTEL	Pupil Srvs	CONF	374.66
P19-02268	Walmart	NFL	Matl/Sup	500.00
P19-02269	Walmart	HARRINGTON	MATERIALS AND SUPPLIES INSTRUCTION	300.00
P19-02270	Search Institute	DRIFFILL	MATL/SUPP-instructional	65.73
P19-02271	California Teachers Assoc	FREMONT	conf reg fee	49.00
P19-02272	EVENTBRITE, INC	SORIA	CONF	75.00
P19-02273	Office Depot Bus Ser Div	CURREN	mat/sup - instructional	255.37
P19-02274	Southwest Airlines	IT	CONF/Travel	351.96
P19-02275	Ventura Co Office Of Education	PERSONNEL	conf	120.00
P19-02276	RESIDENCE INN LONG BEACH	ED SERVICES	CONF	869.96
P19-02277	INOCENTE GARCIA	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	600.00
P19-02278	Calif Dept Of Educ	TRANSPORTATION	Training Materials	110.00
P19-02279	Rotary Club Of Oxnard	SUPERINTENDENT	Membership	346.00
P19-02280	Rotary Club Of Oxnard	SUPERINTENDENT	Membership	343.00
P19-02281	Rat Sound Systems, Inc	HARRINGTON	MATERIALS & SUPPLIES ADMIN	232.26
P19-02282	Natl Assoc School Nurs	Pupil Srvs	MEMB	210.00
P19-02283	Office Depot Bus Ser Div	BUSINESS	MATL/SUP	38.68
P19-02284	Calif Science Teachers Assn	HAYDOCK	CONF/INSTRUCTION	240.00
P19-02285	O'REILLY AUTOMOTIVE STORES	TRANSPORTATION	EQUIPMENT	882.47
P19-02286	Printech	ELM	Matl/Sup - Instructional	479.00
P19-02287	CDW G	IT	Comp Sup	30.70
P19-02288	General Binding Corp.	MARINA	MAINT-instruction	573.68
P19-02289	MCGRAW HILL EDUCATION, INC	ERC	Matl/Sup	76.09
P19-02290	Centinela Valley UHSD Personnel Commission	PERSONNEL	conf	105.00
P19-02291	Centinela Valley UHSD Personnel Commission	HR	conf	175.00
P19-02292	School Tech Supply	HR	Supplies	134.68
P19-02293	Amazon Com	Pupil Srvs	MATL/SUP	125.73
P19-02294	California School Nurses Org	Pupil Srvs	MEMB	140.00
P19-02296	Blick Art Materials	WAREHOUSE	Stores Supplies	399.86
P19-02297	Pacific World Corporation	WAREHOUSE	Stores Supplies	899.28
P19-02298	Sams Club 6455	WAREHOUSE	Stores Supplies	283.94
P19-02299	School Health Corporation	WAREHOUSE	Stores Supplies	151.02
P19-02300	Children's Museum of Santa Barbara, MOXI	RAMONA	Serv-Instructional	445.00
P19-02301	Smart And Final Iris Co	SIERRA LINDA	matl/sup - instructional	500.00
P19-02303	Holiday Inn Pasadena	HAYDOCK	CONF/INSTRUCTION	334.34
P19-02305	Smart And Final Iris Co	BREKKE	MATL/SUPL-Instructional	500.00

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02308	PACIFIC BUILDING MAINTENANCE S ERVICEMASTER RESTORATION	ED SERVICES	MSAP SERV	812.50
P19-02325	Ventura Co Office Of Education	HAYDOCK	CONF/INSTRUCTION	30.00
P19-02326	Ventura Co Office Of Education	HAYDOCK	CONF/INSTRUCTION	100.00
P19-02327	Ventura Co Office Of Education	ED SERVICES	Conf/Travel	500.00
P19-02328	Ventura Co Office Of Education	ED SERVICES	Conf/Travel	300.00
P19-02329	Lectorum Publications Inc	SORIA	BKS - Instructional	820.13
P19-02330	Grainger Inc	ERC	Matl/Sup	95.53
P19-02331	Underwood Family Farms	SIERRA LINDA	Field Trip	786.00
P19-02332	Walmart	Pupil Srvs	MATL/SUP	100.00
P19-02333	Walmart	Pupil Srvs	MATL/SUP	100.00
P19-02336	INOCENTE GARCIA	MARSHALL	MATL/SUP - Instruction	400.00
P19-02337	Amazon Com	Pupil Srvs	MATL/SUP	701.83
P19-02338	Home Depot Inc	Pupil Srvs	MATL/SUP	386.61
P19-02339	Southern Calif Kindergarten Co nference Inc	ASSESS ACCOUN	CONF-Private School-St. Anthony	656.00
P19-02340	CONTROLTEC INC	NFL	Maintenance	234.33
P19-02341	ACSA/FEA	NFL	CONF - Admin	329.00
P19-02342	ROBERT W. NORRIS VENTURA SIGNS &SCREEN PRINTING	MARSHALL	MATL/SUP - Instruction	461.17
P19-02343	Uline	LEMONWOOD	MATLS/LEM/214	678.24
P19-02344	Douglas Needham dba Ventura La minating	GRAPHICS	Materials and Supplies	145.46
P19-02347	Amazon Com	MCAULIFFE	MATL/SUPL-Instructional	167.69
P19-02351	Amazon Com	ASES	MTRL/SUPL	258.38
P19-02353	Oriental Trading Co Inc	CURREN	mat/sup - instructional	190.49
P19-02355	EVENTBRITE, INC	CURREN	conf - instructional	270.00
P19-02358	Amazon Com	ASES	MTRL/SUPL	847.49
P19-02362	MCGRAW HILL EDUCATION, INC	ERC	Matl/Sup	443.94
P19-02363	Staples Direct	ERC	Matl/Sup	196.47
P19-02364	Grainger Inc	CURREN	mat/sup - instructional	276.92
P19-02365	FOOTWORKS YOUTH BALLETT INC	MARSHALL	SERV - Instruction	6.00
P19-02366	National Summer Learning Assoc	ASES	CONF	675.00
P19-02367	FOOTWORKS YOUTH BALLETT INC	MARSHALL	SERV - Instruction	95.00
P19-02368	FOOTWORKS YOUTH BALLETT INC	MARSHALL	SERV - Instruction	100.00
P19-02369	MCGRAW HILL EDUCATION, INC	ERC	Matl/Sup	411.88
P19-02370	EVENTBRITE, INC	ASES	CONF	105.09
P19-02371	Ventura Co Office Of Education	CNS	workshop	80.00
P19-02376	Home Depot Inc	WAREHOUSE	Stores Supplies	148.20
P19-02377	Amazon Com	RITCHEN	MATL/SUP-Instructional	23.73
P19-02378	CUE, INC	HARRINGTON	5200 TRAVEL & CONFERENCE ADMIN & LAB TECH	598.00
P19-02379	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Inst	538.49
P19-02380	O K Radiator Shop	FACILITIES	Repairs	100.00
P19-02381	Amazon Com	KAMALA	Materials & Supplies-Inst	522.59
P19-02383	Ventura Co Office Of Education	RAMONA	conf/training	100.00
P19-02384	KANSAS CITY MARRIOTT DOWNTOWN	ASES	CONF	698.56

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02385	Ventura Co Office Of Education	ED SERVICES	CONF	350.00
P19-02388	Smart And Final Iris Co	ELM	Mat/Sup - Parent Participation	200.00
P19-02389	Smart And Final Iris Co	ELM	Mat/Sup - Parent Participation	200.00
P19-02390	Smart And Final Iris Co	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	300.00
P19-02391	Bookpal, LLC	CHAVEZ	BOOKS OTHER THAN TEXTBOOKS-INSTRUCTIONAL	475.82
P19-02392	Ashton Awards Inc Aswell Troph y	LEMONWOOD	MAT/SUPPLIES (Instructional)	80.27
P19-02394	Gopher Sport	KAMALA	MATERIALS & SUPPLIES-INST	344.58
P19-02395	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	MARSHALL	MATL/SUP - Instruction	565.69
P19-02396	WILSON LANGUAGE TRAIING CORP.	RITCHEN	MATL/SUP-Instructional	268.73
P19-02397	Lakeshore Learning Materials-V	KAMALA	Materials & Supplies-Inst	516.12
P19-02399	Lakeshore Learning Materials-V	MCKINNA	mat/sup instructional	406.14
P19-02400	FOOTWORKS YOUTH BALLE T INC	MCKINNA	SERV-INSTRUCTIONAL	42.00
P19-02401	Printech	RITCHEN	Mat/Sup-Instructional	840.00
P19-02402	KAPCO	KAMALA	Materials & Supplies-Inst	298.78
P19-02403	Monster Technology LLC	LEMONWOOD	MAT/SUPPLIES (Instructional)	635.73
P19-02406	CURVATURE, INC CURVATURE LLC	SAN MIGUEL	MATL/SUPP (Phones)	247.83
P19-02407	Scholastic Inc	SAN MIGUEL	MATL/SUPP (S M)	122.19
P19-02408	Southwest Airlines	ED SERVICES	CONF	121.96
P19-02414	Fresh & Fabulous Cafe-Bakery	MCAULIFFE	MAT/Supl-instructional	600.00
P19-02418	Karen L Anderson Supporting Su c for Children	Special Ed	MATLS(DHH)	103.44
P19-02419	Univ Of Southern California Ca ruso Family Ctr	SAN MIGUEL	CONF (C A)	50.00
P19-02420	Speech Corner	Special Ed	MATL/SUP (C.Torres)	155.11
P19-02421	Sams Club 6455	FRANK	mat/Sup - Instructional	215.50
P19-02422	Southwest Airlines	Special Ed	CONF(INCLUSION)	351.96
P19-02423	Hilton San Jose	Special Ed	CONF(INCLUSION)	928.62
P19-02424	Amazon Com	MARSHALL	MATL/SUP - Instruction	64.59
P19-02425	Amazon Com	SAN MIGUEL	MATL/SUPP (Infant)	88.50
P19-02427	Ventura Co Office Of Education	FRANK	Conf - Instructional	120.00
P19-02428	INOCENTE GARCIA	DRIFILL	MATL/SUPP-instructional	600.00
P19-02429	Uline	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	164.86
P19-02430	Amazon Com	FRANK	Mat/Sup - Instructional	387.81
P19-02432	Amazon Com	KAMALA	Materials & Supplies-Inst	21.54
P19-02433	Walmart	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	86.20
P19-02434	Pacific Southwest District - L	ASSESS ACCOUN	CONF-Private School - St. John	994.00
P19-02435	The Westgate Hotel	Special Ed	47th National Adapted PE Conf.	987.86
P19-02436	SCRIPPS NATL SPELLING BEE	RITCHEN	Service-Instructional	149.50
P19-02438	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	124.57
P19-02440	Home Depot Inc	HAYDOCK	MATL/SUPPLY-INSTRUCTIONS	119.87
P19-02441	City Of Oxnard	FACILITIES	Fees / Transporation	884.75
P19-02442	Uline	LEMONWOOD	MAT/SUPPLIES(Instructional)	269.38
P19-02443	Super Duper Inc	Special Ed	MATL/SUP (L. Cornish)	385.93
P19-02445	Pro Ed	Special Ed	MATL/SUP (C.Torres)	52.80
P19-02446	Super Duper Inc	Special Ed	MATL/SUP (K.Dapron)	100.06

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount	
P19-02447	Lakeshore Learning Materials-V	SAN MIGUEL	MATL/SUPP (Infant)	493.33	
P19-02448	Brainpop Com LLC	HAYDOCK	LICENSE/INSTRUCTION	695.00	
P19-02451	Mathcounts Foundation	FRANK	Serv - Instructionla	180.00	
P19-02454	Teachers Pay Teachers	HARRINGTON	MATERIALS AND SUPPLIES / INSTRUCTION	19.93	
P19-02456	LEARNING A-Z	RITCHEN	Software-Instructional	199.95	
P19-02457	CAHPERD 1	Special Ed	Registration 47th National Adapted PE	680.00	
P19-02459	ROBERT W. NORRIS VENTURA SIGNS &SCREEN PRINTING	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	432.62	
P19-02461	MAXI AIDS, INC	MARSHALL	MATL/SUP - Instruction	14.87	
P19-02463	Pacific Northwest Publishing A ncora Publishing	Pupil Srvs	BKS	240.98	
P19-02465	Pacific Northwest Publishing A ncora Publishing	Pupil Srvs	BKS	596.70	
P19-02466	ALL SAINTS EPISCOPAL CHURCH	Pupil Srvs	SERV	180.00	
P19-02474	Hilton Pasadena	ASSESS ACCOUN	CONF-Private School-St. Anthony	412.42	
P19-02476	Save The Queen, LLC The Queen Mary	ASES	CONF	223.15	
P19-02477	SWVP MONTEREY LLC MONTEREY TID ES HOTEL	NFL	CONF - Admin	493.66	
P19-02486	Ventura Co Office Of Education	Special Ed	SERV (KW062904)	784.00	
P19-02488	Ventura Co Office Of Education	Special Ed	SERV (RS052408)	627.20	
P19-02492	Southwest Airlines	SUPERINTENDEN	Travel	147.96	
P19-02493	Southwest Airlines	SUPERINTENDEN	Travel	117.96	
P19-02494	Southwest Airlines	SUPERINTENDEN	Travel	117.96	
P19-02495	Southwest Airlines	ASES	CONF	552.78	
P19-02496	ACSA/FEA	ED SERVICES	CONF	717.00	
P19-02497	Hilton San Diego Bayfront	ED SERVICES	CONF	698.70	
P19-02498	Jones School Supply Co Inc	ED SERVICES	MATL/SUPP	607.59	
Total Number of POs			236	Total	82,767.90

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	230	80,067.92
120	CHILD DEVELOPMENT FUND	3	1,056.99
130	CAFETERIA FUND	1	80.00
140	DEFERRED MAINTENANCE FUND	1	884.75
214	BOND FUND MEASURE D 2016	1	678.24
Total Fiscal Year 2019			82,767.90
Total			82,767.90

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P19-00243	296,937.65	140-6173	DEFERRED MAINTENANCE FUND/SITE & LAND IMPROV	116,942.35-
P19-00283	6,997.61	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	3,777.39-
P19-00286	2,500.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,810.00-
P19-00289	6,798.71	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	3,976.29-
P19-00821	398.35	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	53.33-
P19-00900	1,939.50	130-4300	CAFETERIA FUND/MATERIALS AND SUPPLIES	323.25
P19-00973	1,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	500.00
P19-00996	1,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	500.00
P19-01842	49.51	010-4200	GENERAL FUND/BOOKS OTHER THAN TEXTBOOKS	5.61
P19-01970	1,789.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	79.00
P19-01980	1,056.87	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	313.17
P19-02055	194.21	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	118.50
P19-02211	2,655.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	290.00-
Total PO Changes				125,009.83-

Information is further limited to: (Maximum Amount = 999.99)

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
NP19-00027	Gold Star Foods	CNS	stores	32,825.12
NP19-00028	P And R Paper Supply Co	CNS	stores	6,538.70
NP19-00029	Gold Star Foods	CNS	stores	30,601.56
NP19-00030	P And R Paper Supply Co	CNS	stores	6,989.53
NP19-00031	P And R Paper Supply Co	CNS	stores	5,678.85
P19-02117	Blick Art Materials	FRANK	Matl/Sup - Instructional	1,302.86
P19-02125	World's Finest Chocolate, Inc	MARSHALL	MATL/SUP - Instruction	4,595.00
P19-02129	Neogov	PERSONNEL	Software/Online subscriptions	14,797.38
P19-02136	ExploreLearning, LLC	CHAVEZ	SOFTWARE APPS-INSTRUCTIONAL	4,585.00
P19-02137	Renaissance Learning Inc	LEMONWOOD	ONLINE LICENSE (Instructional)	2,014.20
P19-02139	Renaissance Learning Inc	LEMONWOOD	ONLINE LICENSE (Instructional)	1,650.00
P19-02141	Miguel Mijares M & M Sports	ED SERVICES	MATL/SUPL	1,328.02
P19-02145	ACSA/FEA	CURREN	conf- instructional/admin	1,995.00
P19-02152	CDW G	IT	SOFTWARE	1,346.77
P19-02153	Wheels of Freestyle, Inc	RITCHEN	SERV	1,097.00
P19-02155	CellFix	IT	REPAIRS (1:1 iPads)	4,437.86
P19-02156	Oxnard Performing Arts Center	Special Ed	RENTAL	2,455.00
P19-02159	CAMFIL USA INC	FACILITIES	HVAC materials and supplies	5,000.00
P19-02160	Perma Bound Books	FRANK	bks - Instructional	1,522.02
P19-02164	COAST 2 COAST COACHING dba Sports for Learning	Pupil Svcs	SERV	101,560.00
P19-02165	Foundation for California Community College	ASES	ASES/SERV	15,000.00
P19-02166	JOANN HOUSMAN	Special Ed	SERV	30,000.00
P19-02167	Dial Security	FACILITIES	SERV (DISTRICT WIDE ALARM MONITOR/MAINT)	107,859.00
P19-02168	Casa Pacifica	Special Ed	SERV (BB121106)	90,895.25
P19-02175	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	1,643.32
P19-02176	PRECISION DISPOSABLE PRODUCTS	WAREHOUSE	Stores Supplies	1,155.62
P19-02177	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	2,196.59
P19-02178	Veritiv Operating Company	WAREHOUSE	Stores Supplies	3,689.90
P19-02183	CN School & Office Sol, Inc Culver-Newlin	PURCHASING	MATL/SUP (NEW BOARD ROOM CHAIRS)	4,432.08
P19-02184	Casa Pacifica	Special Ed	SERV (GDB040408)	57,641.00
P19-02185	Casa Pacifica	Special Ed	SERV (IH081410)	50,297.76
P19-02186	Casa Pacifica	Special Ed	SERV (AS051306)	55,256.00
P19-02187	Casa Pacifica	Special Ed	SERV (EM111207)	103,244.50
P19-02188	Assistance League School	Special Ed	SERV (JA120613)	11,000.00
P19-02189	Assistance League School	Special Ed	SERV (JA091114)	11,000.00
P19-02190	Assistance League School	Special Ed	SERV (JM070315)	11,000.00
P19-02191	Assistance League School	Special Ed	SERV (EB042815)	11,000.00
P19-02192	Inclusive Education & Community Partnership	Special Ed	SERV (1 to 1 SVCS)	60,000.00
P19-02194	Sprint	FACILITIES	Prof Services	6,658.21
P19-02195	Perma Bound Books	BREKKE	MAT/SUP-INSTRUCTIONAL	1,631.21
P19-02197	Printech	DRIFFILL	MATL/SUPP-instructional	1,724.00
P19-02198	Leopaul A. Martinez Jr	DRIFFILL	MATL/SUPP-instructional	3,600.38
P19-02199	Gym Closet	CURREN	mat/sup - instructional	1,960.08
P19-02200	Amazon Com	MCKINNA	Matl/sup-instructional	1,116.33

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02201	ANN SIMUN DBA/ NEUROPSYCHOLOGY PARTNERS	Special Ed	SERV	15,000.00
P19-02204	ANAHEIM MARRIOTT	CURREN	conf - instructional/admin	3,578.85
P19-02206	Veritiv Operating Company	GRAPHICS	Materials and Supplies	5,773.22
P19-02210	HAYNES FAMILY OF PROGRAMS dba/ HAYNES EDUCATION CENTER	Special Ed	SERV	140,000.00
P19-02211	CABE	ED SERVICES	CONF	2,655.00
P19-02212	CABE	ED SERVICES	CONF LCAP 3.07	9,200.00
P19-02219	Printech	KAMALA	Mat/Supp-(Duplo)	3,232.50
P19-02225	West Music Company Inc	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	1,612.86
P19-02238	Costco Wholesale	DRIFFILL	MATL/SUPP-parent participation	1,077.50
P19-02239	CCI Office Technologies	GRAPHICS	Materials and Supplies	1,138.92
P19-02242	Hilton San Jose	Special Ed	CONF(INCLUSION)	3,714.46
P19-02243	FOLLETT SCHOOL SOLUTIONS, INC	MARINA	Books other than textbooks-Instructional	1,496.99
P19-02249	Reliable Floor Covering Co	FACILITIES	Def Maint / Prof Service / Harrington Capslo	11,184.45
P19-02250	VISUAL HORIZONS INC STORESMART	RAMONA	Mat/Suppli-Instructional	1,413.92
P19-02258	Sunrise Phys Therapy Svcs In	RISK MGMT	Equipment:Chairs	2,837.40
P19-02260	Underwood Family Farms	DRIFFILL	SERV-instructional	1,020.00
P19-02295	CN School & Office Sol, Inc Cu Iver-Newlin	LEMONWOOD	BOND/EQUIP-MATL-SUP (LEM KDG F&E)	81,565.72
P19-02302	Lindamood-Bell Learning Proces ses	Special Ed	SERV	50,000.00
P19-02304	Calif Dedicated to Education	ED SERVICES	CONF	1,090.00
P19-02306	EARTH SYSTEMS PACIFIC	FACILITIES	BOND/BLDG/GEOTECH/OBSERVE/TEST SVCS (HAR ECDC)	8,900.00
P19-02307	KNOWLAND CONSTRUCTION SVCS	FACILITIES	BOND/BLDG (DSA INSP SVCS/HAR ECDC)	14,400.00
P19-02309	Perma Bound Books	ED SERVICES	Books Fremont	1,190.32
P19-02310	Reese Corp Sign A Rama	ED SERVICES	SERV MSAP	4,301.94
P19-02311	CDW G	Special Ed	EQUIP (DRIF)	3,030.55
P19-02312	CDW G	Special Ed	EQUIP (Kamala)	3,030.55
P19-02313	Ventura Co Office Of Education	BUDGET	Tuition/Excess Cost	1,725,881.00
P19-02314	Southwest Airlines	Special Ed	CONF(INCLUSION)	1,435.84
P19-02315	Greenfield Learning Inc	FRANK	Serv- Instructional	1,840.00
P19-02316	Brainpop Com LLC	CURREN	online services-instructional	2,395.00
P19-02317	Hyatt Regency Long Beach	SUPERINTENDEN	Conference and Travel	5,412.80
P19-02318	SCHOOL'S IN, LLC	CURREN	equip-instructional	3,981.45
P19-02319	School Tech Supply	BREKKE	Computer Supplies-Instructional	1,153.14
P19-02320	Coast To Coast Computer Prod	HARRINGTON	Material and Supplies Instruction	1,000.00
P19-02321	Printech	RAMONA	matl/supp-instruction	1,700.00
P19-02322	Capit Learning	ENGLISH LEARNE	SERV	1,800.00
P19-02323	Sweetwater Sound Inc Sweetwate r Music Ed Tech	ED SERVICES	MSAP MATL /SUP	25,179.47
P19-02324	SDL, INC	Special Ed	SOFTWARE	10,530.56

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ESCAPE ONLINE

Page 2 of 6

Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P19-02334	PALM GROVE GROUP LLC ARRIVE	IT	CONF/Travel	1,933.94
P19-02335	Hotel Zoso Palm Spings	IT	CONF/Travel	2,538.76
P19-02345	Gametime, Inc	FACILITIES	BOND/EQUIP (KINDER PLAYGROUND)	49,488.88
P19-02346	Dell Direct Sales Lp	ED SERVICES	EQUIP Frank	6,617.48
P19-02348	Multi Business Systems	BUDGET	School Supplies	1,140.60
P19-02349	IXL LEARNING, INC	SORIA	SOFTWARE (Instructional)	4,200.00
P19-02350	CURVATURE, INC CURVATURE LLC	IT	phones	2,370.50
P19-02352	Brainpop Com LLC	HAYDOCK	LICENSE/INSTRUCTION	1,795.00
P19-02354	NEARPOD INC	MARINA	Online Subs, lic, apps/Intructional	1,751.20
P19-02356	Uline	ERC	Mat/Sup	1,275.20
P19-02357	The Math Learning Center	ED SERVICES	MAT/SUPL - Instructional	1,807.31
P19-02359	Troxell Communications, Inc	RAMONA	Mat/supp-instructional	2,208.88
P19-02360	Ventura Co Office Of Education	ED SERVICES	5200 - CONF	1,350.00
P19-02361	Petroleum Telcom Inc DBA Telec om	NFL	Mat/Sup - Instruction	1,023.63
P19-02372	Empire Cleaning Supply	WAREHOUSE	Stores Supplies	2,320.94
P19-02373	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	1,458.16
P19-02374	Sinclair Sanitary Supply Inc	WAREHOUSE	Stores Supplies	1,729.93
P19-02375	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	2,596.56
P19-02382	NEW YORK HILTON MIDTOWN	ASES	CONF	1,388.76
P19-02386	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	1,489.54
P19-02387	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	2,318.59
P19-02393	DITCH WITCH WEST	FACILITIES	Equipment	6,500.43
P19-02398	School Life, div of ImageStuff	CURREN	mat/sup - instructional	1,261.06
P19-02404	CABE	ED SERVICES	CONF	1,500.00
P19-02405	Veritiv Operating Company	WAREHOUSE	Stores Supplies	6,539.08
P19-02409	GRANT WILLIAM ESCANDON	MCKINNA	SERV	4,680.00
P19-02410	Camp Whittier	MARSHALL	SERV - Instruction	15,264.00
P19-02411	PEDRO OLVERA dba/OLVERA PSYCH & ED CONSULTING SERVICES	Special Ed	SERV	10,000.00
P19-02412	Maxim Healthcare Solutions, In	Pupil Svcs	SERV	10,000.00
P19-02413	SHERMAN GARNETT & ASSOCIATES	ED SERVICES	SERV	1,800.00
P19-02415	CASBO VTA/SB SUBSECTION	Special Ed	SERV	47,700.00
P19-02416	CREATIVE LEARNING SYSTEMS LLC	ED SERVICES	SERV Fremont	44,706.00
P19-02417	CREATIVE LEARNING SYSTEMS LLC	ED SERVICES	SERV Frank	44,706.00
P19-02426	Amazon Com	RITCHEN	MATL/SUP-instructional	1,443.87
P19-02431	Maxim Healthcare Solutions, In	Special Ed	SERV	118,525.00
P19-02437	Ventura Co Office Of Education	Special Ed	SERV (HEARING CONSERVATION)	3,412.50
P19-02439	Dell Direct Sales Lp	RISK MGMT	COMPUTER/EQUIPM	1,885.29
P19-02444	Santa Clara Co Office of Ed	Special Ed	CONF(INCLUSION)	2,495.00
P19-02449	DELTA EDUCATION	CURREN	mat/sup - instructional	2,109.75
P19-02450	Lectorum Publications Inc	MCKINNA	Books-instructional	3,583.53
P19-02452	Presentation Products Inc DBA Spinitar	FREMONT	Materials and Supplies Instructional	1,620.45

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Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Number	Vendor Name	Loc	Description	Order Amount	
P19-02453	Renaissance Learning Inc	SIERRA LINDA	Renaissance Smart Start Product Training	1,925.92	
P19-02455	Pete Vargas Vargas Signs	RITCHEN	MATL/SUP-Instructional	1,800.00	
P19-02458	CPI	Special Ed	MATLS	4,162.65	
P19-02460	Brainpop Com LLC	RAMONA	online sub/license/app	4,550.50	
P19-02462	SENEL CONSTRUCTION ENGINEERING	FACILITIES	Prof Service / Harrington ECDC	2,513.49	
P19-02464	Ron's Signs	BUSINESS	MATL/SUP	2,131.30	
P19-02467	Otter Graphics, Inc	SAN MIGUEL	MATL/SUP (Printer Ink)	1,780.03	
P19-02468	Ventura Co Office Of Education	Special Ed	SERV (HEARING CONSERVATION-SPEC ED)	75,000.00	
P19-02469	RENAISSANCE LONG BEACH HOTEL	ED SERVICES	CONF LCAP 1.37	8,974.30	
P19-02470	Apple Computer Inc	Special Ed	EQUIP (iPads-SLP)	3,007.95	
P19-02471	CDW G	Special Ed	EQUIP (Haydock)	3,030.55	
P19-02472	COURTYARD PALM DESERT	ASSESS ACCOUN'	CONF-Private School-St. John	1,016.35	
P19-02473	CADA	SORIA	CONF - Instructional	1,000.00	
P19-02475	RENAISSANCE LONG BEACH HOTEL	ED SERVICES	CONF	3,167.40	
P19-02478	MobyMax, LLC	HAYDOCK	LICENSE/INSTRUCTION	2,495.00	
P19-02479	Hyatt Regency Long Beach	ED SERVICES	CONF	3,589.23	
P19-02480	Children's Therapy Network	Special Ed	SERV (PRIVATE SCHOOL STUDENTS)	5,000.00	
P19-02481	Ventura Co Office Of Education	Special Ed	SERV (AA120506)	10,133.20	
P19-02482	Ventura Co Office Of Education	Special Ed	SERV (BE053005)	36,718.64	
P19-02483	Ventura Co Office Of Education	Special Ed	SERV (DP092713)	32,732.00	
P19-02484	Ventura Co Office Of Education	Special Ed	SERV (JS010805)	38,239.60	
P19-02485	Ventura Co Office Of Education	Special Ed	SERV (KC071607)	21,775.60	
P19-02487	Ventura Co Office Of Education	Special Ed	SERV (LG102505)	51,084.66	
P19-02489	Ventura Co Office Of Education	Special Ed	SERV (IR033009)	37,314.09	
P19-02490	Ventura Co Office Of Education	Special Ed	SERV (MA102113)	6,781.60	
P19-02491	Ventura Co Office Of Education	Special Ed	SERV (JA100109)	1,489.60	
P19-02499	Ventura Co Office Of Education	Special Ed	SERV (AC070205)	13,563.20	
P19-02500	Ventura Co Office Of Education	Special Ed	SERV (AR080310)	19,168.80	
P19-02501	Ventura Co Office Of Education	Special Ed	SERV (IO111109)	13,994.40	
P19-02502	Ventura Co Office Of Education	Special Ed	SERV (KP033105)	14,033.60	
P19-02503	Ventura Co Office Of Education	Special Ed	SERV (RR103108)	25,127.20	
P19-02504	Ventura Co Office Of Education	Special Ed	SERV (VV030307)	6,350.40	
P19-02505	Ventura Co Office Of Education	Special Ed	SERV (JV120313)	9,261.00	
P19-02506	Ventura Co Office Of Education	Special Ed	SERV (MG111808)	25,636.80	
P19-02507	Ventura Co Office Of Education	Special Ed	SERV (OL083008)	25,127.20	
P19-02508	Ventura Co Office Of Education	Special Ed	SERV (NC092306)	25,417.28	
P19-02509	SPEARHEAD LOCATING SVCS INC.	FACILITIES	BOND/BLDG (LOCATE UTILITIES @ DRI)	1,100.00	
Total Number of POs			159	Total	3,993,804.87

Fund Recap

Fund	Description	PO Count	Amount
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ESCAPE ONLINE

Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	146	3,741,137.93
120	CHILD DEVELOPMENT FUND	1	1,023.63
130	CAFETERIA FUND	5	82,633.76
140	DEFERRED MAINTENANCE FUND	2	12,284.45
213	BOND FUND MEASURE R 2012	1	81,565.72
214	BOND FUND MEASURE D 2016	4	75,159.38
		Total Fiscal Year 2019	3,993,804.87
		Total	3,993,804.87

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ESCAPE ONLINE

Page 5 of 6

Includes Purchase Orders dated 10/12/2018 - 11/01/2018 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P18-02476	154,380.00	140-6210	DEFERRED MAINTENANCE FUND/ARCHITECT/ENGINEE	55,630.00
P18-04635	512,241.66	140-6200	DEFERRED MAINTENANCE FUND/BUILDINGS AND IMPF	31,630.66
P19-00082	47,408.92	214-4400	BOND FUND MEASURE D 2016/NON-CAP EQUIP (\$500-\$	4,202.25
P19-00500	12,000.00	010-5600	GENERAL FUND/RENTALS, LEASES AND REPAIRS	2,000.00
P19-00553	6,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	2,000.00
P19-00856	8,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	2,000.00
P19-01352	348,210.00	010-5100	GENERAL FUND/PROFESSIONAL/CONSULTING	218,210.00
P19-01431	7,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	3,000.00
P19-02530	3,986.75	010-4318	GENERAL FUND/COMPUTER SUPPLIES AND SOFTWAR	2,047.25
			Total PO Changes	<u>320,720.16</u>

Information is further limited to: (Minimum Amount = 1,000.00)

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: 11/14/18

- Study Session: _____
- Closed Session _____
- A-1. Preliminary _____
- A-II. Reports _____
- B. Hearings _____
- C. Consent Agenda _____

- Agreement Category:
- ___ Academic
 - ___ Enrichment
 - ___ Special Education
 - ___ Support Services
 - X Personnel
 - ___ Legal
 - ___ Facilities

- D. Action Items _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Amendment #1 to Agreement #18-30 – The Bodine Group (Vaca)

At the Board meeting of June 20, 2018, the Board of Trustees approved Agreement #18-30 with The Bodine Group to provide facilitation services for collective bargaining for OSSA and CSEA and Interest Based Negotiations Training to OSD Administrators and CSEA and OSSA bargaining team members for the period of 7/1/18 through 6/30/19, and in the amount of \$25,000.00.

In reviewing the actual costs incurred for IBB negotiation facilitation services during the 2017-18 school year and anticipating no change in the services required during 2018-19 for negotiation sessions with OSSA and CSEA, it is now requested that the Board of Trustees approve Amendment #1 to increase the amount of funds allocated under this agreement by \$20,000.00, for a total amount not to exceed \$45,000 plus reimbursement for actual expenses.

FISCAL IMPACT:

Not to exceed \$20,000.00 **plus** reimbursement of actual expenses – Certificated Personnel Negotiations Funds

RECOMMENDATION:

It is recommended by the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve Amendment #1 to Agreement #18-30 with The Bodine Group, in the amount not to exceed \$20,000.00, **plus** reimbursement of actual expenses.

ADDITIONAL MATERIAL(S):

- Attached: Amendment #1 (1 Page)
- Agreement #18-30, The Bodine Group (17 Pages)

**AMENDMENT #1 TO AGREEMENT #18-30
WITH THE BODINE GROUP**

At the Board meeting of June 20, 2018, the Board of Trustees approved Agreement #18-30 with The Bodine Group to provide facilitation services for collective bargaining for OSSA and CSEA and Interest Based Negotiations Training to OSD Administrators and CSEA and OSSA bargaining team members for the period of 7/1/18 through 6/30/19, and in the amount of \$25,000.00.

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THE BODINE GROUP:

By: _____ Date: _____
Bridgette Bodine

OXNARD SCHOOL DISTRICT:

By: _____ Date: _____
Lisa A. Franz, Director, Purchasing

OXNARD SCHOOL DISTRICT

Agreement #18-30

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services ("Agreement") is entered into as of this 20th day of June, 2018 by and between the Oxnard School District ("District") and The Bodine 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 July 1, 2018 through June 30, 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 shall not exceed Twenty-Five Thousand Dollars (\$25,000.00), plus reimbursement for actual expenses, 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,

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: Jesus Vaca
Phone: (805) 385.1501 x2051
Fax: (805) 486.3408

To Consultant: Joanne Bodine/The Bodine Group
10091 Red Tail Hawk Way
Sacramento, CA 95829
Phone: (510) 305.3273
Fax: _____

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

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

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

26. **Administration.** DR. JESUS VACA 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

6-22-18

Date

Tax Identification Number: 95-6002318

THE BODINE GROUP:

Joanne Bodine

Signature

Joanne Bodine

Typed Name/Title

6/13/18

Date

Tax Identification Number: 570-62-4390

Not Project Related

Project #18-30

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #18-30

SERVICES

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

Provide facilitation services for collective bargaining for OSSA and CSEA using the Interest-Based Problem Solving approach, and Interest Based Negotiations Training to OSD Administrators and CSEA & OSSA bargaining team members.

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.	
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 #18-30

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #18-30

COMPENSATION

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

Total compensation Not to Exceed \$25,000.00, **plus** reimbursement for actual expenses.

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

III. 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 \$25,000.00, plus reimbursement for actual expenses, as provided in Section 4 of this Agreement.

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #18-30

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 #18-30

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 #18-30

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #18-30

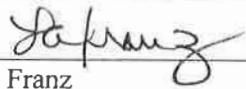
CONFLICT OF INTEREST CHECK

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, THE BODINE GROUP, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: 6-22-18

By: 
Lisa A. Franz
Director, Purchasing

The Bodine Group OXNARD PROPOSAL

DATE: April 10, 2018

TO: Oxnard School District
Dr. Jesus Vaca – Assistant Superintendent

FROM: Bridgette Bodine
Joanne Bodine
Neil Bodine

THE BODINE GROUP

INTEREST-BASED BARGAINING & PROBLEM SOLVING TRAINING

Services:

- Two day interest-based training in an interest-focused process used to solve problems collaboratively in group or individual settings. The curriculum within this training has been handcrafted to meet the specific needs of the Oxnard School District. Interactive discovery-based training modalities best suited to the learning needs of participants will be the foundation of the training.

Training Outcomes:

- Development of interest-focused problem solving and negotiation skills by participants.
- Improvement of Management and Employee teamwork and collaborative behavior.
- Beginnings of a relationships based on trust and mutual respect.

- Creation of a common set of behavioral norms
- Improvement in the overall effectiveness of working relationships.
- Introduction of a simple process for resolving conflicts effectively.
- Enhancement of communication skills, with particular emphasis on inquiry, advocacy and listening.

Attendees:

Up to forty trainees who are OSSA and/or CSEA Negotiation Team Members, District Administrators or District Leaders. Participants will be chosen by the District. Additional

Trainers:

Two Trainers from the Bodine Group will conduct the training. They have worked extensively with the District and are familiar with the cultural and structural dynamics within the District

Cost:

Flat rate of \$1,250.00 per training day for each Trainer plus travel and lodging expenses invoiced at cost.

An additional charge of \$25 per participant for training workbooks and material will be charged.

Site:

Arrangements for training space and cost for same will be assumed by the District. The training environment must include an LCD Projector, screen and DVD Player.

Possible dates:

To be negotiated.

ONGOING FACILITATION PROPOSAL

SERVICES: Third party neutral facilitation of collective bargaining negotiation sessions between the Oxnard Elementary School District and OSSA and CSEA collective bargaining teams to assist with renewal of their individual collective bargaining agreements using the IBB process.

FEES¹: \$1,100 per day

FEDERAL ID: #: 47-0954484

EXPENSE LEVELS:

Mileage:	\$.545/mile
Lodging	Actual Cost ²
Meals	Actual Cost ³
Car Rental	Actual Cost ⁴
Air Travel	Actual Cost

¹ Preparation time included

² Receipts accompany invoices

³ Receipts accompany invoices

⁴ Receipts accompany invoices



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

04/24/2018

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 CS&S/ABD INS & FINANCIAL SERVICE INC PO BOX 958489 LAKE MARY, FL 32746-8989 Phone - 877-724-2669 Fax - 877-763-5122	CONTACT NAME:		
	PHONE (A/C, No, Ext):	FAX (A/C, No):	
E-MAIL ADDRESS:			
INSURER(S) AFFORDING COVERAGE			NAIC #
INSURER A : Valley Forge Insurance Company			20508
INSURER B :			
INSURER C :			
INSURER D :			
INSURER E :			
INSURER F :			

INSURED
THE BODINE GROUP
 15320 WOLF RIDGE CT
 GRASS VALLEY, CA 95949

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 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	N	6012165284	05/15/2018	05/15/2019	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY	N	N	6012165284	05/15/2018	05/15/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 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 DED \$ 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"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

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

Certificate Holder is added as an additional insured as provided in the blanket additional insured endorsement as pertains to work being performed by named insured under contract.

CERTIFICATE HOLDER

Oxnard School District
 1051 South A Street
 Oxnard, CA 93030

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



STANLEY C. MANTOOTH, COUNTY SUPERINTENDENT • 5189 VERDUGO WAY, CAMARILLO, CA 93012

Date: October 22, 2018

To: District Superintendents

From: Paula R. Driscoll, Executive Director
School Business and Advisory Services *PR*

Subject: 2018-19 1st Quarter Williams COE Activity Report

Education Code Section 1240(c)(2)(C) requires that the County Superintendent report the results of any Williams Lawsuit Settlement visits, on a quarterly basis, to the Governing Board of districts with schools ranked in deciles 1 to 3 of the 2012 Academic Performance Index. The attached report should be presented to the Governing Board of your District at a regularly scheduled meeting held in accordance with public notification requirements.

The attached report reflects our Williams related visits and activities completed during the 1st quarter of fiscal year 2018-19. This summary report includes an overview of our textbook and instructional materials review as well as our facilities inspection. This report does not comment on our review of teacher assignments and vacancies, audit findings related to the Williams settlement, and our review of the annual school accountability report cards. Those reviews will conclude later in the school year and will be reported on at that time.

If you have any questions or comments about the Williams Settlement or the attached report, please contact me at 805-383-1981.

cc: Stanley C. Mantooth, Ventura County Superintendent of Schools
Misty Key, VCOE Associate Superintendent
✓ District Williams Coordinator

Attachment

Ventura County Office of Education
Williams Activity Report for the 1st Quarter
Fiscal Year 2018-19

California Education Code Section 1240 requires that the County Superintendent annually visit the 54 schools in Ventura County that were ranked in deciles 1 to 3 of the 2012 Academic Performance Index. The purpose of the visit is to insure that all students have access to sufficient textbooks or instructional materials, to assess the condition of the facilities and identify any emergency or urgent threats to the health or safety of pupils or staff, and to determine if the school has provided accurate data for the annual school accountability report card (SARC) related to instructional materials and facilities conditions.

During the first four weeks of the 2018-19 school year, County Office of Education inspectors visited all Williams schools to determine if sufficient textbooks or instructional materials were available, and to assess the condition of the school facilities. The findings of these visits are summarized on the following 1st Quarter Activity Report for your District. In summary, the inspection process found that the students in Ventura County have access to sufficient textbooks and/or instructional materials and that the condition of the school facilities do not pose an emergency or urgent threat to the health or safety of pupils or staff.

While much of the specific Williams related activities occur during the 1st quarter, several activities take place throughout the fiscal year. These activities include:

The annual review of teacher assignments and vacancies in deciles 1 to 3 schools, as required by Education Code Section 44258.

The annual review of the prior fiscal year audit reports to identify any audit findings relating to Williams issues and determine how those findings will be corrected.

The annual review of each school's school accountability report card to verify that known Williams related issues are correctly reported.

The final results of these reviews will be published in our annual Williams report in October of 2019.

If you have any questions about the Williams Settlement process or the information contained in the attached 1st Quarter Activity Report for your District, please contact Paula Driscoll, Executive Director, at 805-383-1981.

**Ventura County Office of Education
Williams Activity Report for the 1st Quarter
Fiscal Year 2018-19**

School District: **OXNARD ELEMENTARY**

Page 1 of 4

Schools: **Chavez Elementary**

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Curren Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Driffill Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Elm Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

For questions regarding this information, please contact:

Paula Driscoll, Executive Director
School Business and Advisory Services
805-383-1981

**Ventura County Office of Education
Williams Activity Report for the 1st Quarter
Fiscal Year 2018-19**

School District: **OXNARD ELEMENTARY**

Page 2 of 4

Schools: **Harrington Elementary**

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Kamala Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Lemonwood Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Marina West Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

For questions regarding this information, please contact:

Paula Driscoll, Executive Director
School Business and Advisory Services
805-383-1981

**Ventura County Office of Education
Williams Activity Report for the 1st Quarter
Fiscal Year 2018-19**

School District: **OXNARD ELEMENTARY**

Page 3 of 4

Schools: **McKinna Elementary**

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Ramona Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Ritchen Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Rose Elementary

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

For questions regarding this information, please contact:

Paula Driscoll, Executive Director
School Business and Advisory Services
805-383-1981

**Ventura County Office of Education
Williams Activity Report for the 1st Quarter
Fiscal Year 2018-19**

School District: **OXNARD ELEMENTARY**

Page 4 of 4

Schools: **Sierra Linda Elementary**

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Frank Intermediate

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Fremont Intermediate

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

Haydock Intermediate

Textbook/Instruction Materials Inspection

Finding: Students have access to sufficient quantities of textbooks and instructional materials.

Facilities Inspection

Finding: The condition of the facilities does not pose an emergency or urgent threat to the health or safety of pupils or staff.

For questions regarding this information, please contact:
Paula Driscoll, Executive Director
School Business and Advisory Services
805-383-1981

OSD BOARD AGENDA ITEM

Name of Contributor: **Shristie Nair-Villano**

Date of Meeting: **November 14, 2018**

- 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 (Nair-Villano)

Establish

an eight hour 203 day Registered Behavior Intervention Technician position number 9253 to be established in the Special Education department. This position will be established due to provide additional support.

an eight hour 203 day Registered Behavior Intervention Technician position number 9254 to be established in the Special Education department. This position will be established due to provide additional support.

an eight hour 203 day Registered Behavior Intervention Technician position number 9242 to be established in the Special Education department. This position will be established due to provide additional support.

an eight hour 203 day Registered Behavior Intervention Technician position number 9243 to be established in the Special Education department. This position will be established due to provide additional support.

an eight hour 203 day Registered Behavior Intervention Technician position number 9244 to be established in the Special Education department. This position will be established due to provide additional support.

an eight hour 203 day Registered Behavior Intervention Technician position number 9245 to be established in the Special Education department. This position will be established due to provide additional support.

a five hour and forty five minute 183 day Paraeducator II position number 9249 to be established in the Special Education department. This position will be established to provide additional support.

a five hour and forty five minute 183 day Paraeducator II position number 9241 to be established in the Special Education department. This position will be established to provide additional support.

a five hour and forty five minute 183 day Paraeducator III position number 9250 to be established in the Special Education department. This position will be established to provide additional support.

a five hour 185 day Child Nutrition Worker position number 9246 to be established at Haydock school. This position will be established to provide additional support.

Abolish

a four hour 183 day Paraeducator I position number 9149 to be abolished at Kamala school. This position will be abolished due to the lack of work.

Increase

a three hour and ten minute 183 day Paraeducator I position number 7174 to be increased to five hours and 10 minutes at Harrington school. This position will be increased to provide additional support.

a three hour and ten minute 183 day Paraeducator I position number 7175 to be increased to five hours and 10 minutes at Harrington school. This position will be increased to provide additional support.

a three hour and ten minute 183 day Paraeducator I position number 7178 to be increased to four hours and 10 minutes at Lemonwood school. This position will be increased to provide additional support.

a three hour and ten minute 183 day Paraeducator I position number 7176 to be increased to four hours and 10 minutes at Kamala school. This position will be increased to provide additional support.

a three hour and ten minute 183 day Paraeducator I position number 7191 to be increased to four hours and 10 minutes at Rose Avenue school. This position will be increased to provide additional support.

a three hour and ten minute 183 day Paraeducator I position number 7192 to be increased to four hours and 10 minutes at Rose Avenue school. This position will be increased to provide additional support.

a five hour 183 day Paraeducator III position number 6067 to be increased to five hours and 45 minutes in the Special Education department. This position will be increased to provide additional support.

FISCAL IMPACT:

Cost for Registered Behavior Intervention Technician - \$368,418 Special Education

Cost for Paraeducator II's - \$56,032 Special Education

Cost for Paraeducator III - \$28,739 Special Education

Cost for Child Nutrition Worker - \$21,822 Child Nutrition Services

Savings for Paraeducator I – \$18,577 Site funds

Cost for Paraeducator I's at Harrington - \$18,548 Site funds

Cost for Paraeducator I at Lemonwood - \$4,637 Site funds

Cost for Paraeducator I at Kamala - \$4,637 Site funds

Cost for Paraeducator I's at Rose Ave. - \$9,274 Site funds

Cost for Paraeducator III - \$3,745 Special Education

RECOMMENDATION:

It is the recommendation of the Director of Classified Human Resources that the Board of Trustees approve the establishment, abolishment and increase of the positions, as presented.

ADDITIONAL MATERIAL:

None

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca/Shristie Nair-Villano**

Date of Meeting: **November 14, 2018**

- 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/Nair-Villano)

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:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services and the Director, Classified Human Resources, that the Board of Trustees approve the Personnel Actions, as presented.

ADDITIONAL MATERIAL:

- Classified Personnel Actions (two pages)
- Certificated Personnel Actions (one page)

CLASSIFIED PERSONNEL ACTIONS

November 14, 2018

New Hire

Arico, Carmen G	Office Assistant II, Position #970 Brekke 7.0 hrs./203 days	10/22/2018
Carranza, Jeffrey	School Office Manager, Position #1824 Ramona 8.0 hrs./210 days	10/15/2018
Jacobo Luis, Itzel	Child Nutrition Worker, Position #81 Itinerant 5.5 hrs./185 days	10/08/2018
Ramos, Linda	Health Care Technician, Position #7115 Pupil Services 7.0 hrs./183 days	10/29/2018

Limited Term

Franklin, Leslie R	Paraeducator	10/25/2018
Garcia, Ivon H	Paraeducator	10/08/2018
Grande, Aldo R	Paraeducator	10/19/2018
Gutierrez, Christine A	Paraeducator	10/15/2018
Mateos, Valerie S	Paraeducator	10/12/2018
Torrez Jr., Mark T	Paraeducator	10/29/2018
Ward, Brandi G	Paraeducator	10/29/2018
Williams III, Clifford L	Paraeducator	10/22/2018

Exempt

Armendariz, Claudia	Campus Assistant	10/18/2018
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Promotion

Garibay, Angelica	School Office Manager, Position #2210 Fremont 8.0 hrs./215 days Intermediate School Secretary, Position #7016 Lemonwood 8.0 hrs./192 days	10/29/2018
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Increase in Hours

Pina, Bobby S	Paraeducator III, Position #7467 Harrington 8.0 hrs./183 days Paraeducator III, Position #7467 Harrington 5.75 hrs./183 days	10/01/2018
Fuentes, Saira	Paraeducator III, Position #6373 McAuliffe 8.0 hrs./183 days Paraeducator III, Position #6373 McAuliffe 5.75 hrs./183 days	10/01/2018

Administrative Transfer

Garcia, Sarah O	Child Nutrition Worker, Position #6627 Kamala 5.0 hrs./185 days Child Nutrition Worker, Position #2247 Haydock 5.0 hrs./185 days	10/09/2018
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Transfer

Vargas, Veronica	Child Nutrition Worker, Position #2426 Fremont 5.5 hrs./185 days Child Nutrition Worker, Position #2425 Fremont 5.0 hrs./185 days	10/21/2018
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Transfer continued

Whitt, Virginia	School Office Manager, Position #2183 Sierra Linda 8.0 hrs./210 days	10/22/2018
	School Office Manager, Position #7915 San Miguel 8.0 hrs./210 days	

In Lieu of Layoff

Zarate, Connie	Office Assistant II, Position #7979 Ed. Services 4.0 hrs./246 days	11/05/2018
	Office Assistant II, Position #2872 Frank 2.5 hrs./192 days	

Released during Probation

3928	Paraeducator II, Position #6736 Special Education 5.75 hrs./183 days	10/22/2018
	Health Assistant, Position #8435 Pupil Services 5.75 hrs./183 days	

Leave of Absence

Pena, Sahara	Intermediate School Secretary, Position #6709 Driffill 8.0 hrs./192 days	10/01/2018
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Resignation

Alfaro, Crystal M	Paraeducator I, Position #7172 Driffill 2.0 hrs./183 days	10/26/2018
Jetton, Lacy J	Human Resources Assistant, Position #8183 Human Resources 8.0 hrs./246 days	10/09/2018
Zarate, Connie	Office Assistant II, Position #26 Fremont 2.0 hrs./203 days	10/04/2018

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

Hirsh, Ivan	SDC M/M, Teacher	10/25/2018
Tobin, Anna	RSP, Teacher	10/30/2018
Delgadillo, Elizabeth	Substitute Teacher	2018/2019 School Year
Lopez, Cynthia	Substitute Teacher	2018/2019 School Year
Pipkin, Scott	Substitute Teacher	2018/2019 School Year
Rogers, Jacqueline	Substitute Teacher	2018/2019 School Year
Sanchez, Lilibeth	Substitute Teacher	2018/2019 School Year

**Intervention Services
Provider (less than 20
hours per week not to
exceed 75% or 135 days a
year**

Aharoni, Bonnie	Sierra Linda	10/22/2018
Burke, Rex	Sierra Linda	10/23/2018
Galdikas-Franz, Aldona	Sierra Linda	10/23/2018

Resignation

Torres, Mario	RSP Teacher, Frank	10/26/2018
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BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 14, 2018

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

_____ Facilities

SECTION D: ACTION _____

SECTION F: BOARD POLICIES 1ST Reading X 2nd Reading _____

Reimbursement for Teacher Substitute at Rio School District (Penanhoat)

Board of Trustees member Denis O'Leary, a classroom teacher at Rio Elementary School District, attended the California Latino School Boards Association's Unity Conference in San Diego October 4-7, 2018.

A teacher substitute fulfilled Mr. O'Leary's teaching assignment in Rio on October 4 and 5, 2018, and Rio School District has requested reimbursement for the substitute costs of \$265.49.

Education Code Section 44987.3 (d) stipulates "*Following the school district's payment of the employee for such leave of absence, the school district shall be reimbursed by the board, commission, committee, or group which the employee serves for the compensation paid to the employee's substitute and for actual administrative costs related to the leave of absence granted to the employee under this section, upon written request for such reimbursement by the school district.*"

FISCAL IMPACT

Reimbursement is requested in the amount of \$265.49 to be paid from the General Fund.

RECOMMENDATION

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve reimbursement to Rio School District as stipulated by Education Code Section 44987.3.

ADDITIONAL MATERIAL

Attached: None.

BOARD AGENDA ITEM

Name of Contributor: Dr. Ana DeGenna

Date of Meeting: 11/14/18

- 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 _____

Approval of the Single Plans for Student Achievement: 19 School Sites (DeGenna/Thomas)

Educational Services presents the 2018-2019 Single Plans for Student Achievement for 19 of the 20 school sites for Board approval.

Board approval is a State requirement in order for the actions and services included in the Single Plans for Student Achievement to be carried out.

The Single Plan for Student Achievement for Sierra Linda School will not be in this group for approval at this time. The School Site Council membership at the site needs to be amended. Sierra Linda’s Single Plan will be presented for approval at the December Board meeting.

There will be pages in the Single Plans (Dashboard pages) which includes data that won’t be updated until December. This will be addressed in the presentation on November 14.

FISCAL IMPACT:

The SPSA contains a budget that details how school site funds will be spent to support improved student achievement.

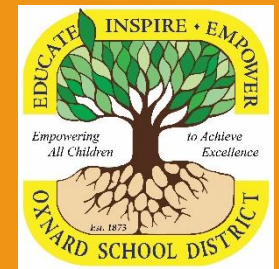
RECOMMENDATION:

It is the recommendation of the Assistant Superintendent Educational Services, that the Single Plan for Student Achievement for all 19 elementary and middle schools submitted be approved.

ADDITIONAL MATERIAL(S):

Power Point

Single Plans for Student Achievement



Oxnard School District
November 14, 2018

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
- Data (CAASPP & ELPAC)
- Dashboard Pages*
- Greatest Progress
- Greatest Needs
- Performance Gaps
- Increased or Improved Services
- Overall Effectiveness of Actions and Services
- Eight State Priorities
- Compensatory Education Requirements
- Budget Summary
- Goals/Actions/Expenditures
- Appendix A-SSC Membership
- Appendix B-Signatures

Development Process

6

Summer Leadership Day

- August 2018
- School Site Leadership Teams attended.
- Ed Services shared district data with Teams.
- Teams brought their own site data.
- Work was started on revising SPSAs to address needs determined by data.
- As soon as new SSCs were elected, work could start on SPSA development and approval.

Dashboard Pages

7



- The California School Dashboard is an online tool designed to help communities across the state access important information about K-12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

Dashboard Pages

8

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2018-10-31		View	View	27





Previous Section	Current Section	Next Section
CELDT Annual and All	Equity Report	Status and Change Report (Chronic Absenteeism)

[Save Data](#)
[View Current Document](#)
[View Section](#)






School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		<input type="text" value="7"/>	<input type="text" value="2"/>
English Learner Progress (1-12)		<input type="text" value="1"/>	<input type="text" value="0"/>
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		<input type="text" value="6"/>	<input type="text" value="6"/>
Mathematics (3-8)		<input type="text" value="6"/>	<input type="text" value="6"/>

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:
 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Conclusions based on this data: Last Modified: 2018-03-20
By: DTS Data Update

1.

Dashboard Pages

9

- Updated results are scheduled to be released on December 3, 2018.
- The pages will upload into the template automatically.
- Ed. Services and Principals will review the data.
- Principals will work with their Leadership Teams and School Site Councils to analyze the data and determine what actions need to be revised in the SPSAs.

School Goals

- School goals, related actions, and expenditures address the findings from the analysis of the instructional program and student performance data.



Goal 1

11

All students will reach high academic standards in reading and mathematics.

Kamala K-8 School

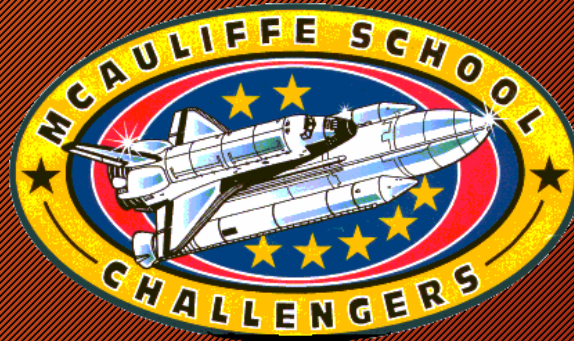


Goal 2

12

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.

McAuliffe K-5 School



Goal 3

13

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Curren K-8 School



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!





School Plan for Student Achievement (SPSA) Template

The School 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	January 16, 2018		
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 14, 2018		

The School's Mission & Vision Statements

Mission:

Ensure all students learn at Brekke.

Vision:

To be an exemplary school.

Values:

- Students, staff and community members will be treated with respect and dignity.
- Doing what is best for each student.
- Model what we expect of others.
- Maintain high expectations.
- Collaborate to ensure maximum growth.
- Celebrate success.

SCHOOL PROFILE

Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience.

As always, our focus remains on delivering Great Instruction the First Time or G.I.F.T. with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. Through the use of a Depth and Complexity Model, SIOP strategies, and mindset practices, students are provided the broadest opportunity to access challenging curricula. We use the common core state standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with the opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century, 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 with extra practice and focus on skills. The Waterford program is used to support our learners in TK-2 in Language Arts.

In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialist." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

Brekke is committed to increasing English proficiency and building academic vocabulary. This year we will continue to provide designated ELD using the ELD/ELA Standards, through the language of Science and Math. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills.

A site variance allows staff to bank minutes. Banking of minutes gives grade levels valuable time every Wednesday to meet as Professional Learning Communities (PLC). During this time, grade levels 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 District adopted curricula in all academic areas.

This year Brekke continues to incorporate a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the environment and interactions among students and staff to ensure mutual respect and accelerate academic success. CHAMPS defines an instructional model that promotes academic focus and positive engagement called S.T.O.I.C. (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently). 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 share information on CHAMPS, teach strategies that build resiliency in their children, and explain how to support students in creating a growth mindset.

We are 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, planning special days like our annual Trunk-or-Treat, organizing multiple fundraisers, like last year's Jog-A-Thon, and community projects. PTA also helps enhance student learning by funding additional field trips and providing Artist in the Classroom. We encourage all family members to take a positive and active part in our children's learning.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	90	89	89	88	89	89	88	89	98.9	97.8	100
Grade 4	104	100	98	103	100	97	103	100	97	99	100	99
Grade 5	107	104	104	105	104	104	105	104	104	98.1	100	100
All Grades	301	294	291	297	292	290	297	292	290	98.7	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2402.3	2394.1	2389.1	9	17.05	10.11	22	11.36	21.35	39	32.95	29.21	29	38.64	39.33
Grade 4	2420.3	2435.3	2457.5	12	10.00	19.59	17	23.00	25.77	25	23.00	22.68	47	44.00	31.96
Grade 5	2473.8	2465.9	2460.1	9	8.65	3.85	30	26.92	28.85	27	25.96	26.92	35	38.46	40.38
All Grades	N/A	N/A	N/A	10	11.64	11.03	23	20.89	25.52	30	27.05	26.21	37	40.41	37.24

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	9	12.50	10.11	61	44.32	47.19	30	43.18	42.70	
Grade 4	7	15.00	22.68	41	48.00	47.42	52	37.00	29.90	
Grade 5	11	10.58	11.54	50	50.96	53.85	38	38.46	34.62	
All Grades	9	12.67	14.83	50	47.95	49.66	41	39.38	35.52	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.50	11.24	53	47.73	43.82	37	39.77	44.94
Grade 4	16	8.00	15.46	44	58.00	49.48	41	34.00	35.05
Grade 5	14	17.31	9.62	53	46.15	50.96	32	36.54	39.42
All Grades	13	12.67	12.07	50	50.68	48.28	37	36.64	39.66

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	12.50	12.36	71	69.32	67.42	18	18.18	20.22
Grade 4	13	9.00	11.34	62	66.00	76.29	25	25.00	12.37
Grade 5	10	10.58	12.50	57	62.50	60.58	32	26.92	26.92
All Grades	11	10.62	12.07	63	65.75	67.93	26	23.63	20.00

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	14.77	15.73	64	50.00	51.69	22	35.23	32.58
Grade 4	9	13.00	17.53	49	54.00	57.73	43	33.00	24.74
Grade 5	27	13.46	12.50	52	44.23	48.08	21	42.31	39.42
All Grades	16	13.70	15.17	55	49.32	52.41	29	36.99	32.41

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	90	89	89	88	89	89	88	89	98.9	97.8	100
Grade 4	104	100	98	103	100	97	103	100	97	99	100	99
Grade 5	107	104	104	105	104	104	105	104	104	98.1	100	100
All Grades	301	294	291	297	292	290	297	292	290	98.7	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2405.3	2405.5	2393.6	1	7.95	2.25	33	25.00	19.10	38	30.68	40.45	28	36.36	38.20
Grade 4	2438.2	2428.7	2441.3	7	2.00	8.25	17	19.00	20.62	42	41.00	36.08	34	38.00	35.05
Grade 5	2458.1	2449.8	2433.3	6	2.88	1.92	12	15.38	5.77	31	25.96	31.73	50	55.77	60.58
All Grades	N/A	N/A	N/A	5	4.11	4.14	20	19.52	14.83	37	32.53	35.86	38	43.84	45.17

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	12	17.05	11.24	48	38.64	38.20	39	44.32	50.56	
Grade 4	13	9.00	10.31	28	33.00	37.11	59	58.00	52.58	
Grade 5	9	4.81	1.92	30	25.00	24.04	61	70.19	74.04	
All Grades	11	9.93	7.59	35	31.85	32.76	54	58.22	59.66	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	14.77	7.87	60	48.86	48.31	28	36.36	43.82
Grade 4	7	6.00	14.43	52	50.00	43.30	41	44.00	42.27
Grade 5	10	6.73	2.88	28	35.58	39.42	62	57.69	57.69
All Grades	10	8.90	8.28	46	44.52	43.45	44	46.58	48.28

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	19.32	6.74	63	53.41	58.43	27	27.27	34.83
Grade 4	13	7.00	9.28	46	42.00	42.27	42	51.00	48.45
Grade 5	6	7.69	0.96	43	43.27	36.54	51	49.04	62.50
All Grades	9	10.96	5.52	50	45.89	45.17	41	43.15	49.31

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					7		43	29		43	43		14	21	
1	2			29	15		39	45		12	33		17	8	
2	2	7		19	40		45	30		10	9		24	14	
3	4	8		41	28		33	33		16	3		6	28	
4	3	3		45	16		34	53		13	16		5	13	
5	4	4		24	33		44	52		12			16	11	
Total	3	4		31	25		39	41		14	15		13	15	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					2		18	19		27	40		55	40	
1	2			27	16		41	47		11	30		18	7	
2	2	7		19	40		44	30		12	9		23	14	
3	4	8		41	28		33	33		16	3		6	28	
4	3	3		45	16		34	53		13	16		5	13	
5	8	4		23	33		42	52		12			15	11	
Total	3	3		25	21		34	37		16	18		23	20	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		632	Very Low 0%	Declined -0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		632	Very Low 0%	Declined -0.3%
English Learners		249	Very Low 0%	Declined -0.7%
Foster Youth		6	*	*
Homeless		5	*	*
Socioeconomically Disadvantaged		444	Very Low 0%	Declined -0.4%
Students with Disabilities		87	Very Low 0%	Maintained 0%
African American		7	*	*
Asian		26	Very Low 0%	Maintained 0%
Filipino		36	Very Low 0%	Maintained 0%
Hispanic		537	Very Low 0%	Declined -0.4%
Pacific Islander		1	*	*
Two or More Races		5	*	*
White		20	Very Low 0%	Maintained 0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		235	Medium 67.2%	Declined -2.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.7%
English Learner Progress (1-12)		Medium 67.2%	Declined -2.4%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 56.4 points below level 3	Declined -9.1 points
Mathematics (3-8)		Low 73.1 points below level 3	Declined Significantly -15.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		289	Low 36.6 points below level 3	Maintained +0.3 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		289	Low 36.6 points below level 3	Maintained +0.3 points
English Learners		146	Low 56.4 points below level 3	Declined -9.1 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		194	Low 52.6 points below level 3	Declined -5.7 points
Students with Disabilities		40	Very Low 123.4 points below level 3	Declined Significantly -39.5 points
African American		5	*	*
Asian		15	Medium 2.6 points below level 3	Increased Significantly +15.1 points
Filipino		17	High 22.3 points above level 3	Maintained +0.2 points
Hispanic		243	Low 44.4 points below level 3	Maintained +1.3 points
Pacific Islander		1	*	*
Two or More Races		3	*	*
White		5	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	60	Low 13 points below level 3	Declined Significantly -19.3 points
EL - English Learner Only	86	Very Low 86.7 points below level 3	Declined Significantly -21.5 points
English Only	141	Low 14.9 points below level 3	Increased +13.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	11	72.7%	27.3%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		289	Low 55.8 points below level 3	Declined -6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		289	Low 55.8 points below level 3	Declined -6 points
English Learners		146	Low 73.1 points below level 3	Declined Significantly -15.4 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		194	Low 70.1 points below level 3	Declined Significantly -15.4 points
Students with Disabilities		40	Very Low 119.5 points below level 3	Declined Significantly -26.1 points
African American		5	*	*
Asian		15	Medium 19.1 points below level 3	Increased Significantly +16.4 points
Filipino		17	Medium 5.7 points below level 3	Declined -10.3 points
Hispanic		243	Low 62.4 points below level 3	Declined -6.2 points
Pacific Islander		1	*	*
Two or More Races		3	*	*
White		5	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	60	Low 49.2 points below level 3	Declined -12.2 points
EL - English Learner Only	86	Low 89.8 points below level 3	Declined Significantly -25.2 points
English Only	141	Low 38.6 points below level 3	Increased +3.3 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	12	91.7%	8.3%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	69.6%	67.2%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	36.9 points below level 3	36.6 points below level 3
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Mathematics	49.8 points below level 3	55.8 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.3% (2)	0% (0)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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, we are proud of our students' academic gains. Our students in Kindergarten through Second Grade made significant gains in Language Arts and Mathematics based on Star 360 Early Literacy, Reading, and Math scores. End of the year benchmark test results showed the following improvements from 2017 to 2018. In Kindergarten, Early Literacy scores went from 38% proficient to 44% proficient. In First Grade, Reading scores grew from 57% to 65% proficient. In Second Grade, Reading scores grew from 59% to 63% proficient. In First Grade, Math scores increased from 69% to 71% proficient. In Second Grade, Math scores increased from 68% to 71% proficient. In upper grades, our students in 4th grade made great gains in both English Language Arts and Mathematics as measured by the Smarter Balanced Assessments (SBAC). In English language arts, the percent of third grade students who Met or Exceeded the state standards increased from 28% in 2017 to 31% in 2018. The percent of fourth grade students who have Met or Exceeded state standards has steadily increased over the last four years from 29% in 2015, to 29% in 2016, to 33% in 2017, and to 46% in 2018! In Mathematics, the percent of fourth grade students who Met or Exceeded the state standards increased from 21% in 2017 to 29% in 2018. Our students in fifth grade, overall, 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. In addition, teachers in grades 3-5 will administer CA Interim Assessment Blocks three times a year to familiarize students with assessment protocols and academic rigor. Finally, teachers will administer Star 360 assessments in Reading and Math monthly to monitor progress, target intervention and enrichment, and inform best practices.

Our site will train teacher leaders from each grade level to help restructure our Professional Learning Communities. This training will facilitate our focus on collaboration and student learning. Moreover, grade level teams will have the opportunity to meet vertically with grade levels below and above to share best practices and articulate what they can do to support each other. If students do not master a standard or exceed a standard, he/she will receive additional interventions/enrichments as outlined in our MTSS. Interventions/enrichments can include: receiving small group instruction in class, receiving small group instruction with Intervention Support Providers (ISPs) during the school day, and/or receiving targeted instruction in the classroom during Universal Access time in both Math and ELA.

The integration of Science and Inquiry into our academic program has resulted in the gains that we see in English Language Arts and Math. The combined scores for third to fifth grade students in the SBAC indicated that the students had the highest results in both Reading (Claim 1) and Research and Inquiry (Claim 4). These gains are attributed to the fact that 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. The ISP's are funded through Title 1 funds as are the materials they used with students. Title 1 funds were also used to pay for substitutes necessary to relieve teachers to attend SST and IEP meetings.

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, math scores significantly dropped for our third and fifth graders. In third grade, the scores of students who Met or Exceed state standards dropped from 33% in 2017 to 21% in 2018. In fifth grade, the scores of students who Met or Exceeded state standards dropped from 18% in 2017 to 8% in 2018. Furthermore, our data shows students in the English Learners and Socioeconomically Disadvantaged subgroups are experiencing the greatest decline. We will more closely monitor the academic and language proficiency of our English Learner and Socioeconomically disadvantaged students. We also found that the largest percentage of student office referrals came from incidents that occurred on the playground. Out of 211 incidents, 106 of the occurred on the playground. This means that we need to restructure the playground activities and environment to make unstructured time safer and more enjoyable for all students.

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. Brekke staff will continue to attend professional development in writing, ELA (Wonders), Mathematical Mindsets, and ELD as provided by the School Site Math Mentor and District personnel.
2. The Leadership Team will attend CAPS training in Professional Learning Communities to help their grade levels improve collaboration and focus on student learning.
3. Grade levels will continue to collaborate every Wednesday to create common assessments and grading rubrics, analyze data, plan instruction, and identify students in need of intervention.
4. The Principal will hold student monitoring conferences with individual teachers, three times a year, to monitor student progress and identify students needing additional support.
5. ISPs will facilitate the reduction of class size during daily designated ELD and provide interventions for at risk students and special populations.
6. English Learner students will be provided 45 minutes of designated ELD instruction daily, focused on teaching Language through Science and Mathematics.
7. STAR 360 tests will be administered monthly in order to monitor student progress and inform instructional practice.
8. We will recognize students for their overall academic achievements each month and for achieving AR Goals each trimester.
9. We will hold a celebration with the community for students who reach English Learner reclassification criteria each year.

All efforts will be supported by the Principal and other support 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

According to the California Dashboard, we currently do not have any student group performing two or more performance levels below the "all student" performance. However, our English Learners are performing below the English Only and Reclassified English Proficient students in both Language Arts and Math; hence, our goal is to increase English Learner 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?

We will continue to meet in PLC groups to analyze data, plan instruction, and identify students in need of intervention. The Technology and Math Mentors along with the EL TOSA will support the teachers with ongoing professional development designed to assist in the planning of lessons to address the needs of the students. The Math Mentor will be providing Mathematical Mindset professional development on site. The District's EL TOSA will be providing support in ELD and understanding the ELPAC's results to support student learning.

ISPs will facilitate the reduction of class size during daily designated ELD instruction and provide interventions for at risk students and special populations. 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 three 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.

The PBIS team will work with the campus supervisors to restructure the playground activities and environment.

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, Waterford Early Literacy, MyON, NewsELA, Rosetta Stone, and Brain Pop have been purchased for student use. This goal has been addressed under Section 1: Greatest Progress. Finally, professional development and the substitutes for PLC through the CAPS network and PBIS will be funded through Title 1 monies.

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 did not meet as it was difficult to find teachers to stay after school to run them. 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. Additionally, we are partnering up with Oxnard College to have student volunteers run an enrichment robotics club.

Classroom teachers will continue to 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. ISPs will be used to support ELD grouping and reduce class size during this time.

Eight State Priorities 2018-19

- 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)

- 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 2018-2019 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. Additionally, we invite parents to attend parent training such as FACTOR, Project to Inspire or Loving Solutions. The counselor will also provide seminars on topics of interest during parent events. Our parents are invited to participate during Family Nights (Science, Literacy, and Science & Art) that are provided throughout the year. Furthermore, parents enjoy participating in the PTA community building activities, such as the Trunk-or-Treat and the Jog-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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	188393	0.00
Title I	40826	0.00
Title III	12458	0.00
LCFF - Targeted	40856	0.00
LCFF - Intervention	31264	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$441,682.00

Goal 2 \$292,957.00

Goal 3 \$12,250.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA	Overall 39% of the students Met or Exceed the state standards In 3rd grade, 31% of students Met or Exceed the state standards In 4th grade, 46% of students Met or Exceed the state standards In 5th grade, 33% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 7% in 3rd grade 5% in 4th grade 4% in 5th grade
CAASPP Math	Overall 23% of the students Met or Exceed the state standards In 3rd grade, 21% of students Met or Exceed the state standards In 4th grade, 29% of students Met or Exceed the state standards In 5th grade, 8% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 7% in 3rd grade 7% in 4th grade 4% in 5th grade
STAR 360 Early Literacy	44% of Kindergarten students scored at or above on the	The percent of Kindergarten students scoring at or

	spring benchmark.	above benchmark will increase by 10%.
STAR 360 Reading	65 % of 1st grade students scored at or above benchmark on the spring benchmark. 63 % of 2nd grade students scored at or above benchmark on the spring benchmark. 46 % of 3rd grade students scored at or above benchmark on the spring benchmark. 59% of 4th grade students scored at or above benchmark on the spring benchmark. 46% of 5th grade students scored at or above benchmark on the spring benchmark.	The percent of students scoring at or above benchmark at the end of the year will increase by 5% in 1st grade 7% in 2nd grade 7% in 3rd grade 5% in 4th grade 4% in 5th grade
STAR Math	71% of 1st grade students scored at or above benchmark on the spring benchmark. 70 % of 2nd grade students scored at or above benchmark on the spring benchmark. 70% of 3rd grade students scored at or above benchmark on the spring benchmark. 54% of 4th grade students scored at or above benchmark on the spring benchmark. 44% of 5th grade students scored at or above benchmark on the spring benchmark.	The percent of students scoring at or above benchmark at the end of the year will increase by 4% in 1st grade 5% in 2nd grade 7% in 3rd grade 7% in 4th grade 4% in 5th grade
Reclassification Third through Fifth grade	The total percentage of English Learners reclassified during 2017-2018 was 16% (35 students).	Increase the percent of English Learner students who are reclassified by 5%.

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	2018-2019 School Year	Teachers EL TOSA Principal	EL TOSA	District Funded	
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	2018-2019 School Year	Site Leadership Team Teachers	Cost of substitutes	LCFF - Targeted	6720
	Math ELD Strand Focus			Teacher extra hours	LCFF - Targeted	2268

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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	2018-2019 School Year	Teachers EL TOSA	Materials/Supplies (color coded paper)	Discretionary	500
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: California Association for Gifted (CAG), California Bilingual Educators Conference (CABE), Professional Learning Communities, Every Child Counts]	ELA	2018-2019 School Year	Teachers Principal Clerical Staff	Cost for conferences, lodging and travel for Breakthrough Coach, Every Child Counts	Discretionary	5500
	Math			Cost of subs for conferences, lodging and travel for CAG, VCOE PD	LCFF - Targeted	2079
	ELD			Cost travel, conference fees and subs for teachers to attend CABE	Title III	5348
5. Conduct IEP meetings to address academic and social emotional needs of Special Education Students. A floating substitute will be arranged to release general education classroom teacher and special education teachers to conduct meetings and/or prep.	ELA Math ELD Student Behavior Support Attendance Wrap-Around Services	2018-2019 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	Discretionary District Funded	3240
6. Provide MyON program to all students to download books for independent reading at home and at school.	ELA	2018-2019 School Year	Teachers Computer Tech	Cost of program Computer Tech	District Funded Centralized Services	81569
7. In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time	ELA	2018-2019 School Year	Administrator Reading Specialist	Reading Specialist	Centralized Services	129845

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.						
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	2018-2019 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	10344 20000 4500 2000 3771
9. Provide the IXL Math Program to all students K-5 and Waterford Early Literacy K-2 software program to students in need of intervention as a supplement to our ELA and Math curricula for differentiated ELA/Math practice.	Math ELD ELA	2018-2019 School Year	Teachers	Contract agreement IXL Waterford Early Literacy	Title I Title I	4644 7377
10. Encourage use of Accelerated Reader for all K-5 students to increase number of words read and overall reading achievement.	ELA Math ELD	2018-2019 School Year	Teachers Librarian	Cost of STAR 360 Academic incentives Librarian Library books	District Funded LCFF - Targeted Centralized Services Discretionary	 600 30907 2000
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	2018-2019 School Year	Teachers	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	2018-2019 School Year	Teachers Principal	Field trips, admissions and transportation \$10 per student Field Trips and Artist in the Classroom	LCFF - Targeted PTA/PTO	9500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. 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 identify additional supports to address needs. (2 days of meetings; 3 times/year)	ELA Math ELD	2018-2019 School Year	Teachers Principal	Cost of Subs for 6 days	LCFF - Targeted	948
14. Use ELPAC, 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	2018-2019 School Year	Teachers	Awards for students meeting ELPAC goals and/or reclassifying	Title III	150
15. Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the district EL TOSA.	ELD ELA	2018-2019 School Year	Teachers EL TOSA LAT Team Principal	Subs for Language Assessment Team (LAT)	Title III	320
16. Provide integrated ELD during ELA, Math and Science to increase English language proficiency.	ELD Strand Focus ELA Math	2018-2019 School Year	Teachers EL TOSA	No additional Cost Cost of Substitutes to release teachers for lesson planning	Title III	640
18. Purchase materials to support the development of the Science and Inquiry Strand Focus (Scholastic News, FOSS materials, BrainPop).	Strand Focus ELA	2018-2019 School Year	Principal	Scholastic News Technology Apps Brain Pop	LCFF - Targeted LCFF - Targeted LCFF - Targeted	3867 833 521
19. Provide students after school enrichment and Math tutoring to support overall math and reading achievement and strand focus.	Strand Focus ELA Math	2018-2019 School Year	ORC Teachers	Teacher extra hours Teacher extra hours	LCFF - Intervention Discretionary	2459 2430

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
20. Grade levels will continue the development and implementation of the Science and Inquiry Strand Focus and units of study.	Strand Focus	2018-2019 School Year	Teachers	No Additional Costs		
21. Provide opportunities for peer observation, lesson study and collaboration with peers at Brekke for implementation of the Next Generation Science Standards, CCSS, the development of the Science and Inquiry Strand, and the continued improvement in ELA, Math and ELD.	ELA Math ELD Strand Focus	2018-2019 School Year	Teachers Principal	Cost of Subs	LCFF - Targeted	320
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 in both ELA and Math.	ELA ELD Math	2018-2019 School Year	Math & Tech Mentors Teachers	Teacher Extra Hours to attend PD after school	LCFF - Targeted	700
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 Services	2018-2019 School Year	Principal Office Manager	Extra hour daily for office clerk Extra hours and overtime for office staff	Discretionary Discretionary	6513 5000
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	2018-2019 School Year	Teachers 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
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. The ISPs will be used to support during ELA.	ELA	2018-2019 School Year	Teachers EL TOSA ISPs	Certificated Salary (ISP #1)	Title I	28805
	ELD			Certificated Salary (ISP #2)	LCFF - Intervention	28805
26. Materials and supplies will be purchased to support and supplement the core instructional program.	Math ELA ELD	2018-2019 School Year	Principal	Materials and supplies	Discretionary	20359
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	2018-2019 School Year	Teachers 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	2018-2019 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	2018-2019 School Year	Program Coordinator Teacher Liaison	Teacher extra hours	ASES	
31. Repair or replace instructional and office technology equipment.	ELA	2018-2019 School Year	Principal	Projectors and Screen for Conference Room	Discretionary	3000
	Math			Document Cameras	Discretionary	800
	ELD			Projector Bulbs	Discretionary	500
	Strand Focus			Office computers	Discretionary	1500
	Attendance					

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Student Behavior Support					

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Attendance Rate	Attendance data identified attendance as an area of growth: Average school wide yearly attendance was 95.9% EOY Average monthly attendance per grade level was: TK 91% K 94% 1st 96% 2nd 96% 3rd 97% 4th 97% 5th 96%	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 2017-2018 was 1%.	Decrease suspension rate to 0%.
California Healthy Kids Survey	The California Healthy California Kids (CHCKs) 5th Grade Survey from 2017-2018 results indicate that only 6% of our 5th grade students reported that they are given an opportunity to participate meaningfully at school and	Increase the percentage of students that feel that they contribute meaningfully in school decisions by 10%.

	<p>feel as if their voice is heard; this is a significant drop from 31% on the 2016-2017 school year. Additionally the 2017-2018, indicates that Brekke had "no growth" and we are below OSD in student Meaningful Participation and High Expectations.</p>	
<p>Office Referrals</p>	<p>Based on the data from the 2017-2018 school year, there were 211 (34%) office referrals. The referrals from the top three incident types were as follows:</p> <ul style="list-style-type: none"> • Caused/threatened/attempted physical harm 68 • Used force or violence 69 • Disruption and defiance 53 	<p>To decrease the of total referrals based on the number of students enrolled by 10%.</p>

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	2018-2019 School Year	PBIS Team All staff	Publication Charges (posters)	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 Wrap-Around Services	2018-2019 School Year	ORC Counselor Principal Attendance Tech	Attendance and Positive Behavior Incentives	LCFF - Targeted	900
				Counselor	Centralized Services	128326
				ORC	Centralized Services	52101
				Publications (certificates)	LCFF - Targeted	300
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	2018-2019 School Year	Principal Asst. Principal TOSA Teacher-in-Charge	Cost of pay for administrative substitute (2 hours teacher extra hours per day \$45/per hour)	Discretionary	600
4. Provide structured activities and equipment during recess and lunch to support students in	Student Behavior Support	2018-2019 School Year	Playground Supervisors Counselor	Outreach Coordinator (see Goal 2, action 2)	Centralized Services	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
making positive and healthy choices.	Safety Wrap-Around Services		PBIS Team Asst. Principal Principal	Counselor (see Goal 2, action 2) Cost of Recess and PE Equipment	Centralized Services LCFF - Targeted	500
5. Maintain a site Positive Behavior Intervention Support (PBIS) team to lead school in the continual implementation of 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.	Student Behavior Support Safety	2018-2019 School Year	PBIS Team	Cost of teacher extra hours	LCFF - Targeted	2000
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	2018-2019 School Year	Principal	Classified salaries (campus supervisors) Playground Aides Extra Help	Discretionary Discretionary	98560 2560
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	2018-2019 School Year	PBIS Team Principal Counselor ORC	No Additional Costs		
8. Review and update Site 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	2018-2019 School Year	PBIS Team Principal Psychologist Counselor ORC	Cost of subs (SST meetings, one day per month)	LCFF - Targeted	2400
9. Install/decorate "buddy benches" donated by Oxnard	Student Behavior	2018-2019 School Year	Principal PBIS Team	No Additional Costs		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Police Department on each of the grade level playgrounds in an effort to reduce the number of office referrals and promote kindness and inclusion for all students.	Support Wrap-Around Services Attendance					
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	2018-2019 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 absences.	Wrap-Around Services Attendance	2018-2019 School Year	Principal Attendance Tech ORC	No Additional Costs		
12. Provide research-based individual and small group counseling services to students in need of social/emotional support.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	PBIS Team Safety Committee Principal	Cost for teacher extra hours	LCFF - Targeted	1000
14. Conduct monthly emergency preparedness drills: fire, earthquake, and lock down drills.	Safety	2018-2019 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	2018-2019 School Year	Counselor ORC Principal PBIS Team	Yoga Mats	LCFF - Targeted	300
16. Promote a positive school climate through the addition of decals with motivational messages, mission, vision, and values statements, and guidelines for success.	Student Behavior Support Attendance	2018-2019 School Year	PBIS Team	Cost of Decals	LCFF - Targeted	1000
17. Facilitate Restorative Circles with students that are identified needing behavior/social emotional support.	ELA Math	2018-2019 School Year	Counselor Principal ORC	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 Student Behavior Support Safety Wrap-Around Services					
18. Provide opportunities students in 3rd-5th grade to participate in competitive sports, such as basketball.	Student Behavior Support Attendance	2018-2019 School Year	ORC Principal	Cost for team registration fees \$60 per team Cost of uniforms	Discretionary Discretionary	360 1200

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
Home/School Communication	According to the Fall 2017, School Climate and Safety Survey 85% of parents feel the school does a good job communicating with parents and families.	Increase the percentage of parents that feel the school does a good job communicating with parents and families by 5%.
Percentage of parents that feel welcomed and respected when visiting our school.	According to the Fall 2017, School Climate and Safety Survey 84% of parents that visit our school felt welcomed and treated with respect.	Increase the percentage of parents that feel welcomed and respected when visiting our school by 10%.

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	ELA Math Wrap-Around Services	2018-2019 School Year	Principal Teachers Counselor 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
children's education.						
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	2018-2019 School Year	Principal Teachers EL TOSA Counselor ORC	Parent Education, Cost of materials and Babysitting, 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	2018-2019 School Year	Principal SSC	No Additional Costs		
4. Invite parents to Parent/Teacher Conferences in the Fall and Spring. (Spring conferences are specifically for students who are at-risk.)	Wrap-Around Services	2018-2019 School Year	Teachers	No Additional Costs		
5. Invite parents to SSTs and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.	Wrap-Around Services ELA Math ELD	2018-2019 School Year	Teachers ORC Counselor Psychologist Speech Thearapist	Cost of subs for SST meetings, one day per month (See Goal 2, Action 8)		
6. Maintain effective communication between school and home using Connect Ed calls, flyers, letters, website, social-media, peach jar and by providing translation during meetings.	Wrap-Around Services	2018-2019 School Year	Principal Teachers Office Staff	Classified Extra Hours for Translation	Title III	1000
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	2018-2019 School Year	Kinder Teachers NfL Coordinator	Staffing and Materials	District Funded	
8. Provide behavioral support training for parents using Loving Solutions/Project to Inspire to improve parent engagement in	Wrap-Around Services	2018-2019 School Year	ORC Counselor Principal	Cost of Trainers and Materials ORC Extra Time	LCFF - Targeted LCFF - Targeted	1738 512

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
their student's overall academic achievement.						
9. Counselor to provide seminars on topics of interest during parent events.	Wrap-Around Services Safety Student Behavior Support	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Principal Teachers Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
14. Each grade level will invite parents to a showcase or celebration of student learning.	ELA Math ELD Strand Focus	2018-2019 School Year	Principal Teachers	Extra Hourly Time for Teachers	Discretionary	2000
15. Opportunities for students in grades 3rd -5th grade to join a sport after school, such as Basketball. Parent volunteers will be used as coaches for the		2018-2019 School Year	Principal Teachers	Cost of uniforms and team registration fees (See Goal 2, Action 18)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
teams.						
16. Title I, Family Nights will be held school wide to display student learning, provide platform for parent input on topics that affect student development/learning and build home/school connections.	ELA Math ELD Student Behavior Support Safety Attendance Wrap-Around Services	2018-2019 School Year	Principal Teachers	Extra Hourly Time for Teachers	Discretionary	1000
17. Provide opportunities for parents of English Learners to attend the CAFE Conference in the spring.	ELA Math ELD	2018-2019 School Year	Principal	Cost of registration for CAFE Conference Cost for travel and lodging	Title III Title III	2000 3000

Appendix A - 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
Adrian Moreno	Parent or Community Member
Lupita Avila	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 B - 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 School 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

Traci Martinez
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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- 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 R 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:

Bertha M. Anguiano		10/10/18
Typed Name of School Principal	Signature of School Principal	Date
Traci Martinez		10/10/18
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



School Plan for Student Achievement (SPSA) Template

The School 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 2018		
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 14, 2018		

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 2017-2018 school year, Elm Street School served 675 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 76% 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 28 highly qualified teachers. These teachers included one Teacher on Special Assignment, two Elementary Support Teachers, and a Resource Specialist. Teachers 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 had full DLI implementation in grades K-5, which we reached in 2017-2018. This 2018-2019 school year, all of Elm's Kindergarten classes are dual language immersion classes with the objective of Elm becoming a full dual language school K-5 by the school year 2023-2024.

Elm is the school of Environmental-Life Sciences and Mathematics. Students are engaged in instruction and activities

connected to our strand focus. In the classrooms, teacher K-5 plan, prepare, and deliver instruction and learning using the Next Generation Science Standards. Additionally, K-5 teachers and students have the opportunity to use the science lab and FOSS science kits for hands-on experimental teaching and learning.

Parent Involvement is an important component for academic, social, and emotional success at Elm Street School. Regular communication via written notes, phone calls, parent meetings, Connect-Ed messages, school webpage, social media, school marquee, 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 common core 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, mental health services, 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, social, and emotional 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	130	121	105	130	120	104	129	120	104	100	99.2	99
Grade 4	103	129	114	101	128	114	101	128	114	98.1	99.2	100
Grade 5	130	103	126	130	102	124	130	102	124	100	99	98.4
All Grades	363	353	345	361	350	342	360	350	342	99.4	99.2	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2343.6	2333.2	2363.5	5	5.00	9.62	8	7.50	18.27	19	18.33	17.31	68	69.17	54.81
Grade 4	2365.7	2388.7	2375.5	0	4.69	5.26	5	13.28	7.02	24	18.75	20.18	71	63.28	67.54
Grade 5	2417.5	2421.5	2426.2	2	0.98	4.84	14	12.75	16.13	19	32.35	23.39	65	53.92	55.65
All Grades	N/A	N/A	N/A	3	3.71	6.43	9	11.14	13.74	21	22.57	20.47	68	62.57	59.36

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	6	5.00	9.62	29	25.00	38.46	64	70.00	51.92	
Grade 4	1	9.38	7.89	27	35.16	34.21	72	55.47	57.89	
Grade 5	5	5.88	8.87	27	46.08	40.32	68	48.04	50.81	
All Grades	4	6.86	8.77	28	34.86	37.72	68	58.29	53.51	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	4.17	3.85	32	25.00	36.54	66	70.83	59.62
Grade 4	1	4.69	3.51	31	37.50	27.19	68	57.81	69.30
Grade 5	3	2.94	6.45	39	43.14	35.48	58	53.92	58.06
All Grades	2	4.00	4.68	34	34.86	33.04	64	61.14	62.28

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	4.17	8.65	55	53.33	64.42	40	42.50	26.92
Grade 4	1	3.13	2.63	66	52.34	60.53	33	44.53	36.84
Grade 5	7	4.90	3.23	45	57.84	54.84	48	37.25	41.94
All Grades	4	4.00	4.68	55	54.29	59.65	41	41.71	35.67

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	9.17	11.54	35	31.67	36.54	62	59.17	51.92
Grade 4	0	5.47	3.51	39	44.53	36.84	61	50.00	59.65
Grade 5	5	3.92	9.68	52	43.14	41.13	43	52.94	49.19
All Grades	3	6.29	8.19	42	39.71	38.30	55	54.00	53.51

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	130	121	105	130	120	104	130	120	104	100	99.2	99
Grade 4	103	129	114	101	128	114	101	128	114	98.1	99.2	100
Grade 5	130	103	126	130	102	125	130	102	125	100	99	99.2
All Grades	363	353	345	361	350	343	361	350	343	99.4	99.2	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2366.4	2357.3	2381.6	1	0.83	3.85	14	7.50	19.23	25	29.17	25.96	61	62.50	50.96
Grade 4	2393.8	2404.7	2401.9	0	0.78	0.88	5	10.94	9.65	40	41.41	33.33	55	46.88	56.14
Grade 5	2418.0	2409.0	2423.8	1	0.98	1.60	6	0.00	4.00	21	24.51	23.20	72	74.51	71.20
All Grades	N/A	N/A	N/A	1	0.86	2.04	9	6.57	10.50	27	32.29	27.41	63	60.29	60.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	1.67	9.62	25	27.50	31.73	66	70.83	58.65
Grade 4	2	3.91	5.26	13	21.88	23.68	85	74.22	71.05
Grade 5	2	0.98	1.60	17	16.67	16.80	81	82.35	81.60
All Grades	5	2.29	5.25	19	22.29	23.62	77	75.43	71.14

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	5.00	10.58	42	31.67	38.46	55	63.33	50.96
Grade 4	1	3.13	2.63	38	31.25	37.72	61	65.63	59.65
Grade 5	2	0.98	1.60	22	21.57	30.40	76	77.45	68.00
All Grades	2	3.14	4.66	34	28.57	35.28	64	68.29	60.06

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	2.50	5.77	49	38.33	48.08	48	59.17	46.15
Grade 4	1	3.91	6.14	31	39.06	38.60	68	57.03	55.26
Grade 5	0	0.00	2.40	35	32.35	36.00	65	67.65	61.60
All Grades	1	2.29	4.66	39	36.86	40.52	60	60.86	54.81

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							44	33		38	17		19	50	
1	2			15	13		36	42		21	30		26	16	
2				16	12		43	38		22	38		19	12	
3	3	4		21	17		50	39		13	30		13	10	
4		1		17	24		55	42		14	19		13	13	
5	4			28	36		43	39		19	20		6	5	
Total	2	1		19	19		45	40		19	28		16	13	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				4	1		19	9		25	31		52	59	
1	2			15	12		36	42		21	30		26	16	
2				16	12		42	38		23	37		19	13	
3	3	4		21	17		50	39		13	30		13	10	
4		1		17	24		55	43		14	19		13	13	
5	4			28	36		43	39		19	20		6	5	
Total	2	1		17	16		41	35		19	28		21	19	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		715	Very Low 0%	Maintained -0.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		715	Very Low 0%	Maintained -0.1%
English Learners		541	Very Low 0%	Maintained -0.2%
Foster Youth		7	*	*
Homeless		17	Very Low 0%	
Socioeconomically Disadvantaged		678	Very Low 0%	Maintained -0.1%
Students with Disabilities		47	Very Low 0%	Maintained 0%
Asian		1	*	*
Filipino		5	*	*
Hispanic		693	Very Low 0%	Maintained -0.1%
Pacific Islander		2	*	*
Two or More Races		3	*	*
White		11	Very Low 0%	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		472	Very Low 58.3%	Declined -3.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained -0.2%
English Learner Progress (1-12)		Very Low 58.3%	Declined -3.0%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 92.9 points below level 3	Increased +3.1 points
Mathematics (3-8)		Low 94.7 points below level 3	Declined -3.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		338	Very Low 87.9 points below level 3	Increased +4.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		338	Very Low 87.9 points below level 3	Increased +4.6 points
English Learners		291	Very Low 92.9 points below level 3	Increased +3.1 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		323	Very Low 89.9 points below level 3	Increased +3.4 points
Students with Disabilities		26	Very Low 140.7 points below level 3	Maintained +0.2 points
Asian		1	*	*
Filipino		1	*	*
Hispanic		331	Very Low 87.8 points below level 3	Increased +5.5 points
Pacific Islander		1	*	*
Two or More Races		1	*	*
White		3	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	53	Low 5.3 points below level 3	Increased Significantly +30.8 points
EL - English Learner Only	238	Very Low 112.4 points below level 3	Maintained -0.8 points
English Only	42	Low 68.1 points below level 3	Increased +4.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		338	Low 90.5 points below level 3	Maintained -1.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		338	Low 90.5 points below level 3	Maintained -1.1 points
English Learners		291	Low 94.7 points below level 3	Declined -3.3 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		323	Low 92.9 points below level 3	Maintained -1.8 points
Students with Disabilities		26	Very Low 150.5 points below level 3	Maintained +1.5 points
Asian		1	*	*
Filipino		1	*	*
Hispanic		331	Low 90.4 points below level 3	Maintained -0.4 points
Pacific Islander		1	*	*
Two or More Races		1	*	*
White		3	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	53	Low 48.5 points below level 3	Increased Significantly +15.5 points
EL - English Learner Only	238	Very Low 104.9 points below level 3	Declined -6.5 points
English Only	42	Low 73 points below level 3	Increased +7.7 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	61.3%	58.3%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	92.5 points below level 3	87.9 points below level 3
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Mathematics	89.4 points below level 3	90.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.1% (1)	0% (0)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 improvement of teaching and learning. Data is analyzed from CAASPP, ELPAC, STAR 360, and BPST to inform planning and instruction. English Learners (ELs) make up 76% of the Elm student body and Socioeconomically Disadvantaged (SED) students make up 93% 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 three of full implementation. During each grade level's common ELD period, 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 ELCAP assessment results and their performance on the ELD assessments available through our language arts program. In the 2017-2018 school year, Elm reclassified 53 students in grades 3rd through 5th. In the last five school years, we have reclassified an average of 75 students each school year. Reclassified students increased significantly showing a 30.8 point gain in CAASPP ELA and in CAASPP mathematics they also increased significantly showing a 15.5 point gain.

During the 2017-2018 school year, we provided interventions to our students during the school day through the services of Intervention Support Providers (ISPs). The ISPs focused on researched based strategies and 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, Title III, and LCFF funds which led to a 5% increase in CAASPP ELA in addition to a 5% increase in CAASPP Math overall in grades 3-5 compared to 2016-2017 CAASPP results. In CAASPP ELA 2017-2018, 27% 3rd grade student met and exceeded compared to 13% in 2016-17, which shows we more than doubled the number of students in the met and exceeded band. Additionally, 22% 5th grade students met and exceeded compared to 14% in 2016-17. In CAASPP mathematics 2017-2018, 22% of our 3rd grade students met and exceeded compared to 9% in 2016-2017, which shows this grade level also more than doubled the number of students in the met and exceeded band. Additionally, 6% of 5th grade students met and exceeded compared to 1% in 2016-2017.

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.

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 2017-2018 school year for the two student groups that are at the same level "all student" groups are ELs and SED students. In CAASPP ELA, ELs increased 3.1 points and SEDs also increased 3.1 points. In CAASPP mathematics, ELs declined 3.3 points and SEDs maintained. The CAASPP ELA results reported 44% of 3rd grade students scored standard nearly met or above; 32% of 4th grade students scored nearly met or above; and 45% of 5th grade students scored standard nearly met or above. The CAASPP math results reported 48% of 3rd grade students scored standard nearly met or above; 44% of 4th grade students scored nearly met or above; and 29% of 5th grade students scored standard nearly met or above. We will more closely monitor the academic and language proficiency of both these student groups.

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 and SED students. Teachers will also be administering the CAASPP Interim Assessment Blocks (IABs), every 6-8 weeks in order to monitor students on gaining the knowledge and experience on assessments that are closely aligned to the CAASPP. In addition, we will use our site math and tech mentors to help analyze our IABs data and provide site specific professional development during faculty meetings and other professional development opportunities. Furthermore, will use our reading specialist to help in the data analysis of K-2 grades and provide small group foundational skills interventions to struggling students. 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. During the 2017-2018 school year, our significant subgroups included English Learners and Socioeconomically Disadvantaged students. Our goal is to increase EL and SED student achievement to a higher performance level in both language arts and mathematics.

CAASPP ELA data indicates that 'all students' scored an average of 87.9 points below level 3. Our English Learners scored an average of 92.9 points below level 3 and our socioeconomically disadvantaged students scored an average of 89.9 points below level 3. CAASPP mathematics data indicates that 'all students' scored an average of 90.5 points below level 3. Our English Learners scored an average of 94.7 points below level 3 and our socioeconomically disadvantaged students scored an average of 92.9 points below level 3

Although there is not a significant gap in student performance for the significant subgroups, ELs and SEDs, compared to 'all learners', the student achievement results for both subgroups remains an area of growth in both ELA and mathematics. Both subgroups have decreased the achievement gap as compared to the 2016-2017 school year.

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 of growth for intervention support plans. We will use the Interim Assessment Blocks (IABs), 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 reading specialist, math mentor, and tech mentor 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 the site math mentor. We will continue to meet in PLC groups to analyze data, plan instruction, inform practices, and identify students in need of intervention. The principal will assist teachers with the process of collecting data and analyzing data to drive instructional practices and strategies. In K-2, the reading specialist will also support with the process of collecting and analyzing data.

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 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.

Title I funds are dedicated to site-based Intervention Support Providers (ISPs). The ISPs will support our ELs and SED students in the classroom to aide in reducing the number of students requiring tier II interventions. Additionally, we will provide small group interventions in English Language Arts and Mathematics. 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 groups. Some of our parents of students that were invited to our interventions 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 to our students with greatest academic needs during the school day via intervention support providers and reading specialist (K-2) services.

Eight State Priorities 2018-19

- 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)

- 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 SPSA by providing input on the 2018-2019 plan for progress, consulting on budgetary expenses, goals and objectives, as well as the Parent Involvement Policy. The SPSA was reviewed with parents during our Title 1, ELAC, and SSC meetings. Each group was given the opportunity to review the SPSA and to make suggestions for improvement of students outcomes. Parent groups submit recommendations to SSC for actions to be included in the SPSA. The SPSA was presented to SSC and reviewed during the September meeting. All parent committees participated in the development of the SPSA. SSC reviewed and approved the SPSA. 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 outcomes. Any significant changes to the SPSA and budget are approved by SSC.

- III. PARENT INVOLVEMENT** – Briefly describe your parent involvement activities.

At Elm, throughout the school year parents are invited to participate in a variety of educational and advisory opportunities. 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, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm. Parent workshops, classes, and trainings are offered throughout the school year (Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, mental health, family nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night, science night, trimester awards ceremonies, parent-teacher conferences in Fall and Spring, volunteer in classrooms and school events, etc.

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 during the 2017-2018 school year were encouraged to collaborate with our Kindergarten teachers through participating in faculty meetings, grade level meetings, common planning time, and all school activities and events. As of the present 2018-2019 school year, preschool is no longer offered at Elm due to the new school building which does not accommodate for preschool services. 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. Additionally, all three middle school academies hold informational meetings for parents of incoming sixth graders to present their educational, sports, and club programs.

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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	202,050	0.00
Title I	57,577	0.00
Title III	25,959	0.00
LCFF - Targeted	75,720	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$431,998.00

Goal 2 \$267,742.00

Goal 3 \$6,044.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP English Language Arts (ELA)	2017-2018 CAASPP Results by Grade Level: Grade 3 - 27% of students met/exceeded CAASPP score ranges Grade 4 - 12% of students met/exceeded CAASPP score ranges Grade 5 - 22% of students met/exceeded CAASPP score ranges Overall as a school, 20% of students met/exceeded CAASPP score ranges in grades 3rd-5th.	Grades 3-5, the percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 10 percentage points in each grade level. Overall as a school, we will increase an average of 10 percentage points in grades 3rd-5th in CAASPP ELA.
CAASPP Mathematics	2017-2018 CAASPP Results by Grade Level: Grade 3 - 22% of students met/exceeded CAASPP score ranges Grade 4 - 11% of students met/exceeded CAASPP score ranges Grade 5 - 6% of students met/exceeded CAASPP score	Grades 3-5, the percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will increase by 10 percentage points in each grade level. Overall as a school, we will increase an average of 10 percentage points in grades 3rd-5th in CAASPP mathematics.

	<p>ranges</p> <p>Overall as a school, 13% of students met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	
<p>ELPAC - Reclassification</p>	<p>in the 2017-18 school year, 53 English Learners (ELs) meeting the CELDT/ELPAC criteria were reclassified.</p>	<p>In the 2018-19 school year, 15% 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
<p>1. Provide time, through grade level collaboration meetings for teachers to meet weekly in a PLC forum for at least one hour to collaborate on CCSS, plan lessons, identify strategies, review data, and identify needed resources and support.</p>	<p>ELA Spanish Lang Arts Math ELD</p>	<p>2018-2019 School Year</p>	<p>Principal K-5 Teachers</p>	<p>No additional cost</p>		
<p>2. Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and observations.</p>	<p>ELA Spanish Lang Arts Math</p>	<p>2018-2019 School Year</p>	<p>Principal</p>	<p>No additional cost</p>		
<p>3. Provide Kindergarten instructional support through the hiring of two (2) para-educators to augment the teaching and learning.</p>	<p>ELA Spanish Lang Arts Math ELD</p>	<p>2018-2019 School Year</p>	<p>Principal Kindergarten Teachers</p>	<p>Classified Salaries</p>	<p>District Funded LCFF - Targeted</p>	<p>9,903.00</p>
<p>4. Leadership Team Summit to review SPSA's goals and actions.</p>	<p>ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior</p>	<p>2018-2019 School Year</p>	<p>Principal Leadership Team/Grade Level Chairs</p>	<p>Certificated Salaries</p>	<p>LCFF - Targeted</p>	<p>864.00</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Support Attendance Safety					
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	2018-2019 School Year	Principal Library Tech Office Team	Academic Incentives AR contract MyOn contract	LCFF - Targeted District Funded District Funded	314.00
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	2018-2019 School Year	Principal 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	2018-2019 School Year	Principal DLI Teachers	No additional cost		
8. The Reading Specialist will provide support to K-2 teachers in instruction and implementation of Language Arts curriculum.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Reading Specialist K-2 Teachers	Certificated Salaries: Reading Specialist	Centralized Services	132,414.00
9. Site Technology Technician will maintain equipment and software to support student learning through technology.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Site Tech	Classified Salaries: Site Technology Technician	Centralized Services	84,103.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus					
10. Shred It Services to organize and purge in anticipation of move into new school building.	Safety	2018-2019 School Year	Principal Office Team	Services	Discretionary	500.00
11. Provide small group reading and writing interventions for first through fifth grade students via the hire of 4 Intervention Support Providers (ISPs).	ELA Spanish Lang Arts ELD	2018-2019 School Year	Principal Teachers ISPs	Certificated Salaries: ISPs	Title I	57,577.00
					Title III	25,959.00
					LCFF - Targeted	31,746.00
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	2018-2019 School Year	Teachers	Graphics and Publications	Discretionary	500.00
13. Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Principal Site Tech	Apps and Subscriptions	LCFF - Targeted	6,947.00
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	2018-2019 School Year	Principal Teachers Office Team	Transportation and Admission Fees	LCFF - Targeted	8,546.00
15. The STAR 360 Early Literacy,	ELA	2018-2019	Principal	Assessments	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Reading, and Mathematics assessments will be administered at least 3 times a year to progress monitor students.	Spanish Lang Arts Math	School Year				
16. BPST will be administered to 4th and 5th grade students by ISP team to monitor student reading and comprehension progress.	ELA Spanish Lang Arts ELD	2018-2019 School Year	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 IO, evaluate, and analyze results and use the information to inform instructional decisions.	ELA Math	2018-2019 School Year	Teachers	Curriculum assessments IO 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 ELD	2018-2019 School Year	Site Tech Teachers	District 1:1 initiative	District Funded	
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	2018-2019 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	2018-2019 School Year	Principal Clerical Support Staff	Classified Salaries	Discretionary	7,836.00
21. Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers	ELA Spanish Lang Arts	2018-2019 School Year	Library Tech	Classified Salaries: Library Technician	Centralized Services	27,438.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
have district adopted curriculum for instruction and students.	Math ELD Strand Focus Student Behavior Support					
22. Copy machines and laminator will be maintained for instructional support use.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Principal Office Team	Maintenance Agreements	Centralized Services Discretionary	9,698.00 1,303.00
23. 3 Music Teachers will be hired to enhance student learning in language arts, mathematics, and ELD via learning to read music, play instruments, sing, perform, and tap into their right side of the brain: creativity.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Principal	Music Program	LCFF - Targeted	10,000.00
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	2018-2019 School Year	Principal Site Tech	Equipment	District Funded	
25. Purchase of materials and supplies to support student instruction.	ELA Spanish Lang Arts Math	2018-2019 School Year	Principal	Instructional Materials and Supplies	Discretionary	10,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus					
26. Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.	ELA Spanish Lang Arts Math ELD	2018-2019 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	2018-2019 School Year	Principal Library Tech	Books	Discretionary	1,000.00
29. Professional Development opportunities for all teachers in 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	2018-2019 School Year	Principal Math Mentor Tech Mentor	Professional development	District Funded	
				Tech Mentor	District Funded	
				Math Mentor	District Funded	
30. Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.		2018-2019 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	2018-2019 School Year	Principal Teachers ELD TOSA DLI TOSA	Certificated salary: EL TOSA	District Funded	
				Certificated salary: DLI TOSA	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	2018-2019 School Year	Principal Teachers District Administration	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
33. Once a trimester data team meetings for language arts, mathematics, and ELD assessments data review in order to move instruction forward via data informed decisions.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Principal Teachers ISP Teachers	Substitutes	Discretionary	1,000.00
34. Conference and travel to support language arts, mathematics, ELD, strand focus, DLI, and positive behavior support intervention services.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety Wrap-Around Services	2018-2019 School Year	Principal Certificated Staff Classified Staff	Conference and Travel	LCFF - Targeted	4,100.00
35. Music Van for 5th Grade students to experience music, orchestra, and variety of instruments via musicians.	ELA Math ELD Content Areas	2018-2019 School Year	Principal 5th Grade Teachers	OMAG Services	LCFF - Targeted	250.00
36. Provide K-5 teachers with professional development on mathematical reasoning.	Math	2018-2019 School Year	Principal Teachers Math Mentor	Professional Development	District Funded	
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	2018-2019 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
	Behavior Support Attendance Safety Wrap-Around Services					
49. 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 Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2018-2019 School Year	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. Meets monthly with ASES Administrator and other Liasons, and with school staff as needed	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2018-2019 School Year	Program Coordinator Teacher Liaison	Teacher Salary	ASES	

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
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 PBIS and counselor support to continue to promote positive behavior. Office discipline referrals were 15%.	Reduce office discipline referrals by 10% through the use of 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. In addition to building and strengthening relations with Elm families through parent nights and community events.

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	2018-2019 School Year	ORC	Classified salary: Outreach Consultant	Centralized Services	49,866.00
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	2018-2019 School Year	Principal Attendance Tech Teachers	Incentives	Discretionary	500.00
3. CHAMPS discipline assemblies will be held to set and review expectations.	Student Behavior Support Safety	2018-2019 School Year	Principal Counselor	CHAMPS Program	District Funded	
4. Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and 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	2018-2019 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	2018-2019 School Year	Principal ORC Counselor	Events/activities	PTA/PTO	
6. Review and update Comprehensive Safety School Site Plan annually.	Student Behavior Support Attendance Safety	2018-2019 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	2018-2019 School Year	Principal SRO	SRO program	District Funded	
8. Share safety drill assessment results with staff and additionally with parents during site meetings.	Safety	2018-2019 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	2018-2019 School Year	Counselor	Certificated salary: Counselor	Centralized Services	124,256.00
10. Student discipline data will be monitored at intervals throughout the year.	Student Behavior Support Attendance Safety	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Principal OPD Safety Committee	No additional cost		
14. A school-wide evacuation drill will be conducted annually through participation in the Great	Safety	2018-2019 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
California Shakeout.						
15. The safety committee will monitor the Comprehensive Safety School Plan and make revisions as necessary.	Student Behavior Support Attendance Safety	2018-2019 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	2018-2019 School Year	ORC	ORC (see goal 2, action 1)		
17. Employ 12 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress.	Student Behavior Support Safety	2018-2019 School Year	Principal	Classified Salaries	District Funded Discretionary	93,120.00
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	2018-2019 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	2018-2019 School Year	Counselor	Poster making	PTA/PTO	
20. Students will be trained on digital citizenship and internet safety.	Student Behavior Support Safety	2018-2019 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	2018-2019 School Year	Principal Custodian	No additional cost		
22. Students, staff, and parents	Student	2018-2019	PBIS 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
will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Behavior Support Attendance Safety Wrap-Around Services	School Year	Safety Committee			
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	2018-2019 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	2018-2019 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	2018-2019 School Year	COST Committee SST Committee Teachers	No additional cost		
29. Provide professional development to all staff in CHAMPS for positive behavior support interventions.	Student Behavior Support	2018-2019 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
	Attendance Safety					
30. All staff working with students with special needs will receive NCPI training.	Student Behavior Support Safety	2018-2019 School Year	Principal RSP Teacher Psychologist Speech Therapist Counselor	Professional development	District Funded	

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

Parent Participation in School Sponsored Events

Parent participation in school sponsored events as based on sign-in sheets:
 Back to School Night 75%
 ELAC Meetings average attendance was 15
 SSC Meetings average attendance was 10
 Fall Parent Conferences 85%
 Parent Classes average attendance was 35

Parent participation to parents events will increase by 10% as measured by parent sign-in sheets at each sponsored school event.

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	2018-2019 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	2018-2019 School Year	Principal Kindergarten Teachers	Certificated Salaries: Kindergarten Teachers	LCFF - Targeted	400.00
3. The school site will provide Loving Solutions parent classes.	Wrap-Around Services	2018-2019 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	2018-2019 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	2018-2019 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 mental health workshops to parents.	Wrap-Around Services	2018-2019 School Year	Principal ORC Counselor VCBH Staff	No additional cost		
7. Ventura County Public Health will provide nutrition and healthy lifestyle classes to parents.	Wrap-Around Services	2018-2019 School Year	ORC School Counselor VCPH Staff	No additional cost		
8. Monthly Coffee with the Principal meetings will be held to discuss academic programs, safety, community resources, and	ELA Spanish Lang	2018-2019 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
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	2018-2019 School Year	Principal ORC Counselor	Refreshments Materials and Supplies	LCFF - Targeted	200.00
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	2018-2019 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					
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	2018-2019 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	2018-2019 School Year	Principal ORC Teachers Office Team	Classified salaries	LCFF - Targeted	1,000.00
14. Childcare made available for meetings and parent classes/workshops.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior	2018-2019 School Year	Principal Office Team	Classified salaries	LCFF - Targeted	500.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Support Attendance Safety					
15. The school site will provide CAFE Project 2 Inspire series of workshops to parents.	Wrap-Around Services	2018-2019 School Year	Principal ELS Dept. Elm Parent Leaders	Refreshments Materials and Supplies	LCFF - Targeted	200.00
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	2018-2019 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	2018-2019 School Year	Principal RSP Teacher Psychologist Speech Therapist	Substitutes for general education teachers and RSP teacher	Discretionary	1,044.00
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	2018-2019 School Year	Principal ORC Counselor Teachers Instructional Coach RSP Teacher Psychologist Speech Therapist	Substitutes for general education teachers and RSP teacher	Discretionary	1,000.00

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 Wrap-Around Services					
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	2018-2019 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	2018-2019 School Year	Principal ELAC	No additional cost		
21. Parent participation in conferences (i.e. CABE).	ELA Spanish Lang Arts Math ELD Wrap-Around Services	2018-2019 School Year	Principal ELAC SSC	Conference and Travel (see goal 1, action 34)		
22. Kindergarten Fall Parent-Teacher Conferences 2-day substitute coverage for Kindergarten DLI teachers to both meet with parents.	ELA Spanish Lang Arts Math	2018-2019 School Year	Principal Kindergarten Teachers	Substitutes	Discretionary	500.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Student Behavior Support Attendance Content Areas					
23. Hold a series of family literacy, math, technology, and strand focus nights for Elm families for further student learning support between the home and the school.	ELA Spanish Lang Arts Math ELD Strand Focus Academy Focus Content Areas	2018-2019 School Year	Principal Teachers	Certificated Salaries: Teachers	Discretionary	1,000.00
24. Mail to families communication via postal service for further communication between the school and the home.	ELA Spanish Lang Arts Math ELD Strand Focus Attendance Academy Focus	2018-2019 School Year	Principal Office Team	Postage	Discretionary	200.00

Appendix A - 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
Ivette Zendejas	Classroom/Teacher
Veronica Hernandez	Other School Staff
Roxana Mendoza	Parent or Community Member
Jessica Vargas	Parent or Community Member
Elodia Cabrera	Parent or Community Member
Alyssa Maria	Parent or Community Member
Ballot in progress	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 B - 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 School 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 24, 2018.

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

Oxnard school district

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Elm Street School

450 E. Elm Street, Oxnard, CA 93033

(805) 385-1533 Fax: (805) 487-9961

School Parental/Community Involvement Policy 2018-2019

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, school staff, and administrators review the school parental/community involvement policy annually to meet the changing needs of parents and the school.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and 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, parent engagement classes and workshops.*
- ✚ that parents are encouraged to be actively involved in their child's education at school - *Parents are welcomed as classroom and PTA volunteers after being cleared by the Oxnard School District. All volunteers need to clear through the Department of Human Resources and Support Services. All parent and other volunteers need to clear even if they are only attending one field trip, one class participation, one activity, etc. General requirements for all volunteers, observers, student teachers, coaches, other =*
 - Complete Volunteer Form
 - Fingerprint Clearance
 - Tuberculosis (TB) Clearance
- ✚ 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 – *School Site Council (SSC), English Language Advisory Committee (ELAC), parent information meetings, parent engagement classes and workshops, open door policy to communicate with School Principal. Parents are to attend at minimum three (3) school meetings per school year which averages one (1) meeting per trimester. These three (3) meetings are in addition to Back to School Night and Parent-Teacher Conferences.*

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Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental/Community Involvement Policy and Home-School Agreement or 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 then sign and return the acknowledgment form.
- ✓ Elm Street School notifies parents about the School Parental/Community Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language that parents can understand.
- ✓ Elm Street School will make the School Parental/Community 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/Community Involvement Policy to meet the changing needs of parents and the school.
- ✓ Elm Street School has adopted the Home-School Agreement or Compact as a component of its School Parental/Community Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Elm Street School convenes 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,
- ✓ About the school's participation in Title I

Additionally, Elm Street 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/Community 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.

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 maintains an open door policy to discuss any questions or concerns parents may have.

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The School/Parent/Student Compact is a part of the School Parental/Community Involvement Policy, it describes the responsibilities of the school and parents to improve student outcomes 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
 - ✓ School-Wide Activities
 - ✓ Chaperone Field Trips

- Attending School-Wide Informational Meetings
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ School Site Council (SSC)
 - ✓ Parent-Teacher Association (PTA)
 - ✓ Title 1 Meetings

- Become Actively Involved in School Committees
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ School Site Council (SSC)
 - ✓ Parent-Teacher Association (PTA)

Communication

The School Principal in order to inform parents and community of upcoming meetings, events, and activities uses the following means of communication:

- automated telephone calls
- school webpage
- school marquee
- home notices, flyers, letters
- social media



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Póliza sobre la Participación de los Padres/Comunidad en la Escuela

DECLARACIÓN 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. Un equipo de padres, personal de la escuela y administradores repasaron la póliza sobre la participación de los padres/comunidad en la escuela para satisfacer las necesidades de los padres y la escuela.

Involucramiento de los padres significa participación de padres en comunicación regular, bidireccional y significativa que involucra aprendizaje académico del estudiante y otras actividades escolares, incluyendo y asegurando:

- ✚ que los padres juegan un papel integral en el aprendizaje de sus hijos – *agendas van a casa diariamente, conferencias de padres, noche de regreso a clases, clases y talleres para padres.*
- ✚ que se les anima a los padres a participar activamente en la educación de sus hijos(as) en la escuela – *Los padres son bienvenidos como voluntarios en el salón de clases y como voluntarios de PTA después de ser autorizados por el Distrito Escolar de Oxnard. Todo voluntario debe ser autorizado por el Departamento de Recursos Humanos y Servicios de Apoyo. Todo padre y otros voluntarios deben ser autorizados, aunque solamente asistan a un paseo escolar, una participación en clase, una actividad, etc. Requerimientos para todos los voluntarios, observadores, maestros en entrenamiento, entrenadores, otros =*
 - Completar forma de voluntarios
 - Huellas dactilares
 - Prueba de Tuberculosis
- ✚ que los padres son socios en la educación de sus hijos y se incluyen, donde apropiado, en la toma de decisiones y en los comités consultivos para asistir en la educación de sus hijos – *Concilio Asesor Escolar (SSC), Comité Asesor para Aprendices de Ingles (ELAC), juntas informativas para padres, clases y talleres para padres, póliza de puerta abierta para comunicarse con la Directora de la Escuela. Los padres han de asistir a lo mínimo a tres (3) juntas de la escuela por año escolar que es un promedio de una (1) junta por trimestre. Estas tres (3) juntas son en adición a Noche de Regreso a Clases y Conferencias entre Padres y Maestros.*

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Información sobre las pólizas escolares y las oportunidades de participación se comunican a través de contacto directo con los padres, de la siguiente manera:

- ✓ La póliza sobre la participación de los padres/comunidad en la escuela y el acuerdo o compacto entre el hogar y la escuela se distribuyen 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 leer y discutir las pólizas con sus estudiantes y firmar y devolver el formulario de reconocimiento.
- ✓ La Escuela Elm Street notifica a los padres acerca de la póliza de participación de los padres/comunidad 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.
- ✓ La Escuela Elm Street hará la póliza de participación de los padres/comunidad en la escuela disponible para la comunidad local por medio de tenerla al corriente en la oficina de la escuela.
- ✓ La Escuela Elm Street actualiza periódicamente la póliza de participación de los padres/comunidad en la escuela para satisfacer las necesidades de los padres y la escuela.
- ✓ La Escuela Elm Street ha adoptado el acuerdo o compacto entre el hogar y la escuela o compacto como un componente de la póliza sobre la participación de los padres/comunidad en la escuela.

LAS POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION Y REUNIONES

La Escuela Elm Street convoca anualmente a través de reuniones periódicas a los padres para informarles de lo siguiente:

- ✓ Que la escuela de su hijo 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, la Escuela Elm Street lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar a los padres en el desarrollo conjunto en la póliza de participación de los padres/comunidad en la escuela.

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.

Si los padres solicitan, oportunidades para reuniones para sugerencias, o para participar en las decisiones relativas a la educación de sus hijos 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. Se les darán a los padres/miembros de la comunidad respuestas a tiempo a preocupaciones y sugerencias. La Directora mantiene una póliza de puerta abierta para discutir preguntas o preocupaciones que los padres tengan.



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El Acuerdo o Compacto de Participación Escolar de la Escuela/Padres/Estudiantes, es parte de la póliza de la participación de los padres/comunidad en la escuela y 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 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
 - ✓ Actividades escolares
 - ✓ Acompañante en excursiones

- Asistir a reuniones informativas de la escuela
 - ✓ Comité Asesor de Aprendices de Ingles (ELAC)
 - ✓ Concilio Asesor Escolar (SSC)
 - ✓ Asociación de Padres y Maestros (PTA)
 - ✓ Reuniones sobre el Título 1

- Participar activamente en los comités escolares
 - ✓ Comité Asesor de Aprendices de Ingles (ELAC)
 - ✓ Concilio Asesor Escolar (SSC)
 - ✓ Asociación de Padres y Maestros (PTA)

Comunicación

La Directora de la Escuela con el propósito de mantener a los padres y comunidad informados sobre juntas, eventos y actividades usa los siguientes medios de comunicación:

- llamadas telefónicas
- la página web de la escuela
- la marquesina de la escuela
- cartas, notas, boletines a casa
- redes sociales

Appendix B - 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 School 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 September 24, 2018.

Attested:

Leticia Q. Ramos		10/31/18
Typed Name of School Principal	Signature of School Principal	Date
Rozie Wysong		10/31/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Plan for Student Achievement (SPSA) Template

The School 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 10/10/18

Superintendent Dr. Cesar Morales

Contact Name and Title Allison Cordes Principal

Email and Phone acordes@oxnardsd.org
(805) 385-1542

The District Governing Board approved this revision of the SPSA on 11/14/18

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

- Implement instructional practice that will foster high mastery of foundational skills and grade level common core standards
- Produce critical thinkers, fluent communicators and productive members of society
- Foster a learning environment to encourage biliteracy, bilingualism, and multiculturalism
- 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 transitional kindergarten through fifth 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. As part of our commitment to being a professional learning community, our staff historically has been in favor of site variance for banking minutes which provides staff with dedicated collaboration time. With support from the district, we continue to prepare our staff and students for the Smarter Balanced State Assessments (SBAC) by continuously monitoring student progress on formative assessments, such as the STAR 360 Early Literacy, Reading, and Math assessments. We continue to develop our focus strands of The Arts and Environmental Sciences to further challenge and prepare our students with knowledge, skills, and dispositions needed to be successful in post secondary education and/or training that lead to successful employment in the global economy. With the support of our district, our kindergarten students have embarked on a biliteracy journey as we believe that all students can be bilingual, biliterate, and bicultural. Our students also have access to a music lab and with the support of the district, our Extra Support Teacher (EST) focuses on developing and strengthening the music program in grades 1st through 5th. 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 understand the importance of foundational skills and therefore during our collaboration time, our staff works together to analyze data which guides core and differentiated instruction. At Norma Harrington School, many instructional programs exist such as Structured English Immersion (1st through 5th), Transitional Bilingual Education (1st-3rd), Special Day Classes (TK-5), as well as a biliteracy in kindergarten. This requires constant collaboration and reflection to improve our instructional practices in all of our instructional settings. This year marks our first biliteracy cohort, beginning in kindergarten. As the biliteracy program grows, our instructional skill set will more targeted and strategic based on the needs of our students in the biliteracy program. With the support of our district, our kindergarten and first grade teachers attended the Teaching for Biliteracy professional development. Additionally, 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 5th in previous school years.

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. Each year, each grade level continues their work on the integrated units of study that incorporated both environmental science and fine arts. We developed a music program that meets the needs of our 1st grade through 5th grade students. The goal of the program is to extend our students learning and development of an inter-disciplinary approach to music by means of the piano lab. In line with the environmental science strand, a community partner sponsored a garden in order to provide our students with another way to explore and learn about environmental science.

The current reality is that many of our students are not performing at grade level on either the formative or summative assessments in both English Language Arts/Reading and Mathematics. Our teachers are asked to monitor the progress of all their students every six to eight weeks in order to provide intervention or enrichment to their students as part of the Multi-Tiered Systems of Support. Our Resource/Special Education Teacher, as well as our Intervention and Support Providers support the classroom Teachers to provide differentiated instruction. Our reading specialist (district funded) collaborates with our kindergarten, first, and second grade teachers in order to provide literacy support for targeted students.

Students are provided with resources that serve as either enrichment or intervention on their ipads via specifically selected learning applications. The district continues to support our site based Technology and Math Mentor. The Technology and Math Mentors work collaboratively with our staff to support the utilization of the iPad as an educational resource.

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 Safe & Civil approach to Positive Behavioral Interventions and Supports. We are continuously evaluating our procedures and expectations in order to ensure the safety of staff and students. This year, our PBIS committee committed to meeting once a month in order to address safety concerns as well as build student connectedness to our school. This team will focus on the social emotional needs of our students so that all students are ready and eager to learn.

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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	82	94	85	79	94	85	79	94	85	96.3	100	100
Grade 4	65	95	98	65	94	98	65	94	98	100	98.9	100
Grade 5	77	97	90	76	97	89	76	97	89	98.7	100	98.9
All Grades	224	286	273	220	285	272	220	285	272	98.2	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2330.1	2364.9	2351.6	1	7.45	7.06	9	11.70	10.59	16	27.66	22.35	73	53.19	60.00
Grade 4	2382.3	2395.0	2418.0	2	5.32	4.08	6	13.83	27.55	28	22.34	22.45	65	58.51	45.92
Grade 5	2443.4	2424.1	2440.3	8	3.09	3.37	17	17.53	17.98	25	16.49	23.60	50	62.89	55.06
All Grades	N/A	N/A	N/A	4	5.26	4.78	11	14.39	19.12	23	22.11	22.79	63	58.25	53.31

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	3	9.57	4.71	29	36.17	35.29	68	54.26	60.00			
Grade 4	2	8.60	6.12	38	37.63	51.02	60	53.76	42.86			
Grade 5	12	6.19	11.24	36	41.24	32.58	53	52.58	56.18			
All Grades	5	8.10	7.35	34	38.38	40.07	60	53.52	52.57			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	9.57	3.53	29	34.04	34.12	71	56.38	62.35
Grade 4	2	6.45	9.18	35	38.71	43.88	63	54.84	46.94
Grade 5	11	5.15	7.87	41	37.11	39.33	49	57.73	52.81
All Grades	4	7.04	6.99	35	36.62	39.34	61	56.34	53.68

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	10.64	7.06	48	47.87	49.41	47	41.49	43.53
Grade 4	5	2.15	5.10	68	50.54	65.31	28	47.31	29.59
Grade 5	8	8.25	3.37	59	55.67	50.56	33	36.08	46.07
All Grades	6	7.04	5.15	58	51.41	55.51	36	41.55	39.34

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	4.26	11.76	33	45.74	38.82	63	50.00	49.41
Grade 4	2	8.60	9.18	45	52.69	57.14	54	38.71	33.67
Grade 5	20	8.25	10.11	50	40.21	44.94	30	51.55	44.94
All Grades	9	7.04	10.29	42	46.13	47.43	49	46.83	42.28

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	82	94	85	79	94	85	79	94	85	96.3	100	100
Grade 4	65	95	98	65	93	98	65	93	98	100	97.9	100
Grade 5	77	97	90	76	97	89	76	97	89	98.7	100	98.9
All Grades	224	286	273	220	284	272	220	284	272	98.2	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2365.0	2387.0	2365.9	3	7.45	3.53	10	17.02	12.94	29	30.85	21.18	58	44.68	62.35
Grade 4	2407.3	2416.7	2427.7	2	2.15	4.08	9	18.28	22.45	42	29.03	34.69	48	50.54	38.78
Grade 5	2433.6	2420.0	2430.6	3	0.00	1.12	13	4.12	6.74	17	22.68	21.35	67	73.20	70.79
All Grades	N/A	N/A	N/A	2	3.17	2.94	11	13.03	14.34	29	27.46	26.10	58	56.34	56.62

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	4	13.83	7.06	27	32.98	29.41	70	53.19	63.53	
Grade 4	3	9.68	12.24	23	21.51	29.59	74	68.82	58.16	
Grade 5	3	1.03	3.37	26	15.46	20.22	71	83.51	76.40	
All Grades	3	8.10	7.72	25	23.24	26.47	71	68.66	65.81	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	9.57	8.24	35	48.94	30.59	59	41.49	61.18
Grade 4	3	5.38	9.18	45	46.24	51.02	52	48.39	39.80
Grade 5	4	0.00	2.25	26	28.87	30.34	70	71.13	67.42
All Grades	4	4.93	6.62	35	41.20	37.87	61	53.87	55.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	8.51	4.71	53	51.06	42.35	42	40.43	52.94
Grade 4	2	4.30	5.10	35	41.94	50.00	63	53.76	44.90
Grade 5	7	0.00	3.37	37	29.90	32.58	57	70.10	64.04
All Grades	5	4.23	4.41	42	40.85	41.91	53	54.93	53.68

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					5		10	11		25	26		65	58	
1				9	8		22	27		27	29		42	36	
2	1	1		14	6		28	31		29	30		28	32	
3	2	6		5	16		48	42		28	22		18	14	
4	2	3		24	26		59	44		11	13		4	14	
5		4		24	27		53	53		16	11		7	5	
Total	1	3		13	15		38	37		23	22		25	23	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				1	2		6	7		18	26		74	65	
1				9	8		22	28		27	29		42	36	
2	1	1		14	6		27	31		29	30		29	32	
3	2	6		5	16		48	42		28	22		18	14	
4	2	3		24	25		59	45		11	13		4	14	
5		4		24	27		53	53		16	11		7	5	
Total	1	2		10	12		31	31		22	23		36	32	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		651	Very Low 0.2%	Declined -0.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		651	Very Low 0.2%	Declined -0.4%
English Learners		461	Very Low 0%	Declined -0.5%
Foster Youth		5	*	*
Homeless		9	*	*
Socioeconomically Disadvantaged		601	Very Low 0.2%	Maintained -0.2%
Students with Disabilities		88	Very Low 0%	Declined Significantly -2.9%
African American		1	*	*
Asian		5	*	*
Filipino		6	*	*
Hispanic		621	Very Low 0.2%	Declined -0.4%
Two or More Races		2	*	*
White		16	Very Low 0%	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		370	Low 62.7%	Increased +1.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.5%
English Learner Progress (1-12)		Low 62.7%	Increased +1.7%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 76.3 points below level 3	Increased +6.8 points
Mathematics (3-8)		Low 73.2 points below level 3	Increased +4.1 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		273	Very Low 75.5 points below level 3	Increased +5.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		273	Very Low 75.5 points below level 3	Increased +5.6 points
English Learners		224	Very Low 76.3 points below level 3	Increased +6.8 points
Homeless		4	*	*
Socioeconomically Disadvantaged		258	Very Low 75 points below level 3	Increased +6 points
Students with Disabilities		38	Very Low 169.6 points below level 3	Declined Significantly -25.2 points
African American		1	*	*
Asian		2	*	*
Filipino		3	*	*
Hispanic		265	Very Low 75.6 points below level 3	Increased +5.6 points
Two or More Races		1	*	*
White		1	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	30	High 10.1 points above level 3	Declined -9.4 points
EL - English Learner Only	194	Very Low 89.7 points below level 3	Increased +9.3 points
English Only	46	Very Low 80.3 points below level 3	Declined -8.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		272	Low 74.2 points below level 3	Increased +3.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		272	Low 74.2 points below level 3	Increased +3.5 points
English Learners		223	Low 73.2 points below level 3	Increased +4.1 points
Homeless		4	*	*
Socioeconomically Disadvantaged		257	Low 74.8 points below level 3	Maintained +2.9 points
Students with Disabilities		38	Very Low 151.3 points below level 3	Declined -3.4 points
African American		1	*	*
Asian		2	*	*
Filipino		3	*	*
Hispanic		264	Low 74.7 points below level 3	Increased +3.2 points
Two or More Races		1	*	*
White		1	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	30	Low 30.4 points below level 3	Declined -12 points
EL - English Learner Only	193	Low 79.8 points below level 3	Increased +6.5 points
English Only	46	Low 84.6 points below level 3	Declined -4.5 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	61.0%	62.7%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	81.1 points below level 3	75.5 points below level 3
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Mathematics	77.7 points below level 3	74.2 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.5% (3)	0.2% (1)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 for English Learners from 5.7% in the 2016-2017 school year to 9.7% in the 2017-2018 school year. We attribute this progress to the school site accelerated reader program as well as our commitment to exposing our English Learners to academic vocabulary. We plan to encourage and motivate our students to meet their reading goals. We are proud of our Multi-tiered System for Student Support in the area of academics and behavior. We created a Positive Behavior Intervention and Supports (PBIS) leadership team made up of grade level representatives, school counselor, outreach consultant and the site administrator. This year, our team has continued our work utilizing the Safe & Civil school approach to PBIS. More specifically, our team has reflected on our current reality and will work through the Safe & Civil Schools Foundation Framework as part of the district's Cohort D professional development. The team developed guidelines for success which will help promote a positive learning environment. The guidelines for success are: G.R. O. W. L (Great Attitude, Respectful, Ownership, Work Hard, Leadership. Additionally, we restructured our leadership team to focus on our academic achievement and strand focus. As a title 1 school, we continue to use these funds to support additional credentialed teachers in order to assist with small group instruction and differentiation to meet the needs of our students. We believe that teacher collaboration and reflection of sound instructional best practices is key to the success of our students. We have allocated funds in order to teachers to observe one another, reflect on student data, and collaborate vertically.

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 STAR 360 data as well as CAASPP data in both English Language Arts and Math indicates that our students are still working towards foundational skills and grade level mastery. On the CAASPP, 60% of students have not met grade level standards. This is consistent with the average percent of students at a level 1 or 2 on the Star 360 Early Literacy, Reading, and Math diagnostic data.

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. Additionally, we will use the funds necessary to allow teachers to collaborate and visit classes where instructional practices have yielded successful results. We are also embarking on a biliteracy journey and will need to support our teachers with professional development and collaboration time to reflect on the structure of the program. Harrington will also use staff and variance time to analyze both formative and summative assessments in order to guide their instruction.

To further support our students we will:

- *Use STAR 360 tests to inform progress monitoring.
- *Recognize students for their overall academic achievements and Accelerated Reader 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
- *Provide instructional support from administration and district resources
- *Provide students with exposure to CAASPP questions and performance tasks
- *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 are close to 75% of our student population. We continue to struggle with ensuring that our English Learners meet grade level standards in math and language arts. Although we saw an increase in reclassification last year, too many of our English Learners have not become proficient enough in the English language in order to yield progress on our formative (STAR 360) and summative assessments (CAASPP).

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.

*Collaborate with math and tech mentors in order to incorporate best instructional practices in their every day teaching.

*Continue to meet in (during variance Wed) PLC groups to analyze data, plan instruction, and identify students in need of intervention.

The Principal will assist teachers with the process of collecting and analyzing data.

*Intervention Support Providers 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 District.

*OSD staff 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 teachers and intervention support providers for students below grade level in math and language arts. Title I funds will also be used for teacher professional development, collaboration, class visits 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 instructional 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.

Teachers and staff members are eager to collaborate and reflect on best practices. However, we face challenges when we are unable to collaborate outside of the banking time due to the sub shortage. As a result, our staff is sometimes unable to visit other classrooms, reflect on best practices, or attend professional development. Our site spends title 1 funds on intervention support providers that support our intervention program. At times, these teachers are pulled to substitute teach when our site does not have enough subs and students are not provided the intervention program for that day. As a site, we will be more conscientious in regards to the order in which we pull the ISPs to sub so that the same students will not miss their intervention. Additionally, it is important that our teachers deliver the intervention to the most high risk students, so that the inconsistency of the ISPs does not effect their intervention program. Overall, the ISP support needs to be monitored in order to ensure that students are provided with the differentiation needed. As we use Title 1 funds to sub teachers out for collegial observations, we might run in to the same issue with lack of substitutes. Therefore, our school will try to schedule these dates far in advance.

Eight State Priorities 2018-19

- 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)

- 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 (ELAC) 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 organize, facilitate, and sometimes present workshops in order to provide our parents with opportunities to further support their students. Our 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	162315	0.00
LCFF - Intervention	63383	0.00
Title I	49805	0.00
Title III	21300	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$440,354.00

Goal 2 \$247,771.00

Goal 3 \$5,700.00

Goals, Actions, & Services 2018-19

[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 math and technology mentors in order to improve instructional best practices
- To provide reading intervention to targeted students in kindergarten through 2nd grade

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
CAASPP ELA	<p>Overall, in 3rd and 5th grade, we maintained our scores in each category. However, in 4th grade, we saw an increase of 13% of students that either met and/or exceeded standards.</p> <p>3rd 1-60% 2-22 % 3-11% 4-7% 4th 1-46% 2-22 % 3-28% 4-4% 5th 1-55% 2-24 % 3-18% 4-3%</p>	<p>Increase student ELA CAASPP scores by at least 6% and continue to lower the number of students in the Standard Not Met category.</p>
CAASPP Math	<p>Overall, In 4th and 5th grade we saw an increase of roughly 5% of students that either met and/or exceeded the standards. However, in 3rd grade we dropped in this category by 6%.</p>	<p>Increase CAASPP scores by at least 6% in each grade level and continue to lower the number of students in the Standard Not Met category.</p>

	<p>3rd 1-62% 2-21% 3-13% 4-4% 4th 1-46% 2-22 % 3-28% 4-4% 5th 1-55% 2-24 % 3-8% 4-3%</p>	
<p>Reclassification</p>	<p>In the 2017-2018 school year, 9.7% of English Learners were reclassified. This is was an increase of almost 5%.</p>	<p>Increase number by at least 3% for overall students reclassified.</p>
<p>STAR 360 Early Literacy and Reading</p>	<p>In order to determine whether our instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile (SGP) average per grade level on the STAR 360 Early Literacy and Reading. This score compares our students' growth as compared to the growth of their peers at similar levels. The district benchmark is an SGP of 40. This indicates moderate growth.</p> <p>Below are the average SGP scores by grade level on the STAR 360 Early Literacy or Reading. Kinder:46 1st: 54 2nd: 62 3rd: 64 4th: 62.5 5th: 35</p>	<p>Increase the grade level average by 10%</p>
<p>STAR 360 Math</p>	<p>In order to determine whether our instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile(SGP) average per grade level on the STAR 360 Math. This score compares our students' growth as compared to the growth of their peers at similar levels. The district benchmark is an SGP of 40. This indicates moderate growth.</p> <p>Below are the Average SGP scores by grade level: 1st: 52 2nd: 57 3rd: 58 4th: 59 5th:35</p>	<p>Increase the grade level average by 10%</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Reading specialist will collaborate with teachers and principal in order to provide reading intervention to targeted students in grades kindergarten to 2nd grade.	ELA	2018-2019 School Year	Principal Teachers Reading Specialist	Certificated Salaries: Teacher	Centralized Services	125,305

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Continue weekly grade level and/or vertical meetings to identify goals, monitor progress, review reclassification numbers, and analyze data to drive instruction.	ELD Math ELA Safety Student Behavior Support	2018-2019 School Year	Principal Teachers	No additional cost		
3. Continue implementation of best practices with district adopted curriculum	ELA Spanish Lang Arts ELD Math Student Behavior Support	2018-2019 School Year	Principal Teachers EL TOSA	No additional cost		
4. Follow Oxnard School District assessment calendar to monitor student progress	ELA Math ELD	2018-2019 School Year	Principal Teachers	Renaissance contract	District Funded	
6. All K-5 classes will refer to pacing guides and use IO Education to input scores/grades for reading, math, and ELD.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Principal Teachers	Curriculum IO contract	District Funded District Funded	
7. Intervention Support Providers will provide grade level support either for ELD, Reading or Math Intervention.	ELD ELA	2018-2019 School Year	Principal Teachers Intervention Support Providers	Certificated Salary: ISP Teacher	Title I	28423
				Certificated Salary: ISP Teacher	LCFF - Intervention	28423
				Certificated Salary: ISP Teacher	Discretionary	28423
8. Uninterrupted Language Arts instructional blocks: Kdgn.-1.5 hours, Lower Grades – 2.5 hours, Upper grades – 2 hours.	ELA	2018-2019 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
9. Student Incentives for academics and attendance	Wrap-Around Services	2018-2019 School Year	Principal ORC Teachers	Incentives	Title I	1245
				Incentives	LCFF - Intervention	2000
10. Expand cross-cultural experiences through diverse extension activities across subjects.(Tornado Artístico, Music Program, field trips, University Trips	Strand Focus	2018-2019 School Year	Principal Teachers	Program fees, Admission fees and Transportation	Title I	4000
	ELA Math					
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	2018-2019 School Year	Principal Teachers	No additional cost		
	Spanish Lang					
	Arts					
	Math					
ELD						
12. Meet monthly to monitor student progress either through the Coordinated Services Team Meeting or Student Success Team Meeting.	Wrap-Around Services	2018-2019 School Year	Principal CoST Team SST Team Teachers	Teacher Subs	LCFF - Intervention	4983
13. Monthly STAR 360 Reading, Early Literacy, Math Assessments to monitor student progress	ELA	2018-2019 School Year	Principal Teachers	No additional cost		
	ELD					
	Math					
	Spanish Lang					
Arts						
14. Materials to support core instruction and strand focus	Strand Focus	2018-2019 School Year	Principal Teachers	Material & Supplies, Admission fees, Transportation, Art and NGSS Science Supplies	Discretionary	19426
	ELA Math					
15. Site Technology Technician will maintain equipment and software to support student learning through technology.	ELA	2018-2019 School Year	Principal Site Tech	Classified salary: Site Tech	Centralized Services	78481
	Math					

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Strand Focus					
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 Math	2018-2019 School Year	Principal Site Tech	Site Tech (see goal 1, action 15)		
19. Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal Office Staff Teachers	Maintenance Agreements Maintenance Agreements	Discretionary Centralized Services	3000 12636
20. Clerical support will be provided to support the school's educational program.	ELD Wrap-Around Services	2018-2019 School Year	Principal Office Staff	Classified Salaries Classified Salaries	District Funded Discretionary	7000
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	2018-2019 School Year	Principal Leadership Team EL TOSA	EL TOSA	District Funded	
22. Provide para educator support to English Learners in 1st grade.	ELA ELD	2018-2019 School Year	Principal Teachers Para-Educators	Classified Salary	Title III	11000
23. Arrange for pre-school students to visit kindergarten classrooms.	Wrap-Around Services	2018-2019 School Year	Principal Kindergarten Teachers Pres School Teachers	No additional cost		
25. Provide transition presentations to 5th grade students prior to end of the year.	Wrap-Around Services	2018-2019 School Year	Principal Counselor	No additional cost		
26. Special Education transition meetings will be held to support students transitioning to the	Wrap-Around Services	May-June 2019	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
middle school.						
27. Teachers will attend Professional Development sessions as required or deemed necessary: Common Core English and Spanish Standards Star 360 Data English Language Development Use of Classroom Technology iPads and Applications Foundational Skills in Literacy Writing Strategies My Math Wonders/Maravillas Next Generation Science Standards Teaching for Biliteracy Technology Math Mindset	Spanish Lang Arts ELA Math ELD Strand Focus Student Behavior Support	2018-2019 School Year	Principal Leadership	Professional development Professional development	Title I LCFF - Intervention	1137 3000
28. Provide opportunities for teachers to observe grade level colleagues both onsite and at other schools, focusing on best practices.	ELA ELD Spanish Lang Arts Math	2018-2019 School Year	Principal Teachers	Teacher subs	Discretionary	3574
29. Extra Support Teacher-Music	Strand Focus	2018-2019 School Year	Principal Teachers Extra Support Teacher	Certificated salary: Extra Support Teacher	District Funded	
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	2018-2019 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	2018-2019 School Year	Principal	Certificated salary: Liaison	ASES	
32. Supplemental literacy and math instruction in After School program.	Wrap-Around Services	2018-2019 School Year	Principal ASP Staff	After School Program	ASES	
33. Maintenance of Piano Lab	Strand Focus	2018-2019 School Year	Principal Music Teacher	Maintenance Supplies	Title I	1000
34. Teaming to differentiate instruction by ability within grade-level, K through 5th.	Wrap-Around Services	2018-2019 School Year	Principal Teachers	No additional cost		
35. OEA contract variance collaboration time to include teacher planning, grade level collaboration, vertical teaming, and data analysis	ELA Spanish Lang Arts ELD Math Strand Focus	2018-2019 School Year	Principal Reading Specialist Teachers Music Teacher	No additional cost		
36. Supply kindergarten through 5th grade students with over the ear headphones that improve accessibility for instructional programs.	ELA Math	2018-2019 School Year	Principal	Instructional Supplies	Title I	6000
37. Tech and Math Mentors will provide support and professional development to teachers to	ELA	2018-2019 School Year	Principal Tech Mentor Math Mentor	Certificated salary: Tech Mentor	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support instruction and implement technology.	Strand Focus Math Student Behavior Support		Teachers	Certificated salary: Math Mentor	District Funded	
38. Ensure that the school library is supporting the school's Accelerated Reader reading program.	ELA ELD	2018-2019 School Year	Library Tech	Classified Salary: Library Tech	Centralized Services	28035
39. Provide para educator support to English Learners in 1st grade (2 hours)	ELA	2018-2019 School Year	Principal Teachers Para-Educators	Classified Hours	LCFF - Intervention	9000
40. Reading Intervention Educational Software	ELA ELD	2018-2019 School Year	Principal Teachers Site Tech	Reading Intervention and Enrichment	LCFF - Intervention	13977
41. Increase the number of books in both English and Spanish in the school library.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Principal Teachers Media Tech	Additional Books for School Library	Discretionary	1986
42. Tutoring for English Learners	ELD Spanish Lang Arts ELA	2018-2019 School Year	Principal Teachers	Teacher Extra Hours	Title III	10300
43. Math and Language Arts tutoring and enrichment	ELA Spanish Lang Arts Math	2018-2019 School Year	Principal Teachers	Certificated Extra Hours	LCFF - Intervention	2000

Goals, Actions, & Services 2018-19

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:

Develop and enforce school-wide expectations
 Encourage Positive Behavior
 Provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
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	This year, we plan to track the referral data	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Positive Behavior Incentives and Supports Leadership Team will meet once a month to review procedures and expectations.	Student Behavior Support Safety	2018-2019 School Year	Principal Teachers ORC Counselor	No additional Costs		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Attendance					
2. Positive Intervention and Supports Team will develop a student behavior incentive program	Student Behavior Support Attendance Safety	2018-2019 School Year	Principal ORC Counselor Teachers	GROWL Incentives, positive postcards	Discretionary	1665.00
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	2018-2019 School Year	Principal ORC	Classified Salary: Outreach Consultant	Centralized Services	49385
4. Attend PBIS workshops	Safety Student Behavior Support Attendance	2018-2019 School Year	Principal PBIS Team Teachers Staff	Professional development	Title I	2000
5. Continue Bully prevention program implementation.	Safety Student Behavior Support	2018-2019 School Year	Principal ORC Counselor Teachers Staff	No additional cost		
6. Decrease loss of schooling due to suspensions and expulsions by implementing Restorative Approach, 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	2018-2019 School Year	Attendance Tech ORC Counselor Principal	Certificated Salary: Counselor ORC (see goal 2, action 3)	Centralized Services	124,480
7. Continue to monitor referrals generated by campus assistants during recess and lunch to	Student Behavior Support	2017-2018 School Year	Principal 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
promote school wide safety during unstructured times of the day.	Safety					
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	2018-2019 School Year	Principal Safety Committee All Staff	No additional cost		
9. Campus Assistant support for recess, before and after school		2018-2019 School Year		Classified Salaries	Discretionary	69241
10. Implementation of the Friday Night Light Program	Wrap-Around Services	2018-2019 School Year		Classified Extra Hours	Discretionary	1000
31.						
33.						
34.						
36.						
37.						

Goals, Actions, & Services 2018-19

[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

Assess the parent participation in the various parent groups/committee and meetings

2017-18 Baseline

We have a small group of volunteers that serve on the three main committees (PTA, SSC, and ELAC)

2018-19

- 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	2018-2019 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
	ELD Strand Focus Student Behavior Support Attendance Wrap-Around Services					
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	2018-2019 School Year	Principal	Clerical extra help Refreshments	Discretionary	3000
6. Counselor to lead classes for parents in Triple P and "Bullying."	Student Behavior Support Safety Wrap-Around Services	2018-2019 School Year	Principal Counselor	Certificated extra pay	Discretionary	1700
7. Ventura County Public Health Nutrition Class will be offered to parents.	Wrap-Around Services	2018-2019 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	ELA Spanish Lang Arts Math	2018-2019 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
the need.	ELD					
9. Parent Compact will be shared with each parent in the school to prepare a more comprehensive plan.	Wrap-Around Services	2018-2019 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, phone calls, text, Web site, flyers, twitter.	Wrap-Around Services	2018-2019 School Year	Principal ORC Counselor Office Staff	No additional cost		
11. Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).	ELA Math ELD	2018-2019 School Year	Principal TOSA	No additional cost		
12. Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.	Student Behavior Support Attendance	2018-2019 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	2018-2019 School Year	Principal Teachers	Classified extra hours	Discretionary	1000
14. Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional	Wrap-Around Services	2018-2019 School Year	Principal Reading Specialist Counselor ORC Psychologist	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Tier 2 and 3 needs.			Speech Pathologist Special Education Teachers General Education Teachers			
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	2018-2019 School Year	Principal Teachers Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
26.						

Appendix A - 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
Allison Cordes	Principal
Cristina Jimenez-Sanchez	Other School Staff
Dusti Mechling	Classroom/Teacher
Veronica Oros	Classroom/Teacher
Olivia Muro	Classroom/Teacher
Julia Roman	Parent or Community Member
Maria Mondragon	Parent or Community Member
Maria Bravo	Parent or Community Member
Lidia Mendoza	Parent or Community Member
Francisca Gomez	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 B - 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 School 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:

Allison Cordes

Typed Name of School Principal

Signature of School Principal

Date

Veronica Oros

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix B - Recommendations and Assurances

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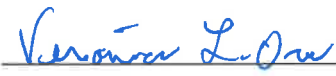
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Attested:

Allison Cordes		10-18-18
Typed Name of School Principal	Signature of School Principal	Date
Veronica Oros		10-18-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Parental Involvement Policy
Norma Harrington Elementary School
Allison Cordes, 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 2018-2019, 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).

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.



Normas de Política Acerca de la Participación de Padres

Norma Harrington Elementary School

Luis H. Ramirez, Principal

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.

PROCESO DE REVISION DEL PLAN:

En el año escolar 2018-2019, los padres del sitio, personal de la escuela , los maestros y el administrador revisaron el borrador , consideraron las prácticas en nuestra escuela, y desarrollaron la siguiente política de participación de la escuela / padres / comunidad .

DEFINICIONES:

El Convenio entre la escuela y los padres de familia esta incorporado a la norma de política acerca de la Participación de los Padres de Familia en la Escuela. La norma de política establece las expectativas de la escuela acerca de la participación de los padres de familia y describe como la escuela implementara un número específico de actividades en relación a la participación de los padres. Para propósito de este documento La Participación de padres de familia significa que los padres conllevan una comunicación regular, reciproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares.

Nuestras metas colectivas son:

- Que los padres desempeñen un papel importante en la asistencia del aprendizaje sus hijos
- Que se incite a los padres para que participen activamente en la educación formal de sus hijos
- 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;
- Que las normas del Plan Individual para el Rendimiento Académico (SPSA) de La Escuela Harrington incluya programas de extensión para apoyar la creación de capacidad en los padres .

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela **Harrington** establece oportunidades para participación de padres en desarrollar programas escolares de prioridad y monitoreo que incluyen:

Al nivel de la Escuela Primaria Harrington:

- El Comité del Sitio Escolar (SSC) sirve como un grupo de consejo que repasa y aprueba el Plan Individual para el Rendimiento Académico (SPSA) que todos los recursos disponibles para la escuela , tanto básicas como complementarias , estén coordinados y enfocados en proporcionar un programa educativo de alta calidad en el que los estudiantes de todos los rangos de capacidad y de fondo puede tener éxito en el aprendizaje. Asimismo, revisan el Plan de Seguridad Escolar, Presupuesto y Normas de Participación de los Padres.
- Comité De Aprendices de Ingles (ELAC) el propósito de ELAC es ayudar a los padres a informarse sobre el Plan Maestro del Distrito para los estudiantes de inglés y el Plan Individual de su escuela para el Rendimiento Académico en su relación con el apoyo a los estudiantes de inglés . Reuniones de ELAC están abiertas al público; Se anima a todos los padres a asistir.
- Asociación de Padres y Maestros (PTA) el propósito es promover el bienestar de los niños y jóvenes en el hogar, escuela, comunidad. Desarrollar entre educadores y el público en general tales esfuerzos unidos, así como asegurar para todas las mayores ventajas en la educación física, mental y social.
- Jardín Escolar (en fase de planificación)
- Voluntarios individuales en el salón para excursiones

Estamos buscando reclutar padres para:

1. Apoyo de Comportamiento Positivo y Intervención (PBIS)
2. Padres de Salón para cada clase
3. Comité de Aprendices de Ingles (ELAC) y Comité de Sitio Escolar (SSC)

Al Nivel del Distrito Escolar:

- Consejo Asesor de Padres del Superintendente (PAC)
- Comité Asesor del Distrito para Estudiantes Aprendices de Ingles (DELAC)
- Comité Asesor para Educación de Estudiantes Súper Dotados (GATE)
- Revisión Anual del Programa de Servicios Educativos de Después de Escuela
- Comité Asesor del Presupuesto (BAC)
- Comité de Mejoramiento Del Distrito Escolar
- Asociación de Padres y Maestros, este grupo proporciona apoyo a las juntas del PTA del plantel escolar y nos une a los recursos del condado y del estado. El Distrito Escolar de Oxnard ofrece un espacio para que el grupo se reúna.

PRACTICAS DE COMUNICACIÓN QUE APOYAN NUESTRAS METAS COLECTIVAS:

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:

- ✓ La Escuela Harrington 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.
- ✓ Los maestros revisan el Convenio entre la Administración Escolar y los Padres de Familia y las normas de política con los estudiantes al inicio del año escolar.
- ✓ A los padres se les solicita leer y analizar el Convenio entre la Administración escolar y los Padres de Familia con sus estudiantes, firmar y devolver como comprobante de recibo.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres
- ✓ Comunicaciones por escrito se mandan dos veces por meses por parte del Director a los padres con los desarrollos actuales y futuros que afectan a los estudiantes y la comunidad escolar.
- ✓ Anuncios de eventos se hacen a través de la aplicación del Distrito Escolar
- ✓ Mensajes telefónicos Connect Ed. se mandan a los padres con recordatorios de eventos próximos
- ✓ La escuela Harrington 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 Harrington 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 de mantener un cuaderno disponible en la oficina y una copia en el sitio de internet de la escuela
- ✓ La escuela Harrington 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.
- ✓ Platica mensual con el Director

Construyendo Capacitación de la participación de padres / comunidad aparece en la política de participación de padres del distrito como una meta. Actividades específicas a Harrington para apoyar esto son:

Desarrollo de Educación de Padres:

- Curso de Proyecto de Padres, Soluciones Amorosas (10 sesiones)
- Seminarios Padres Triple P (3 sesiones)
- Talleres de Nutrición del Departamento de Salud Pública del Condado de Ventura (3 sesiones)
- Mamas e Hijos, del Departamento de Salud Pública de Condado de Ventura, enfoque en Padres de 4/5 grados (6 sesiones)
- MICOP Bebés Sanos, enfoque a todos los padres de niños de 0-4 años de edad (4 sesiones)
- Clases de Inglés como Segundo Lenguaje en conjunto con el Distrito Escolar de Oxnard en escuelas seleccionadas
- SSC-Entrenamiento para miembros nuevos anualmente
- ELAC-Entrenamiento anual de las Reglas Roberts de Orden para el Comité de Aprendices de Inglés

Talleres de Padres Actualmente Incluyen:

- Proceso de referencia a Educación de Estudiantes Dotados(GATE)
- Descripciones de plan de estudios para artes del lenguaje en Ingles y Matemáticas y otras áreas de contenido
- Plan Maestro de EL y Reclasificación de EL
- Aplicación de las normas fundamentales del estado para Common Core
- Actualizaciones de Estandares de la Proxima Generacion de Ciencia
- Como participar activamente en las Conferencias de Padres
- Entrenamiento y apoyo al nivel del condado para lideres de la escuela
- Excursiones para Padres/Estudiantes del Pre escolar de la comunidad
- Talleres de matemáticas y habilidades de lectoescritura para padres de nuevos TK/K
- Orientación para Padres con fin de seleccionar escuelas intermediaaria para estudiantes de 5 grado
- Buscando ampliar la participación de los padres con niños de edad TK/K como experiencia académica fundamental expandiendo ofertas del proyecto de alfabetización latino
- Sugerencias de Padres durante la junta de SSC para desarrollar oportunidades de talleres u involucramiento incluyen:
 - Talleres de conocimiento y prevención de pandillas para padres de escuela primaria
 - Reclutamiento de adultos en la escuela o comunidad como entrenador de deportes como futbol o baloncesto
 - Reclutamiento de padres voluntarios con diversos talentos para dar a los estudiantes clases o talleres en música y manualidades
 - Incrementar asistencia de padres a nuestras juntas programadas por medio de ofrecer bocadillos y programar obras estudiantiles como incentivos.
 - Como usar las tabletas para tener acceso a las actividades académicas e información escolar

School Plan for Student Achievement (SPSA) Template

The School 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 18, 2018		
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 14, 2018		

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 two 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 mentors. The 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 is offered in Grade 1-3 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. All 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 the option to receive 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 teacher selected assessments while 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 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 reading specialist for students in grade K-2, the school psychologist, special education staff, classroom teachers, school counselor, 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	100	90	100	98	90	99	98	90	99	98	100	99
Grade 4	99	99	77	97	98	76	97	98	76	98	99	98.7
Grade 5	88	98	104	84	97	104	84	97	104	95.5	99	100
All Grades	287	287	281	279	285	279	279	285	279	97.2	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2361.3	2351.9	2383.2	6	5.56	11.11	11	14.44	20.20	23	20.00	24.24	59	60.00	44.44
Grade 4	2363.4	2392.2	2365.4	2	7.14	3.95	4	7.14	10.53	14	19.39	15.79	79	66.33	69.74
Grade 5	2430.9	2419.9	2432.3	5	3.09	3.85	14	14.43	15.38	19	24.74	25.00	62	57.73	55.77
All Grades	N/A	N/A	N/A	4	5.26	6.45	10	11.93	15.77	19	21.40	22.22	67	61.40	55.56

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	7.78	13.13	36	32.22	48.48	56	60.00	38.38	
Grade 4	4	8.16	2.63	22	36.73	40.79	74	55.10	56.58	
Grade 5	6	7.22	8.65	28	35.05	39.42	66	57.73	51.92	
All Grades	6	7.72	8.60	28	34.74	43.01	65	57.54	48.39	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.00	11.11	31	27.78	31.31	61	62.22	57.58
Grade 4	2	7.14	7.89	30	34.69	30.26	68	58.16	61.84
Grade 5	4	6.19	6.73	40	34.02	45.19	57	59.79	48.08
All Grades	5	7.72	8.60	33	32.28	36.20	62	60.00	55.20

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	2.22	8.08	64	65.56	63.64	31	32.22	28.28
Grade 4	4	6.12	3.95	58	50.00	55.26	38	43.88	40.79
Grade 5	7	9.28	2.88	55	54.64	50.96	37	36.08	46.15
All Grades	5	5.96	5.02	59	56.49	56.63	35	37.54	38.35

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.67	12.12	45	37.78	51.52	48	55.56	36.36
Grade 4	0	5.10	2.63	34	40.82	34.21	66	54.08	63.16
Grade 5	11	6.19	7.69	49	36.08	42.31	40	57.73	50.00
All Grades	6	5.96	7.89	42	38.25	43.37	52	55.79	48.75

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	100	90	100	98	90	99	98	90	99	98	100	99
Grade 4	99	99	77	97	98	77	97	98	77	98	99	100
Grade 5	88	97	104	84	96	103	84	96	103	95.5	99	99
All Grades	287	286	281	279	284	279	279	284	279	97.2	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2395.3	2363.3	2386.0	5	5.56	4.04	26	14.44	16.16	28	24.44	32.32	42	55.56	47.47
Grade 4	2391.5	2409.9	2387.6	0	4.08	1.30	7	13.27	9.09	30	33.67	29.87	63	48.98	59.74
Grade 5	2428.0	2419.6	2428.5	2	1.04	4.85	5	7.29	3.88	25	25.00	25.24	68	66.67	66.02
All Grades	N/A	N/A	N/A	3	3.52	3.58	13	11.62	9.68	28	27.82	29.03	57	57.04	57.71

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	17	7.78	10.10	32	28.89	28.28	51	63.33	61.62	
Grade 4	0	8.16	5.19	23	24.49	27.27	77	67.35	67.53	
Grade 5	2	3.13	4.85	19	20.83	17.48	79	76.04	77.67	
All Grades	7	6.34	6.81	25	24.65	24.01	68	69.01	69.18	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	5.56	10.10	42	36.67	36.36	46	57.78	53.54
Grade 4	2	9.18	2.60	35	39.80	35.06	63	51.02	62.34
Grade 5	2	2.08	5.83	24	28.13	30.10	74	69.79	64.08
All Grades	6	5.63	6.45	34	34.86	33.69	60	59.51	59.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	8.89	6.06	52	48.89	53.54	38	42.22	40.40
Grade 4	1	5.10	7.79	30	32.65	25.97	69	62.24	66.23
Grade 5	1	1.04	3.88	32	34.38	38.83	67	64.58	57.28
All Grades	4	4.93	5.73	38	38.38	40.50	57	56.69	53.76

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				18	6		45	28		18	39		18	28	
1				10	8		29	42		35	29		26	21	
2		2		25	12		33	52		33	26		10	9	
3	2	6		20	29		44	33		22	21		12	12	
4		3		18	25		62	50		14	14		6	8	
5	14	2		36	43		43	43		7	12				
Total	2	2		20	20		41	43		24	23		13	12	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				2	2		14	11		24	25		60	61	
1				10	8		29	43		35	27		26	22	
2		3		25	12		33	51		33	25		10	8	
3	2	6		20	29		44	33		22	21		12	12	
4		5		18	24		62	49		14	14		6	8	
5	14	2		36	43		43	43		7	12				
Total	1	2		14	16		32	36		24	22		28	24	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		721	Medium 2.1%	Declined -0.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		721	Medium 2.1%	Declined -0.7%
English Learners		370	Low 0.8%	Declined -0.7%
Foster Youth		9	*	*
Homeless		21	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		640	Medium 2.3%	Declined -0.3%
Students with Disabilities		91	Medium 2.2%	Declined Significantly -3.7%
African American		26	Very High 7.7%	Increased Significantly +7.7%
Asian		2	*	*
Filipino		7	*	*
Hispanic		650	Medium 1.7%	Declined -0.9%
Pacific Islander		3	*	*
Two or More Races		5	*	*
White		28	High 3.6%	Declined Significantly -2.9%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		288	Medium 71.2%	Increased +8.1%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.8%	Declined -0.7%
English Learner Progress (1-12)		Medium 71.2%	Increased +8.1%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 86.3 points below level 3	Increased +3.2 points
Mathematics (3-8)		Low 92 points below level 3	Declined -10.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		275	Very Low 80.7 points below level 3	Increased +3.9 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		275	Very Low 80.7 points below level 3	Increased +3.9 points
English Learners		149	Very Low 86.3 points below level 3	Increased +3.2 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		240	Very Low 86.7 points below level 3	Maintained +2.3 points
Students with Disabilities		36	Very Low 153.9 points below level 3	Declined -8 points
African American		10	*	*
Filipino		4	*	*
Hispanic		246	Very Low 80.5 points below level 3	Increased +4.8 points
Two or More Races		3	*	*
White		12	Very Low 95.9 points below level 3	Declined -10 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	29	Low 7.3 points below level 3	Increased +8.6 points
EL - English Learner Only	120	Very Low 105.4 points below level 3	Increased +5 points
English Only	121	Very Low 77.6 points below level 3	Increased +4.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		275	Low 85.4 points below level 3	Declined -8.7 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		275	Low 85.4 points below level 3	Declined -8.7 points
English Learners		149	Low 92 points below level 3	Declined -10.3 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		240	Low 92.3 points below level 3	Declined -11.7 points
Students with Disabilities		36	Very Low 160.4 points below level 3	Declined Significantly -42.2 points
African American		10	*	*
Filipino		4	*	*
Hispanic		246	Low 84.8 points below level 3	Declined -8.8 points
Two or More Races		3	*	*
White		12	Very Low 115.1 points below level 3	Declined Significantly -15.8 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	29	Low 32.2 points below level 3	Maintained +2.9 points
EL - English Learner Only	120	Very Low 106.5 points below level 3	Declined -11.4 points
English Only	121	Low 79.1 points below level 3	Declined -5.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	63.1%	71.2%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	84.6 points below level 3	80.7 points below level 3
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Mathematics	76.7 points below level 3	85.4 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.7% (21)	2.1% (15)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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, ELPAC Interim Assessment Blocks (IAB), and STAR 360. English Learners and Socioeconomically Disadvantaged students make up over 80% of the Marina West student population. 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 ELPAC and their scores in the ELD Assessments available through our Language Arts curriculum. During the 2017-2018 school year, Marina West reclassified 37 students, this is an increase from 31 reclassified students in 2016-2017 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 3.3 points compared to the 2016-2017 English Language Arts CAASPP data. During the 2017-2018 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 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 9.9 point gain for all students, 3.2 average point gain for English Learners, and 2.3 average point gain for Socioeconomically Disadvantaged students on the CAASPP from the previous school year. As a school, we administer district benchmark assessments and Interim Assessment Blocks (3rd-5th Grade) 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 2017-2018 school year, English Language Arts and Math have 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 55.56% of 3rd Grade students scored Standard Nearly Met or Above; 30.3% of 4th Grade students scored Standard Nearly Met or above; and 44.2% 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, Math, and English Language Development 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. Our teachers will also be administering the CAASPP Interim Assessment Blocks every 4-6 weeks to be able to monitor students on gaining the knowledge and experience on assessments that are closely related to the CAASPP Assessment. We will use our site Math mentor and Tech mentor to help analyze our data and provide site specific professional development during staff meetings and other after school professional development opportunities. 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. Our Reading Specialist will provide Foundational Skills intervention to students in Grades K-2.

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 2017-2018 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 86.3 points below Level 3 and our Socioeconomically Disadvantaged students scored an average of 86.7 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. Both groups have decreased the achievement gap as compared to the 2016-2017 school year.

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 Reading Specialist 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. After-school tutoring will be offered to both groups with an emphasis on ELA and Math.

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 Math 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. Our ISP's and Reading Specialists (K-2) will provide interventions during the instructional day for students who are not able to attend our After-School Tutoring,

Eight State Priorities 2018-19

- 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)

- 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 2018-2019 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 (El Centrito, 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. All parents are invited to at least one parent conference throughout the year.

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 2017-2018 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 1 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.

- X Parents have received and completed the School/Parent Compact.
- X A copy of the Parent Involvement Policy is attached to the SPSA.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	199797	0.00
Title I	52762	0.00
Title III	17123	0.00
LCFF - Targeted	45160	0.00
LCFF - Intervention	29000	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$646,792.00

Goal 2 \$114,192.00

Goal 3 \$5,190.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA Assessment	2017-2018 CAASPP Data by Grade Level: Current 3rd Grade Students: 31.2% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 4th Grade Students: 14.5% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 5th Grade Students: 19.3% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data will increase by 10% in each grade level. 41% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-2019 CAASPP assessment data. 25% of current 4th Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-2019 CAASPP assessment data. 29% of current 5th Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-2019 CAASPP assessment data.
CAASPP Math Assessment	2017-2018 CAASPP Data by Grade Level: Current 3rd Grade Students: 20.2% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 4th Grade Students: 10.4% of students scored "Met Standard" or "Exceeded Standard" based on 2017-	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data will increase by 10% in each grade level. 30% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-

	<p>2018 CAASPP assessment data. Current 5th Grade Students: 8.73% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p>	<p>2019 CAASPP assessment data. 20% of current 4th Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-2019 CAASPP assessment data. 19% of current 5th Grade students will score "Met Standard" or Exceeded Standard" based on the 2018-2019 CAASPP assessment data.</p>
<p>STAR360 Reading Assessment</p>	<p>2017-2018 STAR360 Data by Grade Level: Current Kindergarten Students: 27% scoring At/Above Benchmark Current 1st Grade Students: 33% scoring At/Above Benchmark Current 2nd Grade Students: 13% scoring At/Above Benchmark Current 3rd Grade Students: 25% scoring At/Above Benchmark Current 4th Grade Students: 30% scoring At/Above Benchmark Current 5th Grade Students: 21% 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 15% in each grade level. 42% of Kindergarten students will score At/Above Benchmark based on STAR360 assessment data. 51% of 1st Grade students will score At/Above Benchmark based on STAR360 assessment data. 40 % of 2nd Grade students will score At/Above Benchmark based on STAR360 assessment data. 40 % of 3rd Grade students will score At/Above Benchmark based on STAR360 assessment data. 45% of 4th Grade students will score At/Above Benchmark based on STAR360 assessment data. 40% of 5th Grade students will score At/Above Benchmark based on STAR360 assessment data.</p>
<p>STAR360 Math Assessment</p>	<p>2017-2018 STAR360 Data by Grade Level: Current 1st Grade Students: 50% scoring At/Above Benchmark Current 2nd Grade Students: 23% scoring At/Above Benchmark Current 3rd Grade Students: 53% scoring At/Above Benchmark Current 4th Grade Students: 44% scoring At/Above Benchmark Current 5th Grade Students: 37% 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 at least 15% in each grade level. 65% of 1st Grade students will score At/Above Benchmark based on STAR360 assessment data. 40% of 2nd Grade students will score At/Above Benchmark based on STAR360 assessment data. 68% of 3rd Grade students will score At/Above Benchmark based on STAR360 assessment data. 59% 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 2017-2018 school year, 31 English Learners meeting the CELDT/ELPAC Criteria were Reclassified.</p>	<p>In the 2018-2019 school year, 15% 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 administrator will visit classrooms during informal class visits and also monitor language arts instruction through formal classroom observations. The Educational Services Department will provide district 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	2018-2019 School Year	Principal All Teachers Centralized Services Tech Mentor	Certificated Salaries: Professional Development Tech Mentor Professional Development Professional Development-Sub Cost Professional Development-Sub Cost	District Funded District Funded District Funded Title I LCFF - Targeted	 3036 6002
2. The school will ensure the full implementation of the State approved Math curriculum. The administrator will visit classrooms during informal class visits and also monitor math instruction through formal classroom observations. The Educational Services Department will provide district 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	2018-2019 School Yea	Principal All Teachers Tech Mentor Math Mentor	Professional Development Tech Mentor Math Mentor Professional Development (See Goal 1, Action 1) Professional Development (See Goal 1, Action 1)	District Funded District Funded District Funded Title I LCFF - Targeted	
3. All teachers will administer common Language Arts, Math, and ELD assessments three times a year. Grades 3rd-5th will also administer the Interim Assessment Blocks at least three times per year. Data will be used to guide instruction.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	All Teachers	Assessments	District Funded	
4. Implementation of 1st grade through 3rd grade Transitional Bilingual Education classes following the district's EL Master	ELA Spanish Lang Arts	2018-2019 School Year	All 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
Plan.	ELD					
5. The STAR 360 Reading, Early Literacy, and Math assessment will be administered at least 3 times a year.	ELA Spanish Lang Arts Math	2018-2019 School Year	All Teachers	Assessments	District Funded	
6. Implement and utilize Accelerated Reader and myOn programs in all classes. An incentive program will be implemented to reward and encourage students to meet their reading goals.	ELA Spanish Lang Arts	2018-2019 School Year	Principal All Teachers Library Tech	Renaissance Program myOn Program Books for Library/Classroom Books for Library/Classroom Classified Salaries: Library Tech	District Funded District Funded Title I LCFF - Targeted Centralized Services	2000 1500 27473
7. The Principal and Tech Mentor will train all teachers to monitor students' reading progress through the STAR360 and Accelerated Reader program.	ELA Spanish Lang Arts	2018-2019 School Year	Principal Tech Mentor All Teachers	Tech Mentor (see goal 1, action 1)	District Funded	
8. Principal 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	2018-2019 School Year	Principal All Teachers	Sub Cost Professional Development- Sub Cost (See Goal 1, Action 1) Administration- Support/ Sub Cost	Discretionary LCFF - Targeted Discretionary	721 3602
9. Staff will review, evaluate, and analyze results from district and state assessments. The data will be used to inform instructional decisions for all students in Language Arts, Math, and ELD.	ELA Spanish Lang Arts	2018-2019 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 Reading Specialist, and English Learner TOSA's.	ELD	2018-2019 School Year	Principal All Teachers EL TOSA's	Certificated Salaries: EL TOSA Rentals, Leases- DUPLO Maintenance Agreements- Copiers	District Funded Discretionary Discretionary	2000 2025
11. Create a common Designated ELD schedule by grade level to	ELD	2018-2019 School Year	Principal All 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
ensure students are grouped and taught at their ELD level.						
12. Implement and integrate ELD and SIOP strategies into all content areas throughout the day to support English Learners.	ELA Math ELD Strand Focus	2018-2019 School Year	All Teachers Instructional Coach	No additional cost		
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	2018-2019 School Year	Principal All Teachers Math Mentor tech Mentor Site Tech	Travel and Conference Cost	Discretionary	3152
				Travel and Conference	Title I	125
				Travel and Conference	LCFF - Targeted	4500
14. Support our strand focus in Creative Art and Environmental Science integration through the use of our Foss Science Kits, STEAM Lab, and use of Artist in the Classroom.	Strand Focus	2018-2019 School Year	All Teachers Oxnard Scholars ASP Liason	Extra Hours	Title I	3044
				Services, Entrance Fees, Operations	Discretionary	9600
				After School Program	ASES	
				After School Liason	ASES	
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	2018-2019 School Year	Principal All Teachers Intervention Service Providers	Intervention Service Provider	Title I	28806
				Intervention Service Provider	LCFF - Intervention	28806
16. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-1. Reading Specialist will provide necessary interventions in English Language Arts for students in grades K-2. Para-educator to provide services to K-1 for 1.5 hours daily in ELA and Math.	ELA Wrap-Around Services	2018-2019 School Year	Principal Reading Specialist All Teachers Intervention Service Provider Para-educator	Reading Specialist	District Funded	125108
				Intervention Service Provider (See Goal 1, Action 15)	LCFF - Intervention	
				Classified Salaries	Title I	6938
17. The Tech Mentor, Math Mentor, and site lab tech will	ELA	2018-2019 School Year	Principal Math Mentor	Classified Salaries: Site Tech	Centralized Services	77762

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, etc) to facilitate parent communication on student academic progress.	Spanish Lang Arts Math ELD Strand Focus		Tech Mentor Site Lab Tech	Tech Mentor (see goal 1, action 2) Math Mentor (see goal 1, action 2) Computer Software Computer Software	Discretionary LCFF - Targeted	2000 1500
18. Purchase instructional materials, technology, and software (apps, subscriptions, etc.). Hardware will support the implementation of the core curriculum, state standards, ELD, intervention programs, enrichment activities, and strand focus.	ELA Spanish Lang Arts Math Strand Focus	2018-2019 School Year	Principal Office Staff All Teachers Lab Tech	Materials and Supplies Materials and Supplies Materials and Supplies Materials and Supplies Materials and Supplies Computer Equipment	Discretionary Title I Title III LCFF - Targeted LCFF - Intervention LCFF - Targeted	46343 6417 7862 9906 194 7000
19. Implement incentive programs for students to recognize academic achievement.	ELA Spanish Lang Arts Math ELD Attendance	2018-2019 School Year	Principal ORC Counselor Office Staff	School Counselor Classified Salaries: Office Staff Classified Salaries: ORC Classified Salaries: Office Staff extra hours Materials and Supplies (See Goal 1, Action 18) Counselor Extra Hours	Centralized Services District Funded Centralized Services Discretionary LCFF - Targeted Discretionary	131961 48391 7681 2000
20. Provide field trips and enrichment opportunities to support and enhance the academic focus.	Strand Focus	2018-2019 School Year	Principal All Teachers	Field Trips for EL students: Admission and Transportation Field Trips: Admission and Transportation Field Trips: Admission and Transportation (See Goal 1, Action 14)	Title III LCFF - Targeted Discretionary	1410 4551
22. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and Duplo machines. Extra time will be	ELA Spanish Lang Arts ELD	2018-2019 School Year	Office Staff Principal Paraeducators	Classified Salaries: Office Staff (See Goal 1, Action 19) Classified Salaries: Paraeducator	Discretionary Title I	256

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
allocated for para educators to support students.	Math Strand Focus			Maintenance Agreements	District Funded	11637
				Maintenance Agreements	Discretionary	4025
				Classified Salaries: Paraeducator	Title III	256
				Online Subscriptions, Licenses	LCFF - Targeted	3000
23. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.	ELA Spanish Lang Arts Math Strand Focus	2018-2019 School Year	Office Staff Principal	Warehouse Charges	Discretionary	1000
				Materials And Supplies (See Goal 1, Action 18)	Discretionary	
				Materials And Supplies (See Goal 1, Action 18)	Title I	
				Publication Charges (See Goal 1, Action 18)	Title III	
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 Spanish Lang Arts ELD Math	2018-2019 School Year	All Teachers	Certificated Salaries: Teacher extra pay	Title III	6001
				Certificated Salaries: Teacher extra pay	LCFF - Targeted	7201

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Data	Suspension Rate for 2016-2017 was 2.1%	Suspension Rate for the 2018-2019 school year will be less than 1.0%.
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 2017-2018 CHKS data: 80% of students feel safe at school 72% of students report high levels of personal school contentedness. 71% 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 90%. The number of students reporting high levels of personal school contentedness will increase by 10% to 82%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 10% to 81%.
Attendance Data	2016-2017 attendance data identified attendance as an area for growth. 14% of students had Chronic Absenteeism based on 2017-2018 attendance data. 12 students referred to the School Attendance Review Board (SARB) in the 2017-2018.	Attendance data for 2018-2019 will be monitored with the following goals: The number of students with Chronic Absenteeism will decrease by 3% to 11% based on 2018-2019 attendance data. The number of students referred to SARB in 2018-2019

will decrease by 10% to 10.

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	2018-2019 School Year	Principal All Teachers PBIS Committee	Materials and Supplies (See Goal 1, Action 18)	Title I	1500
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	2018-2019 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	2018-2019 School Year	Principal Safety Committee	No Additional cost		
4. Implement and utilize district behavior plan and discipline matrix to support positive student behavior.	Student Behavior Support Safety	2018-2019 School Year	All Staff	Forms and Publications- Graphics	Discretionary	1200
5. Provide CHAMPS, Restorative Justice, NCPI, and related professional development.	Student Behavior Support	2018-2019 School Year	All Teachers Campus Supervisors Instructional Assistants Counselor ORC	Professional Development Certificated Salary: School Counselor (See Goal 1, Action 19)	District Funded Centralized Services	
6. Provide attendance incentives to encourage daily and timely attendance by all students.	Attendance	2018-2019 School Year	ORC Principal	Attendance Incentives (see Goal 1, Action 18- Materials and Supplies)	LCFF - Targeted	
7. Employ multiple Campus Supervisors to monitor school grounds, supervise common areas to ensure a safe school	Student Behavior Support	2018-2019 School Year	Principal Campus Supervisors	Classified Salaries: Campus Supervisors	Discretionary	108292

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
environment.	Safety			Extra Hours: Campus Supervisors	Discretionary	2560
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	2018-2019 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	2018-2019 School Year	School Counselor	School Counselor (See Goal 1, Action 19)	Discretionary	
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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	All Teachers Office Staff Principal	Materials and Supplies (See Goal 1, Action 18)	Discretionary	
14. Provide extra-curricular activities to increase student	Wrap-Around Services	2018-2019 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			Classified Salaries-Custodial Support	Title I	640

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
EL Needs Assessment Survey	Parents requested Parent Professional Development nights on topics to include: Literacy, Math, Parent Participation.	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 2017-2018 meetings was 11.	Attendance to ELAC Meetings will increase by 15% to 14 based on 2018-2019 Sign-In rosters.
Parent Attendance at Fall Conferences	84% of Parents attended Parent Conferences.	Parent attendance at Fall Conferences will increase to 90%.
Parent Attendance at Back to School Night	Parent Attendance for Back to School night was 75%.	Parent attendance at Back to School Night will increase to 80% for 2018-2019..
Parent Workshops	An average of 13 Parents attended Parent Workshops.	Parent attendance at Parent Workshops will increase to an average of 20 parents.

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	2018-2019 School Year	Principal Outreach Coordinator Teachers	Outreach Consultant (see goal 1, action 19) Translating Babysitting Hospitality (Materials and Supplies-See Goal 1 Action 18) Hospitality (Materials and Supplies-See Goal 1 Action 18) Materials and Supplies	Centralized Services Title III Discretionary Discretionary LCFF - Targeted Title III	 697 896 897
2. Prepare and host the winter program, spring arts program, robotics competition, and other events that highlight programs and student learning opportunities	Strand Focus	2018-2019 School Year	Principal All Teachers	Extra Hours: Teacher (See Goal 1, Action 24)	Discretionary	1000
3. The site tech, Office staff, and Tech Mentor will support teachers in documenting instructional events for publication online taking place at Marina West.	Strand Focus	2018-2019 School Year	Principal Site Tech All Teachers	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	2018-2019 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	2018-2019 School Year	All Teachers	No additional cost		
6. Hold Title I meetings to inform stakeholders about Title I funding and how it supports student	ELA	2018-2019 School Year	Principal	Hospitality (Materials and Supplies-See Goal 1 Action 18)	Discretionary	300

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
success.	Math ELD					
7. Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.	Wrap-Around Services	2018-2019 School Year	Principal	Hospitality (Materials and Supplies-See Goal 1 Action 18)	Discretionary	750
8. Invite parents of English learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.	ELD	2018-2019 School Year	Proincipal	Hospitality (Materials and Supplies-See Goal 1 Action 18)	Discretionary	250
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	2018-2019 School Year	Principal Special Education Teachers Outreach Coordinator	Hospitality (Materials and Supplies-See Goal 1 Action 18)	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	2018-2019 School Year	Principal	Hospitality (Materials and Supplies-See Goal 1 Action 18)	Discretionary	200
11. Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.	Wrap-Around Services	2018-2019 School Year	Classified Staff	Classified Extra Hours- Translation (See Goal 3, Action 1)	Title III	

Appendix A - 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
Lorena Paz	Parent or Community Member
Maria Luna	Parent or Community Member
Armando Salazar	Parent or Community Member
Reyna Aguilar	Parent or Community Member
Lisa Baird-Mayeda	Classroom/Teacher
Diana Robles-Villicana	Classroom/Teacher
Rebecca Williams-Meza	Classroom/Teacher
Raymond Ibay	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 B - 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 School 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 09/18/2018.

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



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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;
 - 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 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.



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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 calendario mensual de el director 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 tratara 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 Ingles
- ✓ 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 as 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 Ingles y español.

Appendix B - 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 School 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)**:


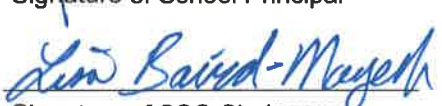
X English Learner Advisory Committee



 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 09/18/2018.

Attested:

<u>Jorge Mares</u>		<u>10.18.18</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Lisa Baird-Mayeda</u>		<u>10/18/18</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



School Plan for Student Achievement (SPSA) Template

The School 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	9/25/18		
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	11/14/18		

The School's Mission & Vision Statements

Christa McAuliffe Elementary School's vision is to be a school that partners with families and the community to celebrate our cultural diversity and guarantee that all students become productive and ethical citizens who 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 Phenomenon-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 educator and 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 continues 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. Our students also have an opportunity to participate in drama, visual arts astronomy and musical performances. Students efforts are 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.

During the 2018-2019 school year, Christa McAuliffe will serve a diverse population nearing 750 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.

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, classwork 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 an 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	121	119	127	120	118	127	120	118	127	99.2	99.2	100
Grade 4	132	123	132	129	123	130	129	123	130	97.7	100	98.5
Grade 5	101	124	124	101	124	124	100	124	124	100	100	100
All Grades	354	366	383	350	365	381	349	365	381	98.9	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2375.3	2384.8	2407.7	11	14.41	13.39	13	16.10	25.20	27	26.27	32.28	49	43.22	29.13
Grade 4	2434.3	2421.7	2425.8	16	14.63	14.62	16	20.33	16.15	28	13.01	23.08	40	52.03	46.15
Grade 5	2480.6	2458.1	2456.5	15	11.29	11.29	25	24.19	20.97	32	17.74	22.58	28	46.77	45.16
All Grades	N/A	N/A	N/A	14	13.42	13.12	18	20.27	20.73	29	18.90	25.98	40	47.40	40.16

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	11.86	18.11	36	39.83	52.76	52	48.31	29.13			
Grade 4	13	19.51	15.38	47	38.21	48.46	40	42.28	36.15			
Grade 5	18	9.68	13.71	39	48.39	45.16	43	41.94	41.13			
All Grades	14	13.70	15.75	41	42.19	48.82	45	44.11	35.43			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	13.56	12.60	44	40.68	52.76	47	45.76	34.65
Grade 4	16	10.57	12.31	44	38.21	39.23	40	51.22	48.46
Grade 5	21	14.52	14.52	47	47.58	45.16	32	37.90	40.32
All Grades	15	12.88	13.12	45	42.19	45.67	40	44.93	41.21

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.02	8.66	60	59.32	70.87	30	29.66	20.47
Grade 4	12	9.76	14.62	64	53.66	63.08	25	36.59	22.31
Grade 5	11	9.68	6.45	63	62.90	57.26	26	27.42	36.29
All Grades	11	10.14	9.97	62	58.63	63.78	27	31.23	26.25

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	14.41	22.05	41	43.22	53.54	49	42.37	24.41
Grade 4	12	15.45	16.92	54	47.15	46.15	34	37.40	36.92
Grade 5	26	16.13	16.13	56	41.13	40.32	18	42.74	43.55
All Grades	15	15.34	18.37	50	43.84	46.72	35	40.82	34.91

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	121	119	127	119	118	127	117	118	127	98.3	99.2	100
Grade 4	132	123	132	130	123	130	130	123	129	98.5	100	98.5
Grade 5	101	124	124	101	124	123	99	124	123	100	100	99.2
All Grades	354	366	383	350	365	380	346	365	379	98.9	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2376.8	2379.8	2384.7	8	5.08	4.72	15	16.95	20.47	25	26.27	26.77	52	51.69	48.03
Grade 4	2438.3	2414.3	2413.1	10	5.69	2.33	18	14.63	7.75	35	30.08	38.76	37	49.59	51.16
Grade 5	2466.0	2452.5	2434.9	9	8.06	6.50	14	14.52	9.76	30	19.35	20.33	46	58.06	63.41
All Grades	N/A	N/A	N/A	9	6.30	4.49	16	15.34	12.66	30	25.21	28.76	45	53.15	54.09

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	14	14.41	10.24	21	19.49	28.35	66	66.10	61.42	
Grade 4	18	7.32	3.88	25	21.14	27.91	58	71.54	68.22	
Grade 5	9	14.52	7.32	28	21.77	18.70	63	63.71	73.98	
All Grades	14	12.05	7.12	24	20.82	25.07	62	67.12	67.81	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	16.10	9.45	33	38.98	48.03	53	44.92	42.52
Grade 4	15	13.01	5.43	38	31.71	44.19	47	55.28	50.39
Grade 5	16	11.29	8.13	29	31.45	38.21	55	57.26	53.66
All Grades	15	13.42	7.65	34	33.97	43.54	51	52.60	48.81

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	6.78	9.45	53	54.24	51.97	37	38.98	38.58
Grade 4	15	10.57	6.98	40	36.59	35.66	45	52.85	57.36
Grade 5	10	8.87	7.32	37	38.71	38.21	53	52.42	54.47
All Grades	12	8.77	7.92	44	43.01	41.95	45	48.22	50.13

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				11	18		44	64		44	9			9	
1	3			20	24		40	57		15	10		23	10	
2	2			27	25		39	38		22	18		10	20	
3	4	14		11	28		54	33		11	11		21	14	
4	14			28	20		34	48		7	12		17	20	
5		7		47	43		27	36		20			7	14	
Total	4	4		23	26		40	45		17	11		15	15	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				2	5		21	24		38	24		40	47	
1	2			20	23		41	59		15	9		22	9	
2	5			30	23		36	35		20	16		9	26	
3	3	14		14	27		52	35		10	11		21	14	
4	13			27	21		33	46		7	14		20	18	
5		13		47	40		27	33		20			7	13	
Total	4	3		18	20		34	38		21	14		23	24	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data








Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		821	Low 1%	Maintained -0.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		821	Low 1%	Maintained -0.1%
English Learners		236	Very Low 0%	Declined -0.4%
Foster Youth		6	*	*
Homeless		22	High 4.6%	Declined Significantly -4.5%
Socioeconomically Disadvantaged		592	Medium 1.2%	Declined -0.3%
Students with Disabilities		85	Medium 1.2%	Declined Significantly -1.2%
African American		22	Very High 9.1%	Increased Significantly +5.9%
American Indian		2	*	*
Asian		18	Very Low 0%	Maintained 0%
Filipino		31	Very Low 0%	Maintained 0%
Hispanic		627	Low 0.8%	Maintained -0.1%
Pacific Islander		3	*	*
Two or More Races		28	Very Low 0%	Maintained 0%
White		90	Medium 1.1%	Declined Significantly -1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		180	Medium 67.8%	Maintained -0.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.4%
English Learner Progress (1-12)		Medium 67.8%	Maintained -0.8%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 60.9 points below level 3	Declined -10.5 points
Mathematics (3-8)		Low 73.3 points below level 3	Declined -7.8 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		352	Low 47.1 points below level 3	Declined -9.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		352	Low 47.1 points below level 3	Declined -9.6 points
English Learners		103	Low 60.9 points below level 3	Declined -10.5 points
Foster Youth		2	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		245	Low 64.5 points below level 3	Declined -10.4 points
Students with Disabilities		33	Very Low 92.8 points below level 3	Increased +6.6 points
African American		7	*	*
American Indian		2	*	*
Asian		11	Very High 47.5 points above level 3	Increased Significantly +23.8 points
Filipino		16	Medium 3.4 points below level 3	Declined -14.2 points
Hispanic		267	Low 59.1 points below level 3	Declined -7.9 points
Pacific Islander		2	*	*
Two or More Races		11	High 14.4 points above level 3	
White		36	Low 16.6 points below level 3	Declined -9.3 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	34	Low 7.1 points below level 3	Declined Significantly -25.6 points
EL - English Learner Only	69	Very Low 87.3 points below level 3	Maintained -0.6 points
English Only	245	Low 41 points below level 3	Declined -9 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	11	54.5%	18.2%	27.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		352	Low 67.7 points below level 3	Declined -14.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		352	Low 67.7 points below level 3	Declined -14.6 points
English Learners		103	Low 73.3 points below level 3	Declined -7.8 points
Foster Youth		2	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		245	Low 82.1 points below level 3	Declined -12.3 points
Students with Disabilities		33	Very Low 109.8 points below level 3	Declined -5.7 points
African American		7	*	*
American Indian		2	*	*
Asian		11	High 27 points above level 3	Declined -4.5 points
Filipino		16	Low 29.4 points below level 3	Declined Significantly -27.8 points
Hispanic		267	Low 78.8 points below level 3	Declined -12.2 points
Pacific Islander		2	*	*
Two or More Races		11	Low 34.5 points below level 3	
White		36	Low 41.1 points below level 3	Declined Significantly -19.7 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	34	Low 43.2 points below level 3	Declined Significantly -35.1 points
EL - English Learner Only	69	Low 88.2 points below level 3	Increased +8.8 points
English Only	245	Low 66 points below level 3	Declined Significantly -17.5 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	11	36.4%	45.5%	18.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	68.6%	67.8%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	37.5 points below level 3	47.1 points below level 3
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Mathematics	53.1 points below level 3	67.7 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.1% (9)	1% (8)















Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 Elementary's greatest progress is the third and fifth grade CAASPP English Language Arts Reading scores. Additionally, fourth and fifth grades increased in Writing and fourth grade had an increase in Listening. In Mathematics, third and fifth grade saw an increase in scores. Third graders had a significant jump in Communicating Reasoning. Overall, our students have been maintaining their scores over the past three years. Last year, our site increased services to upper grades with the support of Intervention Support Providers. Students who were identified as English Learners and/or Foster Youth were also provided support with Extra Support Teachers and after-school tutoring. The scores indicate that there was not a significant growth in all areas of English Learner sub-groups.

In this academic year, we 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.

As a Title I school, monies were allocated to parent support for academic and socio-economic disadvantaged students to their build social and emotional stability (i.e. parent workshops). These connections help students engage in academics by having a safe environment. Integrated and designated ELD instruction will lead to an increase of the percentage of EL students who met/exceeded the standards in both ELA and math.

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 Mathematics scores fell below expectations. This was most evident for English Learners and the Socioeconomically Disadvantaged.

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 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?

Efforts to address the greatest academic need of Math will include teachers delivering quality core Tier 1 instruction to all students. All staff will use the 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 five rounds (rounds are 6-8 weeks) and will include progress monitoring. The Math Mentor will support teachers by providing professional development. Some McAuliffe teachers attended district provided professional development on Math Mindset over the summer.

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 Provider (ISP), funded through Title I, serve students who are not meeting district assessment benchmarks. Students in Kindergarten through second grade are provided additional intervention by our district assigned Reading Specialist. 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.

1. The following barriers or challenges minimized the effectiveness of actions and services intended to increase or improve English Learner student success:

- Inconsistent instruction of integrated and designated ELD instruction.
- Inconsistent interventions strategies and resources for tier two literacy and math needs.
- Challenges with administering district ELA and Math benchmarks.

2. The following corrective measures will be made to address these challenges for English Learners:

- Teachers will provide integrated and designated ELD and monitor progress of English Learners.
- Teachers will collaborate, progress monitor and provide tier two interventions that lead to success on the STAR 360 and CAASPP.
- Teacher will consistently administer the district ELA and Math Interim Assessment Blocks in grades 3-5 to monitor English Learner progress.

Eight State Priorities 2018-19

- 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)

- 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 2018-19 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 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 parent education 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 an opportunity to meet their teacher, learn of classroom procedures, academic expectations and attendance prior to school starting at a Meet and Greet. Students are also able to enroll in the district sponsored Ready, Set, Go workshops that take place in August. Any child enrolled in 5th grade Special Day Class, Speech, Therapeutic Learning Class 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-19 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	226504	0.00
Title I	48048	0.00
Title III	11141	0.00
LCFF - Targeted	41554	0.00
LCFF - Intervention	46286	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$480,329.00

Goal 2 \$325,417.00

Goal 3 \$62,076.00

Goals, Actions, & Services 2018-19

[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

1. English Language Arts - CAASPP

Kindergarten - 2nd: Percentage of students achieving CAASPP benchmark on STAR 360 Early Literacy Assessment

Grade 3rd-5th: Percentage of students at Met or Exceeding level on English Language Arts CAASPP

2. Mathematics - CAASPP

2017-18 Baseline

41% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in Kindergarten.
43% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in 1st Grade.
53% of students At or Above benchmark level on STAR 360 Reading Assessment in 2nd Grade.
38% of students Met or Exceeded on the CAASPP in 3rd grade (26% OSD).
31% of students Met or Exceeded on the CAASPP in 4th grade (26% OSD).
34% of students Met or Exceeded on the CAASPP in 5th grade (27% OSD).



59% of students At or Above benchmark level on STAR 360 Math Assessment in 1st Grade.

2018-19

Kindergarten - 2nd: 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 the year grade level is considered grade year .09 or above.

3rd-5th: The percentage of students scoring at the Met or Exceeded standards on the English Language Arts CAASPP will increase by 10% points.

All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.

Kindergarten: As measured by site assessment, all students will recognize numbers up to 20 and add

Kindergarten - 2nd: Percentage of students achieving CAASPP benchmark on STAR 360 Math Assessment

Grade 3rd-5th: Percentage of students at Met or Exceeding level on Math CAASPP

45% of students At or Above benchmark level on STAR 360 Math Assessment in 2nd Grade.
 26% of students who Met or Exceeding on the CAASPP in 3rd grade (22% OSD).
 34% of students who Met or Exceeding on the CAASPP in 4th grade (17% OSD).
 17% of students who Met or Exceeding on the CAASPP in 5th grade (10% OSD).



single digits up to ten by the end of the school year.

1st - 2nd: As measured by the STAR 360 Grade Equivalent Level, all students will problem solve at grade level by the end of the year, or they will decrease the distance between their math level and grade level by 1 year. End of the year grade level is considered grade year .09 or above.

3rd-5th: The percentage of students scoring at the Met or Exceeded standards on the Mathematics CAASPP will increase by 10% points.

All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.

3. English Learners Reclassification Rate

24 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. In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.	ELA	2018-2019 School Year	Administrator Reading Specialist	Staff Salary	Centralized Services	123805
2. Implementation of District adopted ELA/ELD curriculum as	ELA	2018-2019 School Year	Administrator Reading Specialist	District Adopted Materials	District Funded	0

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.	Math ELD		Teachers	Learning Walks	District Funded	0
3. 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	2018-2019 School Year	School Office Manager Teachers Office Clerk	Copies and lamination Copier Contract	LCFF - Targeted Centralized Services	5000 11637
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	2018-2019 School Year	Reading Specialist Teachers	STAR 360 Assessment	District Funded	0
5. Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.	ELA Math	2018-2019 School Year	Administrator Reading Specialist Teachers	Assessment	District Funded	0
6. Release time will be provided for teachers to administer Essential Skills assessments.	ELA	2018-2019 School Year	Administrator Reading Specialist Teachers	2 Substitutes Salary for TK Teachers once a year.	Discretionary	350
7. Staff will input all formative assessments results into IO, our Student Data System, evaluate and analyze results and use the information to inform instructional decisions.	ELA Math	2018-2019 School Year	Administrator Reading Specialist Teachers	Data Monitoring	District Funded	0
9. Language Appraisal Team (LAT) to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by teachers.	ELD	2018-2019 School Year	Administrator Reading Specialist Teachers	Substitute (twice a year) Salary	LCFF - Intervention	350
10. Collegiate 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. Meetings to take place weekly.	ELA Math Content Areas	2018-2019 School Year	Administrator Reading Specialist Teachers	Substitutes (5 four times a year) Salary	LCFF - Intervention	3500
Curriculum and Instruction Department Professional	ELA	2018-2019 School Year	Reading Specialist Teachers	Substitutes' Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Development to teachers that will include: <ul style="list-style-type: none"> • K Writing (make-up) • K-1st Student-centered Learning • Wonders/Maravillas Follow-up • Mathematical Mindset • Reading Specialist support • Data review (IAB,STAR, etc.) 11.	ELD					
12. Ensure deployment and implementation of iPads to assist students with the mastery of Common Core State Standards.	ELA Math ELD	2018-2019 School Year	School Office Manager Site Technology Technician	Extra Office Staff Salary Extra Hours for IT Extra Support for IT	LCFF - Targeted LCFF - Targeted LCFF - Targeted	350 250 600
13. Provide subscriptions for Apps (VPP) for devices.	ELA Math ELD	2018-2019 School Year	Site Technology Technician Administrator	Applications and/or Subscriptions (\$3560 currently available on voucher)	LCFF - Targeted	0
14. Repair or replace IT equipment. Provide student data at CoST/SST/IEPs and staff data meetings in Conference Room and Library. Provide technology for student presentation of STEAM (Focus Strand) to peers and students. CoST/SST/IEPs and staff data meetings in Conference Room and Library. Media Tech and IT will support the STEAM units by keeping equipment in working condition and advising on new equipment.	ELA Math ELD Strand Focus	2018-2019 School Year	Site Technology Technician School Office Manager	5 Projector Bulbs Charger Cords Replacement Earbuds Site Technology Technician Salary Library Media Technician Salary	LCFF - Targeted LCFF - Targeted LCFF - Targeted Centralized Services Centralized Services	600 842 500 87884 30295

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. Teachers will work with University Preparatory School in revising and aligning Science Units (Strand Focus) with NGSS. Teachers will teach the units to students.	Strand Focus	2018-2019 School Year	Administrator Teachers	STEAM Units Materials (\$150 per class); Materials for Training.	District Funded LCFF - Targeted	0 5200
16. Purchase materials for the Therapeutic Learning Classes (TLC) as it is established and provide support to students, parents and teachers.	ELA Math ELD Student Behavior Support Safety Wrap-Around Services	2018-2019 School Year	Administrator School Office Manager Teachers	Extra time for para-educators to collaborate with teachers. Materials (\$500 per class)	LCFF - Targeted LCFF - Intervention	500 1000
17. Library Media Technician to support students before school creating a learning environment to support the love of learning in a safe learning environment.	ELA ELD	2018-2019 School Year	Librarian	Librarian AM Extra Hours Salary	Discretionary	4740
18. Provide Music Professional Development to 3rd-5th graded teachers and instruction to students through the West Symphony and Music Van.	Strand Focus	2018-19 School Year	Teachers	Music Van West Symphony	LCFF - Targeted LCFF - Targeted	250 500
19. Students will be able to showcase their projects to peers, parents and community members during two STEAM nights. One night will be dedicated to Mathematics and the other Science.	Strand Focus	2018-2019 School Year	Administrator Teachers	Teachers Salary Extra Hours Salary (15 Teacher; two hours, two days) Materials Campus Supervisors Extra Hours Salary (2 staff; two hours)	LCFF - Targeted LCFF - Targeted LCFF - Targeted	2700 1000 200
20. Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention. Recognize students' growth on reading on AR and other areas of	ELA Math	2018-2019 School Year	Reading Specialist Teachers Library Media Technician	Accelerated Reader Program Incentives - Trophies Incentives - Shirts Incentives - Student Store	District Funded LCFF - Targeted LCFF - Targeted LCFF - Targeted	0 1000 2000 800

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
academics with school-wide challenges.				Teacher Extra Hours 6 hrs per month for 7 months	LCFF - Targeted	1890
21. Conduct a diagnostics assessment for struggling readers per benchmark data.	ELA Math	2018-2019 School Year	Teachers Reading Specialist	No Cost		0
22. Use MyOn and Newsela Programs to support reading comprehension through access on 1:1 devices at home with or without internet.	ELA	2018-2019 School Year	Reading Specialist Technology Mentor Teachers	MyOn Digital Library	District Funded	0
	ELD			Newsela	District Funded	0
23. Materials and supplies will be purchased to support and supplement the core instructional program.	ELA	2018-2019 School Year	SOM Adminstrator	Materials	Discretionary	49051
	Math			Materials	Title I	13298
	ELD			Materials	Title III	1124
				Materials	LCFF - Targeted	820
				Materials	LCFF - Intervention	7031
25. Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the school).	ELA	2018-2019 School Year	SOM Office Staff	Extra Clerical Support Salary	Discretionary	500
	Math			Translator's Salary	Discretionary	500
	ELD					
26. Extra clerical support will be provided to support the school.	ELA	2018-2019 School Year	SOM Office Staff	Staff Member Salary	Discretionary	30363
	Math					
	ELD					
27. Implement the District Master Plan for English Learners.	ELA ELD	2018-2019 School Year	Office Clerk Administrator	Instruction, Assessment and Student Monitoring	District Funded	0
28. Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.	ELA	2018-2019 School Year	Administrator Teachers	Instruction, Assessment and Student Monitoring	District Funded	0
	Math			Learning Walks	District Funded	0
	Content Areas					
29. Students placed in ELPAC proficiency leveled groups for ELD and provide instruction	ELD	2018-2019 School Year	Administrator Teachers	Instruction, Assessment and Student Monitoring	District Funded	0

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
based on language goals.				Teacher Extra Hours 6 hrs per month for 7 months	Title III	1890
				Teacher Extra Hours 20 hrs to assist with coordination of ELPAC	Title III	675
32. Use data to target specific educational needs of EL students and provide appropriate support and/or intervention. 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	2018-2019 School Year	Administrator Coach Teachers	Instruction, Assessment and Student Monitoring	District Funded	0
34. Recognize student Reclassification at an annual assembly.	ELD	2018-2019 School Year	Administrator Teachers	Incentives	Discretionary	250
35. Teachers to work with English Language Services (TOSA) to support classroom instruction.	ELD	2018-2019 School Year	EL TOSA Teachers	District EL TOSA	District Funded	0
36. Continue implementation of Lexia Core 5 software school-wide K-5 for interventions and acceleration.	ELA	2018-2019 School Year	TOSA Teachers	Reading iPad Subscription	LCFF - Targeted	8500
37. Provide an ISP to work with 3rd-5th grade students identified as being below benchmark in ELA and Math. 2nd graders will receive support in math.	ELA Math	2018-2019 School Year	Teachers ISP	ISP Teacher Salary	Title I	20000
Interventions and Enrichment: <ul style="list-style-type: none"> Provide AM Achievers as a location for drop in tutoring, homework 	ELA Math	2018-2019 School Year	Administrator TOSA Teachers	Before and After School Support Teacher Salary	LCFF - Intervention	8460
				Before and After School Support Teacher Extra Hours	Title III	2262

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>help, AR test taking, etc.</p> <ul style="list-style-type: none"> • Provide Before and After School Tutoring. • Provide STEAM Enrichment. <p>39.</p>	ELD			<p>Enrichment Teacher Extra Hours</p> <p>Enrichment Teacher Extra Hours</p>	<p>LCFF - Intervention</p> <p>LCFF - Targeted</p>	<p>12940</p> <p>1096</p>
40. Conduct meetings with student study team to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.	<p>Wrap-Around Services</p> <p>Student Behavior Support</p> <p>Attendance</p> <p>Safety</p>	2018-2019 School Year	MTSS Team Administrator Teachers	<p>Process for identifying students strengths and needs</p> <p>CoST/SST Substitutes (20 days)</p> <p>IEP Substitutes (20 days)</p>	<p>District Funded</p> <p>Title I</p> <p>Title I</p>	<p>0</p> <p>3500</p> <p>3500</p>
41. Provide field trips and enrichment opportunities to support and enhance the strand focus and overall learning experience for students.	<p>Strand Focus</p> <p>ELA</p> <p>Math</p>	2018-2019 School Year	Teachers Principal PTA	<p>Field Trips, admissions and transportation (\$10 per st)</p> <p>Field Trips, admissions and transportation (\$10 per st)</p>	<p>Title I</p> <p>PTA/PTO</p>	<p>7500</p> <p>7500</p>
42. Teachers will use grade-level collaboration planning meetings to examine data and student work samples to ensure students are reading Met/Exceed on CCSS assessments.	ELA Math	2018-2019 School Year	Coach Teachers	Student Monitoring and Collaboration (35 Substitutes for 70 half days)	LCFF - Intervention	6125
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.	<p>ELA</p> <p>Math</p> <p>Wrap-Around Services</p>	2018-2019 School Year	Administrator ASP Liaison ASP Staff	After School Program	ASES	0
45. 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	<p>ELA</p> <p>Math</p> <p>ELD</p> <p>Wrap-Around Services</p>	2018-2019 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
school staff.						
47. The site Reading Specialist will attend professional development offered by the Department of Curriculum and Instruction.	ELA Math ELD	2018-2019 School Year	Reading Specialist	Professional Development	District Funded	0
50. EL TOSA 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	2018-2019 School Year	EL TOSA Teachers	Instruction, Assessment and Student Monitoring	District Funded	0
51. The Technology Technician will work with teachers to support curriculum integration.	ELD	2018-2019 School Year	Technology Tech.	Staff	District Funded	0
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	2018-2019 School Year	Math Mentor Technology Tech.	Staff	District Funded	0
53. The Site Leadership Team will continue professional development on establishing and maintaining a Professional Learning Community (PLC). Professional Development will be offered through the Curriculum and Instruction Department.	ELA Math ELD	2018-2019 School Year	Leadership Team	Substitutes' Salaries (14 subs at \$175)	Discretionary	2450
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	ELA Math ELD Strand Focus Student Behavior Support	2018-2019 School Year	Administrator Reading Specialist Teachers	Summer School Intervention Salary Materials	District Funded District Funded	0 0

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Development, mathematics and language acquisition skills.	Attendance					

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
1. Attendance Record	10.1% of the students were identified as Chronic Absentees. 26.3% of the students were identified as having Excessive Absences, 44.6% of the students were identified as Truant. 	Decrease the amount of Chronic Absentees by 1%. Decrease the amount of Excessive Absentees by 1%.
2. Referrals to Office	370 Referrals from TK to 5th Grade were made to the office in 2017-18.	Decrease the amount of office referrals by 10%.

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 PBIS school-wide and CHAMPS in common areas such as bathrooms, cafeteria, and hallways.</p> <p>Staff will fully implement CHAMPS in all grade levels using all components of the program for Positive Behavior Support.</p>	Student Behavior Support Safety	2018-2019 School Year	Staff	Materials	LCFF - Targeted	1000
<p>5. Hold Regular Social Skills and discipline assemblies for students two times a year.</p>	Wrap-Around Services Student Behavior Support	2018-2019 School Year	Counselor	Assemblies	LCFF - Targeted	200
<p>6. Outreach Consultant will support students by coordinating services needed at school and by helping families access social services in the community.</p>	Wrap-Around Services Attendance	2018-2019 School Year	ORC	<p>Outreach Consultant Salary</p> <p>Support Staff Extra Hours 3 hrs per week for 5 months (Attendance Tasks Substitute)</p> <p>Support Staff Extra Hours 3 hrs per week for 5 months (Community Referral for Student and Families Task Substitute)</p>	<p>Centralized Services</p> <p>Discretionary</p> <p>Discretionary</p>	<p>46420</p> <p>2400</p> <p>2400</p>
<p>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.</p>	<p>Student Behavior Support Safety</p> <p>ELA</p> <p>Math</p> <p>ELD</p>	2018-2019 School Year	ORC Counselor	Monitor student discipline data	District Funded	0
<p>8. Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.</p>	<p>Student Behavior Support Safety</p> <p>ELA</p>	2018-2019 School Year	Administrator PBIS Committee			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math ELD					
9. All staff and students will participate in monthly emergency drills and annual earthquake drills. A school-wide evacuation drill will be conducted annually.	Safety	2018-2019 School Year	Staff Students	No cost Materials	 Discretionary	0 500
11. The School Comprehensive Safety Plan Committee/ Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.	Safety	2018-2019 School Year	Adminstrator Leadership	Materials	Discretionary	1000
12. Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes. At the start of each trimester, a campaign focusing on attendance will be done. Saturday School will be offered at our site to help recover absences of students with Severe and Chronic absences.	Attendance	2018-2019 School Year	ORC	Incentives	LCFF - Targeted	2000
13. Campus Supervisors work to support student supervision before school, during recess and lunch, and at dismissal.	Student Behavior Support Safety	2018-2019 School Year	Adminstrator Campus Supervisors	6 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	2018-2019 School Year	Staff Students Parents	Parent Survey	District Funded	0

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Wrap-Around Services					
17. Offer expanded opportunities (club and sports programs) to students to improve physical skills and teamwork among children. This includes Leadership Team.	Wrap-Around Services	2018-2019 School Year	Administrator Counselor Teachers	Enrichment Salary	LCFF - Targeted	3756
				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	2018-2019 School Year	Administrator Counselor Teachers	Training	District Funded	0
20. Provide training to students, staff, and parents on Disaster Preparedness.	Safety	2018-2019 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	2018-2019 School Year	Counselor	Counselor Salary	Centralized Services	131961
	ELA					
	Math					
	ELD					
	Attendance					
Safety						
Wrap-Around Services						

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
Coffee with the Principal Participation	In 2017-18 an average of six parents attended Coffee with the Principal.	Increase parent attendance to an average of 25 in attendance.
ELAC Sign-in Sheets	In 2017-18 an average of eight parents attended ELAC meetings.	Increase parent attendance to an average of 20 in attendance.

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.	Wrap-Around Services	2018-2019 School Year	ORC	Parent Training (PTA School Smarts)	LCFF - Intervention	4900
				Babysitting	LCFF - Intervention	100
				Campus Supervisors	LCFF - Intervention	100
2. Provide support for parents, staff, and students in the area of	Attendance	2018-2019 School Year	ORC Attendance	Outreach Consultant Salary (see Goal 2, Action 6)	Centralized Services	51536

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
attendance and resiliency by Outreach Specialist (ORC).	ELA Math ELD Wrap-Around Services		Technician			
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	2018-2019 School Year	Counselor	Counselor salary (see Goal 2, Action 21)	Centralized Services	0
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. This includes using Peach Jar to share announcements.	ELA Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services	2018-2019 School Year	SOM ORC	Ed Connect Website Social Media	District Funded District Funded District Funded	0 0 0
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	2018-2019 School Year	Administrator ORC Counselor School Office Manager	Parent Involvement Meetings Coffee w/ the Principal Teacher Extra Hours 6 hrs per month for 7 months for ELAC Meetings (ORC Substitute) Child Care ELAC Snacks	Title I Title III Title III Title III	250 1890 250 250

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					
12. Provide 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	2018-2019 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	2018-2019 School Year	ASP Coordinator ASP Liaison Principal	Staff Salary	ASES	0

Appendix A - 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
Davina DeCant	Parent or Community Member
Dana Gonzalez	Parent or Community Member
Marylove Gonzalez	Parent or Community Member
Allyssa Lopez	Parent or Community Member
Maria McDaniels	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 B - 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 School 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 10/10/18.

Attested:

Mary Arias Elisondo

Typed Name of School Principal

Signature of School Principal

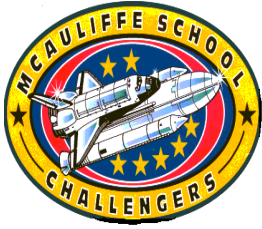
Date

Holly Yarborough

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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 B - 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 School 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 10/10/18.

Attested:

<u>Mary Arias Elisondo</u> Typed Name of School Principal	 Signature of School Principal	<u>10/10/18</u> Date
<u>Holly Yarborough</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>10/10/18</u> Date

School Plan for Student Achievement (SPSA) Template

The School 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 56725386055354

Revision Date October 2018

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 14, 2018

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.

District Biliteracy Vision: We will work together to provide students the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

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 2018 CALPADS report shows McKinna's primary ethnic group as 96.4% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 4.7% Mixteco. Spring CALPADS report also shows 79.1% English Learners, and 95% identified as Socioeconomically Disadvantaged. 8.5% of McKinna students are classified as 'homeless,' 4.5% as 'migrant,' and 6.2% with disabilities. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups.

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 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 is thrilled to be offering a pathway to biliteracy through the District Dual Language Immersion Program. This year the DLI program will be implemented with kindergarten students in a 50/50 model which means kindergarten students will receive instruction in both English and Spanish daily. Every year over the next 5 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this kindergarten class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

As McKinna is transitioning to school wide DLI, McKinna will continue to offer other programs and resources to support English Learners and to facilitate successful academic English language acquisition. During the 2018-19 school year, McKinna continues to implement the Transitional Bilingual Program for grades 1st -3rd. This program utilizes Spanish instruction to assist students in their transition to English instruction across all content areas. In addition, all English Learners in TK-5th grade are supported with 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 and Spanish 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 and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science/math and art 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 2017 - 2019 school years. During the fall of 2017, McKinna was named an exemplary school by the VC STEM Network, a group of

diverse stakeholders including educators, business and community agencies, that seek 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 works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2018-19 school year, the PBIS Leadership Team will receive ongoing training to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving 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 math, 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 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 to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Teachers will focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. Emphasis to reinforce CAASPP claims in literacy development will be centered 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, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers 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 adjustments to students' instructional programs as needed. Release time for grade level teams will 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. A series of parent workshops will be offered through Newcomer Family Support meetings hosted throughout the year at McKinna to address specific newcomer parent needs. All 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	124	108	126	108	98	115	108	98	115	87.1	90.7	91.3
Grade 4	115	137	100	93	122	92	92	122	92	80.9	89.1	92
Grade 5	133	99	127	114	86	121	114	86	121	85.7	86.9	95.3
All Grades	372	344	353	315	306	328	314	306	328	84.7	89	92.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2338.0	2324.0	2330.1	4	2.04	1.74	6	7.14	11.30	24	17.35	18.26	66	73.47	68.70
Grade 4	2362.6	2379.2	2368.3	3	4.92	4.35	4	11.48	8.70	20	13.11	13.04	73	70.49	73.91
Grade 5	2402.1	2402.5	2409.7	4	4.65	6.61	17	8.14	9.09	17	23.26	16.53	63	63.95	67.77
All Grades	N/A	N/A	N/A	4	3.92	4.27	10	9.15	9.76	20	17.32	16.16	67	69.61	69.82

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	6	1.02	4.35	30	26.53	33.04	64	72.45	62.61	
Grade 4	5	5.74	5.43	27	36.07	30.43	67	58.20	64.13	
Grade 5	8	5.81	6.61	29	30.23	33.06	63	63.95	60.33	
All Grades	7	4.25	5.49	29	31.37	32.32	65	64.38	62.20	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	3.06	2.61	21	26.53	23.48	75	70.41	73.91
Grade 4	1	2.46	0.00	24	31.97	27.17	75	65.57	72.83
Grade 5	4	4.65	4.96	30	27.91	27.27	67	67.44	67.77
All Grades	3	3.27	2.74	25	29.08	25.91	72	67.65	71.34

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	4.08	6.09	49	51.02	48.70	47	44.90	45.22
Grade 4	2	3.28	5.43	59	52.46	44.57	39	44.26	50.00
Grade 5	6	3.49	6.61	45	55.81	46.28	49	40.70	47.11
All Grades	4	3.59	6.10	50	52.94	46.65	45	43.46	47.26

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	3.06	3.48	38	27.55	32.17	58	69.39	64.35
Grade 4	4	11.48	5.43	29	37.70	36.96	66	50.82	57.61
Grade 5	13	9.30	8.26	41	30.23	41.32	46	60.47	50.41
All Grades	7	8.17	5.79	36	32.35	36.89	56	59.48	57.32

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	124	108	126	122	108	120	121	108	120	98.4	100	95.2
Grade 4	115	137	100	108	135	97	108	135	97	93.9	98.5	97
Grade 5	133	99	127	124	98	124	124	98	124	93.2	99	97.6
All Grades	372	344	353	354	341	341	353	341	341	95.2	99.1	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2364.3	2347.7	2328.5	2	2.78	0.83	12	9.26	4.17	30	18.52	20.83	56	69.44	74.17
Grade 4	2375.7	2391.9	2379.3	2	4.44	4.12	5	8.15	13.40	20	27.41	11.34	73	60.00	71.13
Grade 5	2394.6	2398.5	2413.8	2	1.02	4.03	4	6.12	7.26	18	17.35	12.90	76	75.51	75.81
All Grades	N/A	N/A	N/A	2	2.93	2.93	7	7.92	7.92	23	21.70	15.25	68	67.45	73.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	6.48	2.50	30	19.44	18.33	62	74.07	79.17
Grade 4	3	9.63	11.34	11	20.74	11.34	86	69.63	77.32
Grade 5	5	5.10	5.65	15	11.22	15.32	80	83.67	79.03
All Grades	5	7.33	6.16	19	17.60	15.25	76	75.07	78.59

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	4.63	1.67	38	27.78	20.83	60	67.59	77.50
Grade 4	5	7.41	4.12	19	25.93	27.84	76	66.67	68.04
Grade 5	2	2.04	6.45	13	23.47	16.94	85	74.49	76.61
All Grades	3	4.99	4.11	24	25.81	21.41	73	69.21	74.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	4.63	1.67	47	36.11	34.17	48	59.26	64.17
Grade 4	3	5.93	5.15	30	27.41	22.68	68	66.67	72.16
Grade 5	3	1.02	4.84	27	35.71	29.03	69	63.27	66.13
All Grades	4	4.11	3.81	35	32.55	29.03	61	63.34	67.16

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							11	38		39	25		50	38	
1				4	8		29	25		42	32		25	35	
2		1		6	2		28	31		44	44		22	22	
3		1		13	8		36	34		31	32		20	25	
4	1	1		17	14		29	43		19	16		33	25	
5		5		19	17		33	38		9	14		40	26	
Total	0	1		11	9		30	33		29	29		29	28	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							8	9		18	23		74	69	
1				5	7		29	23		41	31		25	39	
2		1		5	2		25	27		41	39		29	31	
3		1		11	7		30	30		27	28		33	33	
4	1	1		13	12		23	37		15	14		47	35	
5		4		16	14		28	31		8	11		48	40	
Total	0	1		8	6		22	25		23	25		47	43	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	1
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		854	Very Low 0.1%	Maintained 0%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		854	Very Low 0.1%	Maintained 0%
English Learners		677	Very Low 0%	Maintained 0%
Foster Youth		8	*	*
Homeless		88	Very Low 0%	Declined Significantly -2.5%
Socioeconomically Disadvantaged		808	Very Low 0.1%	Maintained 0%
Students with Disabilities		53	Medium 1.9%	Increased +1.9%
African American		2	*	*
Asian		2	*	*
Filipino		4	*	*
Hispanic		819	Very Low 0%	Maintained -0.1%
Pacific Islander		2	*	*
Two or More Races		5	*	*
White		19	High 5.3%	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		478	Very Low 54.0%	Increased +5.1%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Very Low 54.0%	Increased +5.1%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 100.8 points below level 3	Increased +3.2 points
Mathematics (3-8)		Low 92.2 points below level 3	Increased +9 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		287	Very Low 97.6 points below level 3	Increased +3.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		287	Very Low 97.6 points below level 3	Increased +3.7 points
English Learners		251	Very Low 100.8 points below level 3	Increased +3.2 points
Foster Youth		4	*	*
Homeless		19	Very Low 143.3 points below level 3	
Socioeconomically Disadvantaged		273	Very Low 99.1 points below level 3	Increased +4.6 points
Students with Disabilities		15	Very Low 157.3 points below level 3	Increased Significantly +17.2 points
African American		1	*	*
Asian		1	*	*
Filipino		1	*	*
Hispanic		283	Very Low 96.9 points below level 3	Increased +3.9 points
White		1	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	34	High 18.6 points above level 3	Maintained -0.6 points
EL - English Learner Only	217	Very Low 119.5 points below level 3	Increased +3.4 points
English Only	36	Very Low 75.1 points below level 3	Increased +4.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		289	Low 90.7 points below level 3	Increased +8.8 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		289	Low 90.7 points below level 3	Increased +8.8 points
English Learners		253	Low 92.2 points below level 3	Increased +9 points
Foster Youth		4	*	*
Homeless		19	Very Low 124.7 points below level 3	
Socioeconomically Disadvantaged		275	Low 91.7 points below level 3	Increased +10.5 points
Students with Disabilities		15	Very Low 150.1 points below level 3	Increased Significantly +31.9 points
African American		1	*	*
Asian		1	*	*
Filipino		1	*	*
Hispanic		285	Low 90.2 points below level 3	Increased +8.9 points
White		1	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	34	Medium 3.1 points below level 3	Increased +7.8 points
EL - English Learner Only	219	Very Low 106 points below level 3	Increased +9 points
English Only	36	Low 80.4 points below level 3	Increased +5.9 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	48.8%	54.0%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	101.3 points below level 3	97.6 points below level 3
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Mathematics	99.5 points below level 3	90.7 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.1% (1)	0.1% (1)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 (79.1%) 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 2018-19 school year, grade level teams will continue to collaborate 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 (embedded within DLI English portion of the day for K, and 45 minutes for grades 1st-5th). For Designated ELD, English Learners are flexibly grouped based on ELPAC and other formative assessments given throughout the year to strengthen reading, writing, speaking and listening skills through targeted instruction. Throughout the school year, McKinna will continue to utilize data to inform instructional and intervention needs as well. The District funded Reading Specialist will focus on K-2 support and two ISPs will continue working with 1st-5th grade students as they work 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. McKinna plans to offer tutoring and enrichment opportunities in literacy & math outside the school day as funding & staffing permit.

McKinna students demonstrated growth in both reading and literacy across all grade levels as measured by STAR 360 with an increase in the percentage of students achieving proficiency of 40% Scaled Score. In addition, there was significant increase in the percentage of students achieving their AR goals. Progress was also made in both reading and math based on 2017-18 CAASPP scores during the 17-18 school year. In ELA, the percentage of 3rd grade students meeting or exceeding standards was 13%, an increase of 4% from the 2016-17 school year. 5th grader data in ELA increased 3% points to 16% of students meeting or exceeding proficiency in 17-18. This is a 8% increase since 2015 CAASPP baseline while 4th grade made a 9% increase on CAASPP ELA scores since the 2015 baseline. In math, 4th grade data increased 6% points to 18% students meeting or exceeding proficiency in 17-18, while 5th graders showed an increase of 4% points, with 11% of students meeting or exceeding proficiency in math in 17-18. Since the 2015 CAASPP baseline, 4th grade math scores have increased 15% and 5th grade has increased 9%.

Both the 4th and 5th grade teachers, utilized data to inform instruction and differentiated for math, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth in these academic areas. McKinna will build upon this progress school wide by utilizing this teaming 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 2017-18 school year. McKinna has adopted the PBIS-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. In addition, McKinna adopted the Toolbox strategies as common language to help students develop self-regulation and peaceful problem solving skills. McKinna also strengthened their COST-SST process during the 2017-18 school year to address Tier 2

and 3 academic and social-emotional needs of the students. Data shows a significant decrease in the number of students sent to the office for low level behaviors as well as a decrease in loss of instructional time due to behavior infractions.

During the 2018-19 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. In addition, McKinna's PBIS team will benefit from ongoing training through Safe and Civil Schools to continue the review and improvement of school wide systems and strategies to promote a healthy and safe learning environment.

Title I, Title III and LCFF funds have been used to secure extra personnel and implement these systems which have led to progress in the areas of Teaching/Learning, Culture/Climate and Family Engagement.

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?

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development. In addition, McKinna will work to strengthen teaching & learning practices for math, especially in areas of problem solving and data analysis, and communicating reasoning. Review of the 2017-18 CAASPP data, shows between 70% of McKinna's 3rd-5th graders have not met the standards for ELA/Literacy, and 74% have not met grade level standards for math. (See grade level data below). Because 79.1% 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 ongoing academic English language development is also confirmed by the 2017-18 ELPAC data. This data shows 52% of 1st graders scored an overall 3 or 4 (expanding/bridging) on the ELPAC, and 48% scored a 1 or 2 (emerging/early expanding); 46% of 2nd graders with overall 3 or 4, and 55% scored 1 or 2; 72% of 3rd graders scored an overall 3 or 4, and 28% scored 1 or 2; 29% of 4th graders scored an overall 3 or 4, and 71% scored a 1 or 2; 46% of 5th graders scored an overall 3 or 4 on ELPAC, and 54% scored an overall 1 or 2. (See ELPAC Data, Goal 1 and below). In addition, during the 2017-18 school year, only 5% of the English Learners in grades 3-5 (30 students) were reclassified, a percentage that McKinna will work to increase during the 2018-19 school year. The data shows that more students are scoring at the 3 and 4 range in 1st-3rd while in 4th and 5th the opposite occurs where more students are scoring at the 1 and 2 level. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade. The fall reclassification rates for 2018-19 school year show promise of growth in this area with 33 3rd through 5th graders qualifying for reclassification based upon ELPAC and CAASPP or STAR 360 proficiency status.

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.

CAASPP DATA from 2017-18

Not Met:

3rd grade: ELA/Literacy - 69%; Math – 74%

Not Met:

4th grade: ELA/Literacy - 74%; Math – 71%

Not Met:

5th grade: ELA/Literacy - 68%; Math – 76%

ELPAC Data from 2017-18, Note: Overall scores are in percentages, # of ELLS are individuals

1st Grade: 1-23%, 2-25%, 3-38%, 4-14%; 104 ELLS

2nd Grade: 1-23%, 2-32%, 3-27%, 4-19%; 79 ELLS

3rd Grade: 1-13%, 2-15%, 3-37%, 4-35%; 92 ELLS

4th Grade: 1-43%, 2-28%, 3-22%, 4-7%; 89 ELLS

5th Grade: 1-25%, 2-29%, 3-38%, 4-8%; 63 ELLS

2. What steps is the school planning to take to address these areas of greatest need for improvement?

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, 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 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 to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Teachers will focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. Emphasis to reinforce CAASPP claims in literacy development will be centered 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.

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 K team in DLI & for the Newcomer Program teachers through the EL, DLI & Newcomer TOSAs. Opportunities for ongoing collaboration will help ensure we are meeting the goals of the students within the DLI and Newcomer programs. Teachers in the Newcomer program, DLI, 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, McKinna will utilize the math and technology mentors to strengthen teaching & learning in these areas, and utilize Title 1 & LCFF funds for PLC planning opportunities and professional development in building teacher efficacy.

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 and collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2018-19 school year, the PBIS Leadership Team will receive ongoing training to help build adult capacity for the development and implementation of effective Tier 1 practices that teach students skills for positive and peaceful problem solving. The Tier 1 practices will help to redirect and refocus students within the classroom and throughout the school in a positive discipline model which 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. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children. 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 sessions offered through the school counselor, social worker, ORC and Newcomer TOSA.

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 - 79.1%, Socioeconomically Disadvantaged - 95%, Homeless - 8.5%, Migrant - 4.5%, Students with Disabilities - 6.2%. Data quest shows Foster Youth was not a significant subgroup at McKinna during the 2017-18 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 in literacy, language and math. 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, including math instruction. 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. Greater emphasis will be placed during the 2018-19 school year on grade level & cross grade level collaboration, teaming & flexible grouping based on data informed instructional practices. In addition, emphasis will be placed upon strengthening oracy, reading & writing across content areas, especially within math instruction.

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 and collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students through the use of PBIS, CHAMPS, 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 I, III and LCFF funds will be used to bolster instruction and intervention for all students, through added resources, personnel and professional development. McKinna will continue to fund 2 bilingual ISPS to support students in grades 1-5. Bilingual instructional assistants (IAs) are district funded in TK/K with an increase to 90 minutes per classroom. District also funds IAs within the Newcomer classes. Additional site funds are used for IAs to support students in grades TK/ K-2 to help bolster small group instruction in literacy, language & math. Site funds will be utilized to build in opportunities for grade level/cross grade level PLCs for ongoing professional development and planning time to strengthen teaching & learning and culture & climate practices school wide.

To improve reading achievement, the district has created a new position called "Reading Specialist." These teachers are site based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

In addition, the district continues to fund additional personnel to support teaching and learning. The district funded TOSA for the Newcomer Academy works closely with other district funded EL & DLI TOSAs to support the newcomer students and DLI program, as well as provide professional development for McKinna staff in SIOP, backwards mapping and standards based instruction. In addition, the district will continue to fund math and technology mentors to assist all staff in strengthening teaching and learning practices in math and integration of technology across grade levels.

McKinna will also benefit from professional development through the Safe and Civil School Foundations training which fosters the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2018-19 school year, the PBIS Leadership Team will receive ongoing training to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children. In addition, McKinna staff will participate in special Disaster Preparedness training in the following areas: medical, student reunification and search and rescue. Through this special training and team collaboration, school safety will continue to improve during the 2018-19 school year.

Title 1 funds are utilized to provide resources to support all goals stated above.

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, social worker and Newcomer TOSA work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like 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. Family Fridays also provide an opportunity to share resources and strategies to cultivate a community of learners and to promote safe engagement with technology. Project 2INSPIRE classes will be offered to increase EL parent engagement and advocacy.

Title 1 funds are utilized to provide resources to support all goals stated above.

Eight State Priorities 2018-19

- 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)

- 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. In Members of the leadership worked together at a retreat in August to review data and plan actions for the SPSA. The Parent Involvement Policy and Parent Compact have been shared and reviewed with families at BTSN, SSC & ELAC meetings, as well as other family gatherings and are also 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 stakeholders. 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 79.1% 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 workshops offered through the ORC, counselor, social worker and Newcomer TOSA. Workshops through Project 2INSPIRE will provide educational information to support English Learners. Site based personnel will continue to partner with district and county staff to connect students and families to both school based and outside 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 the new DLI program, 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	251,910.00	0.00
Title I	67,708.00	0.00
Title III	31,502.00	0.00
LCFF - Intervention	71,820.00	0.00
LCFF - Targeted	15,300.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$806,098.89

Goal 2 \$144,933.70

Goal 3 \$5,500.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP-ELA & math-Grade 3	CAASPP Results for 2017-18: Grade 3 Met and Exceeded Combined : ELA/Literacy - 13%; Math -- 5% Nearly Met: ELA/Literacy - 18.26%; Math – 20.83% Not Met: ELA/Literacy - 68.7%; Math – 74.17%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 6% in ELA/Literacy in 3rd grade. The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 6% in math in 3rd grade.
CAASPP-ELA & math-Grade 4	CAASPP Results for 2017-18: Grade 4 Met and Exceeded Combined : ELA/Literacy -13.05%; Math -- 17.52% Nearly Met: ELA/Literacy – 13.04%; Math – 11.34% Not Met: ELA/Literacy - 74%; Math – 71.13%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 8% in ELA/Literacy in grade 4. The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 8% in math in grade

CAASPP-ELA & math-Grade 5

CAASPP Results for 2017-18: Grade 5
 Met and Exceeded Combined :
 ELA/Literacy - 16%; Math -- 11.29%
 Nearly Met:
 ELA/Literacy - 17%; Math – 13%
 Not Met:
 ELA/Literacy - 68%; Math – 76%

4.

The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 8% in ELA/Literacy in grade 5.

 The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 8% in ELA/Literacy in grade 5.

STAR 360 - Fall of 2018
 Data shows percentage of students in K -5 who are "At or above Benchmark" in Early Literacy and/or Reading- at or above 40%, and % of students "On Watch- 39-25%.

K:(EL) At or above 499 SS/40%: 22 students or 20% of 112 students tested;
 On watch: 19 students or 17%

 1:(EL) At or above 612 SS/40%: 20 students or 19% of 107 students tested;
 On watch: 15 students or 14%

 2: At or above 182 SS/40%: 14 students or 15% of 93 students tested;
 On watch: 8 students or 9%

 3: At or above 323 SS/40%: 19 students or 19% of 100 tested;
 On watch: 13 students or 13%

 4: At or above 424 SS/40%: 19 students or 21% of 91 tested;
 On watch: 10 students or 11%

 5: At or above 525 SS/40%: 11 students or 13% of 80 tested;
 On watch: 7 students or 9%

STAR 360 - Spring 2019
 Increase percentage of students "At or Above Benchmark," in Early Literacy and/or Reading by 10% during the 2018-19 school year.

STAR 360 - Fall of 2018
 Data shows percentage of students in 1 -5 who are "At or Above Benchmark" in math,- at or above 40% based on Scaled Score, and % of students "On watch"-39-25%

K: Does not take math in fall
 1: At or above 240 SS/40%: 57 students or 54% of 106 tested;
 On watch: 17 students or 16%

STAR 360 - Spring 2019
 Increase percentage of students "At or Above Benchmark," in math by 10% during the 2018-19 school year.

	<p>2:At or above 396 SS/40%: 29 students or 31% of 93 students tested; On watch: 10 students or 11%</p> <p>3:At or above 482 SS/40%: 37 students or 37% of 99 students tested; On watch: 19 students or 19%</p> <p>4: At or above 567 SS/40%: 28 students or 31% of 90 students tested; On watch: 15 students or 17%</p> <p>5: At or above 634 SS/40%: 27 students or 34% of 80 students tested; On watch: 9 students or 11%</p>	
	<p>ELPAC Data from 2017-18, Note: Overall scores are in percentages, # of ELLS are individuals</p> <p>1st Grade: 1-23%, 2-25%, 3-38%, 4-14%; 104 ELLS</p> <p>2nd Grade: 1-23%, 2-32%, 3-27%, 4-19%; 79 ELLS</p> <p>3rd Grade: 1-13% 2-15%, 3-37%, 4-35%; 92 ELLS</p> <p>4th Grade: 1-43%, 2-28%, 3-22%, 4-7%; 89 ELLS</p> <p>5th Grade: 1-25%, 2-29%, 3-38%, 4-8%; 63 ELLS</p>	<p>5 % of 244 students 3-5th graders or 30 3-5th grade English Learners were reclassified in 2017-18.</p> <p>2018-19 Goal: Increase percentage of reclassified students in 3-5th grade by 5% during the 2018-19.</p>

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,ELD,IABs, curriculum	Spanish Lang Arts Math	2018-2019 School Year	Principal, Teachers, Reading Specialist, Academy TOSA, Math & Technology Mentors, Support	Curriculum and assessments Certificated salary:Reading Specialist, K-2	District Funded Centralized Services	124,369.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
embedded assessments) and technology within DLI, SEI, TBE and the Newcomer programs.	ELD		Staff	Certificated salary: Newcomer Academy TOSA	Centralized Services	112,548.59
2. All teachers will participate in ongoing grade level and cross grade level PLCs to analyze data to inform and refine instruction and intervention as well as planning & refining high leverage teaching & learning practices.	ELA Math ELD Spanish Lang Arts Wrap-Around Services Strand Focus	2018-2019 School Year	Principal, Teachers, Reading Specialist, Academy TOSA, Support Staff	Substitutes	Title I	11,000.00
3. Two ISPs hired to provide instruction, intervention and English Language support in reading, writing and math to students in grades K- 5, including TBE, SEI & DLI classes.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers, Support Staff	Certificated salary & benefits included: ISP Teacher	Title I	28,859.57
				Certificated salary & benefits included: ISP Teacher	Title III	28,859.57
4.						
5. Instructional assistants will be utilized to provide English language and literacy support within SEI and TBE programs in grades TK/K - Instructional assistants will be utilized to support the Newcomer students.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers, Support Staff	Classified salary and benefits included: Instructional Assistant Salaries funded through District EL Department	LCFF - Intervention District Funded	71,820.00
6. District funded K - 2 Reading Specialist to support struggling readers in K-2nd grade.	ELA	2018-19 school year	Reading Specialist	District funded, per goal 1 action 1	Centralized Services	
7. Conduct student support meetings 2-3 times monthly including COST-SST, IEP & 504s to support student achievement	ELA Math	2018-2019 School Year	Principal, teachers district & site support staff, ORC, counselor,	Substitutes Certificated salary: Counselor	Title I Centralized Services	5,000.00 116,551.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and social-emotional TIER 2 & 3 needs.	ELD Wrap-Around Services Spanish Lang Arts		psychologist, parents.	Classified salary: ORC	Centralized Services	48,391.00
8. Provide opportunities for workshops and professional development in ELD (SIOP), math, reading, writing, data analysis, and technology.	ELA Math ELD Spanish Lang Arts Strand Focus	2018-2019 School Year	Principal, DLI & EL TOSA, District & Site support staff, Math and Technology Mentors.	Staff PLCs Certificated salaries: Tech & Math Mentors Certificated salaries: DLI & EL TOSA	District Funded Centralized Services Centralized Services	
9. Teachers will foster literacy in students and help build reading stamina through district funded resources like MyON, AR, Newsela.	ELA ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers, Librarian, District & Site support staff	MyOn contract AR contract Newsela	District Funded District Funded 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	2018-2019 School Year	Principal, Leadership Teams, District & Site Support Staff	Teacher extra hours	Title I	2,000.00
11. Teachers will use subscriptions and applications (Brain Pop, CAPIT, RazKids, Scholastic News, Lexia) to support literacy, language and effective implementation of technology.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers, Leadership Teams, District & Site Support Staff, Math and Technology Mentors.	Subscriptions and apps	Discretionary	18,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus					
12. Instructional supplies to enhance academic, social-emotional development, instruction, intervention and family engagement. Including goal setting, academic tracking, and agendas for organization.	ELA Math ELD Student Behavior Support Attendance Safety Wrap-Around Services Strand Focus	2018-2019 School Year	School Staff	Materials and Supplies Graphics Services Materials and Supplies	Discretionary LCFF - Targeted	69,476.30 5,300.00
13. Classified staff will provide child care and assistance for special projects and translations.	ELA Math ELD Spanish Lang Arts Safety	2018-2019 School Year	Classified Staff	Substitutes Classified extra hours	Discretionary	3,000.00
14. Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development.	ELA Math ELD Strand Focus Spanish Lang Arts	2018-2019 School Year	Principal, Leadership Teams, Teachers, Support Staff	Conference fees and travel expenses	Title I	5,848.43
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	ELA Spanish Lang Arts Math	2018-2019 School Year	Principal, Leadership and Intervention Teams, Math and Tech Mentors, Teachers	Teachers to attend PDs beyond school day; Teacher hourly pay Math & Tech Mentors	Title I Centralized Services	4,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
development as needed.	ELD Strand Focus					
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	2018-19 School Year	Principal, Teachers, Tech Mentor	Tech Mentor	Centralized Services	
17. Field Trips and music instruction will be funded to provide enrichment activities for all students.	ELA Spanish Lang Arts Math ELD	2018-19 School Year	Principal, Leadership Teams, Teachers	Admissions Transportation	LCFF - Targeted	8,000.00
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	2018-19 School Year	Site Technology Technician	Materials and supplies Classified salary: Site Technology Technician	Discretionary Centralized Services	6,000.00 77,748.00
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	2018-19 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	2017-18 School Year	School Staff	Maintenance agreements Copy machine	Discretionary Centralized Services	2,000.00 8,405.00

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					
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	2018-19 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 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 Strand Focus	2018-19 School Year	Program Coordinator, Teacher Liaison	Teacher Salary	ASES	
23. Library books will be purchased to increase Spanish titles for DLI program with librarian tech guiding library program for all students.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-19 School Year	Library Tech	Books Classified salary: Library Tech Books	Title I Centralized Services Title III	3,000.00 30,280.00 2,642.43
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	2018-19 School Year	Principal, EL TOSA, Newcomer TOSA, Teachers, Support Staff, Teachers	Curriculum	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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	2018-19 school year	Teachers, Office staff, Librarian	Incentives	Discretionary	1,500.00
28. Tutoring and enrichment opportunities will be available for students.	ELA Spanish Lang Arts Math Strand Focus	2018-19 school year	Principal, Teachers	Teacher extra pay	Title I	7,500.00

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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 improve student attendance

To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
Attendance	<p>The average attendance for the 2017-18 school year is documented as 96%</p> <p>The percentage of chronic absentees for the 2017-18 school year is documented as 8.80% or 63 out of 715 students.</p>	<p>Increase average daily attendance to 97%.</p> <p>Decrease the percentage of chronic absentees to 6%</p>
Suspensions, Office and Discipline Referrals	<p>2 students suspended in 2017-18, total of 3 days.</p> <p>Average office referral -resolution time during instructional time: 15-20 minutes.</p>	<p>Continue to use alternative methods of discipline to limit out of school suspensions for 2018-19 school year. Decrease suspensions from 3 days of suspension to 0-2 suspensions.</p> <p>Utilize alternate forms of restorative discipline to decrease loss of instructional time for office referrals &</p>

reduce average office referral-resolution times. Handle office referrals-resolution during non instructional times and/or limited to an average of 5-15 minutes during instructional times.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>1. PBIS/ Culture and Climate Leadership Team works through Safe & Civil School Model to review data, create & revise progressive discipline system, plan and train staff to build capacity around the following restorative justice practices:</p> <p>1. PBIS-CHAMPS - School wide guidelines for student success 2. Toolbox Strategies 3. Alternative responses to discipline, including restorative practices & Conflict Mediation</p>	<p>Attendance</p> <p>Student Behavior Support</p> <p>Safety</p> <p>Wrap-Around Services</p>	2018-2019 School Year	Principal, PBIS/Culture & Climate Leadership Team, Teachers, Staff & Support Personnel	Safe & Civil SchoolFoundations Process & Training through VCOE, site and district support.	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>	2018-2019 School Year	Principal, PBIS/Culture & Climate Team, Counselor, ORC, Classified Staff, Teachers	Professional development CHAMPS posters	LCFF - Targeted	500.00
					Discretionary	500.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math					
3. Continued training in and implementation of Toolbox Support System, a social-emotional program to teach student self-regulation, responsibility, peaceful problem solving and strengthen resiliency.	Student Behavior Support Attendance Safety Wrap-Around Services ELD ELA Spanish Lang Arts Math	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Classified Staff, Teachers	Materials and Supplies	Discretionary	1,000.00
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	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Classified Staff, Teachers	PBIS/CHAMPS program	District Funded	
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	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers	Counselor, ORC, Social Worker & Other support staff, See Goal 1	Centralized Services	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
6. Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education).	Student Behavior Support Attendance Safety	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Campus Supervisors	Classified salaries & benefits: Campus Supervisors	Discretionary	139,933.70
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	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Classified Staff, Campus Supervisors	Incentives & Assemblies, Already budgeted in Goal 1 with LCFF targeted; No additional cost		
8. Additional playground activities, ie. jacks, pick up sticks, balls and additional PE equipment and resources added to promote social-emotional well being utilizing SPARKS PE Curriculum.	Student Behavior Support Attendance Safety	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Counselor, ORC, Teachers, Classified Staff, Campus Supervisors	Materials and Supplies SPARKS Curriculum	Discretionary	2,000.00
9. Training in Disaster Preparedness for Student reunification, Search & Rescue & Medical Monthly safety drills to reinforce safety and crisis response preparation. Safety Teams will review and revise Safety Plan.	Safety	2018-2019 School Year	Principal, Safety Team, Teachers & Staff	No additional cost	District Funded	
10. Student discipline data will be monitored on an ongoing basis to inform intervention needs.	Student Behavior Support Attendance	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, 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
	Safety		Social Worker			
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 & guide Common Sense Digital Safety training.	Safety Student Behavior Support Wrap-Around Services ELA Spanish Lang Arts ELD Math Strand Focus	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Intervention Support Team, Counselor, ORC, Tech Mentor, Teachers	Tech Mentor	Centralized Services	
12. Establish MTSS behavior model with Intervention Support Team. Conduct student support meetings 2-3 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	2018-2019 School Year	Principal, Culture & Climate Leadership/PBIS Team, Intervention Support Team, Counselor, ORC, Teachers,	Teacher release time (sub expense included in Goal 1)	Centralized Services	
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	2018-2019 School Year	Principal, Counselor, Social Worker, ORC, Support Team	Counselor (see goal 1) ORC (see goal 1) Social Worker, VCBH	Centralized Services Centralized Services 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	Safety Student Behavior Support	2018-2019 School Year	Campus Supervisors, Office and Custodial staff	Materials and Supplies	Discretionary	1,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
wide operations.						
15. Safety Team and community and district personnel will conduct training to strengthen crisis response preparedness and support school wide safety.	Safety	2018-19 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 Arts ELD Math Strand Focus Student Behavior Support	2018-19 school year	Culture & Climate/PBIS Leadership Team, Technology Mentor, Teachers, Support Staff	Common Sense Media Program (no cost) Tech Mentor		
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	2018-19 School Year	Culture & Climate/PBIS Leadership Team, Technology Mentor, Teachers, Support Staff	No additional cost		

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[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

Attendance at family engagement meetings/events like SSC, ELAC, Workshops, Family Fridays

2017-18 Baseline

Sign ins for Family Fridays - average attendance 150 per month; Parent workshops- average attendance, 25 parents

2018-19

2018-19 - Increase opportunities for monthly educational & social family involvement & school-home connections through web site resources, Social Media platforms, Family Fridays, Workshops, SSC, ELAC & PTA & other family events.

Increase attendance to average of 170 parents at Family Fridays, and 35 parents at workshops. In addition, increase number of opportunities for Family Gatherings with 3 additional family nights: Literacy night, Math & Science night, Cultural Nights.

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 teaching & learning, culture and climate. Site Tech will maintain school website.	Wrap-Around Services ELD Student Behavior Support Safety Attendance ELA Spanish Lang Arts Math	2018-2019 School Year	Leadership teams, SSC, ELAC, PTA, Site Tech	Site Tech updates web site, highlighted in Goal 1 Counselor, ORC, Social Worker provide workshops, Goal 1	Centralized Services Centralized Services	
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	2018-2019 School Year	Principal, ORC, Counselor, Social Worker, Leadership teams, Teachers, TOSAs, District & Site Support Team	No additional cost	Centralized Services	
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	2018-2019 School Year	Site Tech, Culture & Climate-Family Engagement Leadership Team	No additional cost		
4. Promote literacy through monthly Family Fridays, Toolbox, and 2 to 3 Science or Math Nights.	ELA Spanish Lang Arts	2018-2019 School Year	Principal, Teachers, Support Staff	Materials and Supplies Materials & resources	LCFF - Targeted Discretionary	1,000.00 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 Math					
5. Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.	Student Behavior Support ELA Spanish Lang Arts Math ELD Strand Focus Attendance Safety	2018-2019 School Year	Principal, Teachers, Support Staff	Translators	Discretionary	1,500.00
6. Site support staff will provide workshops on parenting & child development including spearheading workshops through outside county agencies.	Student Behavior Support Wrap-Around Services	2018-2019 School Year	Counselor, Social Worker, ORC, Newcomer TOSA	Counselor, Social Worker, ORC, Newcomer TOSA Materials for workshops	Title I LCFF - Targeted	500.00 500.00
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	2018-2019 School Year	Principal, Teachers, Support Staff	ORC (see goal 1)	Centralized Services	
8. Incoming parent meetings will be held to familiarize parents with transition from TK to Kindergarten	Student Behavior Support	2018-2019 School Year	Principal, Teachers, Support Staff	Teacher extra pay (see goal 1)	Title I	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and 5th grade to middle school.						
9. Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.	Student Behavior Support Safety Attendance Wrap-Around Services	2018-2019 School Year	Principal, Teachers, Support Staff	Covered in Goal 1, No additional cost		
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	2018-2019 School Year	Principal, Teachers, Staff, Support Staff, Program Coordinator, Teacher Liaison, ASP Staff, Math & Tech mentors	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, and class dojo.	Student Behavior Support Wrap-Around Services Attendance Safety	2018-2019 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	2018-2019 School Year	Principal, EL TOSA, Teachers	No additional cost		
13. Provide parent leadership and PD opportunities through Project 2INSPIRE and the Newcomer Parent support meetings being held 4 times a year in conjunction with Frank as well.	ELA Spanish Lang Arts Math ELD Wrap-Around Services	2018-19 School year	Principal, EL & Newcomer TOSA, ORC, Social Worker, Counselor	District funded workshops on relevant topics for Newcomer families and families of English learners; Child care & food for events	District Funded Discretionary	1,000.00

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

Appendix A - 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
Elvia Soto	Classroom/Teacher
Beatriz Viveros	Classroom/Teacher
Nayeli Carrillo Soto	Classroom/Teacher
Mariana Henderson	Classroom/Teacher
Elena Salgado	Other School Staff
Susana Lopez	Parent or Community Member
Julio Garcia	Parent or Community Member
Ricardo Alatore	Parent or Community Member
Ruby Tafolla	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Ruth Rocha	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 B - 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 School 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 10/16/18.

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

Normas de Política Acerca de la Participación de los Padres en la Escuela

Escuela Primaria McKinna

* * * * *

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;
- ✓ 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 padres y a los estudiantes en la apertura de recursos, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan los procedimientos y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar los procedimientos y normas con sus estudiantes, firmar y devolver la forma de recibo.
- ✓ La escuela McKinna 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 McKinna verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela McKinna 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 McKinna 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 McKinna convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acercas 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 McKinna 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 provee información sobre el personal docente, las actividades del aula y los recursos para padres.
- ✓ Revisión por equipos de nivel de grado que describan qué estándares se enseñarán para el año.
- ✓ Los boletines mensuales proveerán información y las sugerencias presentadas por parte de los padres.

Si los padres lo solicitan, tiene la oportunidad de realizar reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia lo antes posible. Los padres / miembros de la comunidad recibirán respuestas oportunas a cualquier preocupación y sugerencia.

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 alumno.

La capacidad de construir para la participación de la comunidad de padres se enumera en la política de participación escolar del distrito.

School Parental Involvement Policy **McKinna 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 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 opening school resources , which is distributed annually at the beginning of the school year. Teachers review the procedures and policies with the students at the beginning of the year. Parents are asked to read and discuss the procedures and policies with their students and sign and return an acknowledgment form.
- ✓ McKinna 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 will make the School Parental Involvement Policy available to the local community by posting on the school web site.
- ✓ McKinna periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ McKinna has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

McKinna convenes an 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, McKinna 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.
- ✓ Review by grade level teams describing which standards will be taught for the year.
- ✓ Monthly 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 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 B - 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 School 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




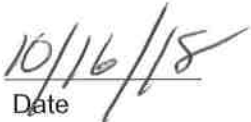

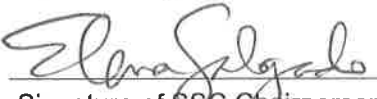
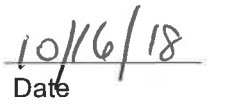
 Signature

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 10/16/18.

Attested:

Wendy Garner _____ Typed Name of School Principal	 _____ Signature of School Principal	 _____ Date
 _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	 _____ Date

School Plan for Student Achievement (SPSA) Template

The School 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 15, 2018		
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 14, 2018		

The School's Mission & Vision Statements

Ramona's Vision - Empowering Ramona Elementary students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning.

Ramona Mission - To provide a safe, 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 to develop critical, independent thinkers and leaders.
- Utilize technology to accelerate and provide individualized and personalized learning.
- 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 can access the Common Core Standards State Standards 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 State

Standards core practices to build Capacity within the school.

- Participate in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices
- Attend training which supports Project-Based Learning and focuses on developing STREAM-based learning.

SCHOOL PROFILE

Ramona Elementary School is located in the south side of Oxnard, where the population is predominantly of Latino/Hispanic descent with a large immigrant population. Our school is comprised of 99% Latino, 1% white, 97.6% socioeconomically disadvantaged, and 84.5 % English Learners. Among the English Language Learners, we have dialects such Mixtec and Zapotec which comprise 8.85 percent of the English Language Learners.

Although the odds are against our students, last year the Ramona Staff made a commitment to our students and through collective efficacy; we had significant gains on our English Language Arts CAASPP. Overall, we had an eight percent improvement in grades three through five. Also, our longitudinal data showed fifth-grade students with a significant gain of 12%. In addition to our teachers' collective efficacy, students had the support of Lexia CORE5, which enriches the academic instruction and reinforces learning in an adaptive personalized and individualized assessment that motivates students by their success creating a customized and personalized learning path. Lastly, we believe we need to develop lifelong learners where every student can explore the world through reading, therefore at Ramona, we celebrate every child's success by acknowledging their reading success through the Accelerated Reading Program.

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 essential goal for Ramona School students, especially for our English Language Learners (ELLs). For the 2018-2019 School Year, Ramona elementary will be providing parents the opportunity to enroll their children in a 50/50 Dual Immersion Program (DLI) starting in Kindergarten. We believe this switch from TBE to DLI will empower and validate students first language, while simultaneously offering monolingual students access to non-English language. Every year we will be adding one year, up until every grade Kinder-fifth grade becomes DLI.

To help build this strong theoretical base, we begin math instruction in English in Kindergarten with Spanish support. We continue to grow upon this fundamental instruction through fifth grade. Students transition from the Spanish Maravillas reading series to education 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 25 qualified teachers. Teachers include one Reading Specialist 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.

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. To improve reading achievement, the Oxnard School District has created a new teaching position, called "Reading Specialist." These teachers are site-based and will support struggling readers in grades K, 1st, and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction. Small intervention groups increase differentiation with support from teachers, Intervention Support Providers (ISP), and Reading Specialist. 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 the 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. Also, Ramona School has a part-time Psychologist and a part-time Speech Language Pathologist.

Parent involvement is vital for continued academic student success. Staff regularly communicate with parents in person, by phone, and in writing. Ramona School invites parents and families to get involved and informed through monthly meetings with the principal, "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 encourage participation and support positive interaction with their children. We will continue to provide the Latino Family Literacy Project designed to teach parents how to help 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, the Ramona School staff is dedicated to providing the best start in a journey of lifelong learning for all of our students, families, and community.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	112	107	83	111	106	83	111	106	95.4	99.1	99.1
Grade 4	104	70	105	104	70	105	104	70	105	100	100	100
Grade 5	68	105	66	68	105	66	68	105	66	100	100	100
All Grades	259	287	278	255	286	277	255	286	277	98.5	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2340.4	2356.1	2363.0	5	1.80	3.77	7	18.92	17.92	18	18.02	19.81	70	61.26	58.49
Grade 4	2385.8	2383.6	2397.3	3	2.86	9.52	15	11.43	15.24	13	15.71	14.29	69	70.00	60.95
Grade 5	2415.4	2394.5	2439.7	1	0.95	1.52	18	10.48	24.24	16	21.90	19.70	65	66.67	54.55
All Grades	N/A	N/A	N/A	3	1.75	5.42	13	13.99	18.41	15	18.88	17.69	68	65.38	58.48

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	4.50	5.66	31	34.23	33.96	64	61.26	60.38	
Grade 4	6	7.14	8.57	26	30.00	41.90	68	62.86	49.52	
Grade 5	1	1.90	3.03	34	34.29	56.06	65	63.81	40.91	
All Grades	4	4.20	6.14	30	33.22	42.24	66	62.59	51.62	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	3.60	3.77	31	43.24	38.68	67	53.15	57.55
Grade 4	4	4.29	6.67	38	38.57	33.33	59	57.14	60.00
Grade 5	12	4.76	9.09	35	33.33	43.94	53	61.90	46.97
All Grades	5	4.20	6.14	35	38.46	37.91	60	57.34	55.96

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	4.50	10.38	52	56.76	63.21	46	38.74	26.42
Grade 4	5	2.86	5.71	59	35.71	63.81	37	61.43	30.48
Grade 5	1	0.95	3.03	56	44.76	54.55	43	54.29	42.42
All Grades	3	2.80	6.86	56	47.20	61.37	41	50.00	31.77

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.31	9.43	35	45.05	41.51	60	48.65	49.06
Grade 4	8	4.29	11.43	48	48.57	40.00	44	47.14	48.57
Grade 5	7	4.76	9.09	44	27.62	48.48	49	67.62	42.42
All Grades	7	5.24	10.11	43	39.51	42.60	51	55.24	47.29

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	112	107	83	111	106	83	111	106	95.4	99.1	99.1
Grade 4	104	70	105	104	70	105	104	70	105	100	100	100
Grade 5	68	105	66	68	105	66	68	105	66	100	100	100
All Grades	259	287	278	255	286	277	255	286	277	98.5	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2369.5	2374.6	2368.9	7	2.70	1.89	7	18.02	14.15	27	28.83	25.47	59	50.45	58.49
Grade 4	2416.1	2398.3	2400.0	2	1.43	0.00	16	5.71	12.38	29	34.29	33.33	53	58.57	54.29
Grade 5	2396.2	2394.9	2391.3	0	1.90	0.00	0	1.90	1.52	22	20.00	13.64	78	76.19	84.85
All Grades	N/A	N/A	N/A	3	2.10	0.72	9	9.09	10.47	26	26.92	25.63	62	61.89	63.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	11.71	4.72	27	30.63	33.96	65	57.66	61.32	
Grade 4	10	1.43	3.81	29	18.57	20.00	62	80.00	76.19	
Grade 5	0	0.00	0.00	9	15.24	9.09	91	84.76	90.91	
All Grades	7	4.90	3.25	23	22.03	22.74	71	73.08	74.01	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	7.21	5.66	29	39.64	31.13	64	53.15	63.21
Grade 4	4	4.29	2.86	38	35.71	38.10	58	60.00	59.05
Grade 5	0	3.81	0.00	10	14.29	21.21	90	81.90	78.79
All Grades	4	5.24	3.25	28	29.37	31.41	68	65.38	65.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	9.01	5.66	48	42.34	38.68	45	48.65	55.66
Grade 4	5	1.43	6.67	42	34.29	31.43	53	64.29	61.90
Grade 5	0	2.86	1.52	31	21.90	16.67	69	75.24	81.82
All Grades	4	4.90	5.05	41	32.87	30.69	55	62.24	64.26

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							5	14		16	43		79	43	
1				8	7		25	23		32	34		36	37	
2		1		11	14		42	43		25	29		23	13	
3	1	6		4	25		41	29		30	22		23	19	
4	7			23	35		49	42		12	10		8	13	
5		5		15	34		52	41		18	14		15	7	
Total	2	2		11	20		38	34		24	24		25	20	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							3	6		18	15		79	78	
1				7	6		23	22		30	33		40	38	
2		1		10	14		41	41		24	28		25	17	
3	1	6		4	24		41	29		30	22		23	19	
4	7			23	35		49	42		12	10		8	13	
5		5		15	34		52	41		18	14		15	7	
Total	1	2		8	15		29	27		22	21		39	34	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	2
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Ramona is a Title I school where over 90% of students qualify for free and reduce lunch, are English Language Learners and are of Hispanic descend. The data above is consistent with the demographics present at Ramona.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		680	Medium 1.2%	Increased +0.6%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		680	Medium 1.2%	Increased +0.6%
English Learners		569	Low 0.7%	Maintained +0.2%
Foster Youth		9	*	*
Homeless		36	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		668	Medium 1.1%	Increased +0.5%
Students with Disabilities		40	Medium 2.5%	Increased Significantly +2.5%
Hispanic		670	Medium 1.2%	Increased +0.6%
Pacific Islander		1	*	*
White		9	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. For the 2017-2018 suspension Rate increase by 0.6% for Ramona Elementary. Suspension rate for English Learners maintain at 0.7%, for homeless it maintained at 0.0% for socioeconomic disadvantaged it increase to 0.5% to 1.1%, students with disabilities increased 2.5% as well as for Hispanic it increased 0.6%

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		441	Low 64.6%	Increased +7.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.7%	Maintained +0.2%
English Learner Progress (1-12)		Low 64.6%	Increased +7.3%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 89.8 points below level 3	Maintained +1.2 points
Mathematics (3-8)		Low 92.1 points below level 3	Declined -3.8 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Student performance Data for English Language Learners had an increase in performance of 7.3%, while their suspension rate maintained at 0.2% For English Language Arts it maintained +1.2 points and for Mathematics it declined 3.8 points

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		276	Very Low 90.1 points below level 3	Declined -3.1 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		276	Very Low 90.1 points below level 3	Declined -3.1 points
English Learners		252	Very Low 89.8 points below level 3	Maintained +1.2 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		275	Very Low 90.5 points below level 3	Declined -3.3 points
Students with Disabilities		20	Very Low 152.4 points below level 3	Increased +9.5 points
Hispanic		275	Very Low 90.2 points below level 3	Maintained -2.6 points
White		1	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	44	Low 14.9 points below level 3	Increased +3.3 points
EL - English Learner Only	208	Very Low 105.6 points below level 3	Increased +5.5 points
English Only	24	Very Low 93.9 points below level 3	Declined Significantly -39.7 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. In English Language Arts the overall performance decreased by 3.1 points. English Language Learners maintained with a +1.2 points, Socioeconomically disadvantage declined by 3.3 points Students with disabilities increased by 9.5 points and Hispanic Population maintained with -2.6 points. For EL Reclassified students they increased 3.3 points English language Learners also increased 5.5 points, for English only there was a significantly decline of 39.7 points.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		276	Low 92.9 points below level 3	Declined -8.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		276	Low 92.9 points below level 3	Declined -8.5 points
English Learners		252	Low 92.1 points below level 3	Declined -3.8 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		275	Low 93.1 points below level 3	Declined -8.2 points
Students with Disabilities		20	Very Low 151.3 points below level 3	Declined -5.1 points
Hispanic		275	Low 92.9 points below level 3	Declined -8.1 points
White		1	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	44	Low 60.7 points below level 3	Declined -8.9 points
EL - English Learner Only	208	Very Low 98.7 points below level 3	Maintained -0.4 points
English Only	24	Very Low 102.1 points below level 3	Declined Significantly -54.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. In Mathematics the overall performance decreased by 8.5 points. Math for English Learners declined 3.8 points, Socioeconomically disadvantage declined by 8.2 points Students with disabilities declined by 5.1 points and Hispanic Population declined with 8.1 points. For EL Reclassified students they declined by 8.9 points, English language Learners maintained with -.4.0 points, for English only there was a significantly decline of 54.2 points.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	57.3%	64.6%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	87 points below level 3	90.1 points below level 3
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Mathematics	84.4 points below level 3	92.9 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The percentage of students who made progress towards English proficiency increased from 57.3 to 64.6%, for a total of 7.3%. Academic indicators both increased away from level three 3.1 in English Language Arts and 8.5 for Mathematics.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.6% (4)	1.2% (8)

Conclusions based on this data:

1. Suspension from 2016 to 2017 went up from four to eight or from 0.6% to 1.2%,

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 is proud of helping students with English development while honoring primary home language to create bilingual and multicultural global citizens.

For the 2017-2018 School year, Ramona Staff made a commitment to our students and through Collective Efficacy; we had significant gains on our English Language Arts CAASPP. Overall, we had an eight percent average improvement in grades three through five, and our longitudinal data showed fifth-grade students with a significant gain of 12%.

We built 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. By the end of the 2017-2018 school year, we were able to reclassify six percent of English Learners and this year 2018-2019, we are on track to double that amount.

In addition to our teachers' collective efficacy, they had the support of Lexia Core5, which supported and accelerated student learning. According to Data provided by the Lexia core5 program, it showed 31% of the students were one grade level below and 49% two or more grades below, 20% in the student grade level and eight students who were at the end of the year benchmark, which made them less than one percent. As a result of their high Core5 use during the school year, there was a substantial increase in the percentage of students working in or above their grade level from 20% to 74%. The percentage of students working 2+ grades below their grade level reduced from 49% to 10%.

Ramona celebrated success with three students meeting the one million word challenge. The MyOn app and student progress in Accelerated Reader (AR) has to lead 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. CHAMPS has created behavior expectations for students and a clear path to success in the classroom, playground, bathrooms, cafeteria, and office.

As part of Cohort C for Positive Behavior Interventions and Supports (PBIS), we completed year one. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. As Committee we continue to meet and develop the norms to make a safe, supportive environment where students are responsible, respectful, thoughtful and independent.

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

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.

For the upcoming year, Ramona school will be focusing on the developing of Oracy in the English Language Arts and Mathematics. Two Intervention Service Provider Teacher will be providing additional support to the teacher by focusing on students with the most significant needs throughout the day. Also, enrichment and remediation after-school programs will be offered and students will be encouraged to attend.

English Language Arts

Overall 23 percent of students Met or Exceeded standards on the ELA CAASPP

The 2018-2019 baseline scores are:

24.76 percent of 4th graders Met or Exceeded on the ELA CAASPP

21.69 percent of 3rd graders Met or Exceeded on the ELA CAASPP

Math:

Overall 12.0 Percent of students Met or Exceeded standards on the Math CAASPP

The 2018-2019 baseline scores are:

12.38 percent of 4th graders Met or Exceeded on the Math CAASPP

16.0 percent of 3rd graders Met or Exceeded on the Math CAASPP

2018 ELPAC data

Grade	1st	2nd	3rd	4th	5th		
ELPAC Levels 1+2	48	27	13	43	24	155	42%
ELPAC Levels 3+4	42	23	81	35	36	217	58%
Students per Grade Level	90	50	94	78	60	372	

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 to build capacity in English Language Development, Math, and English Language Arts, with the support of the Tech and Math Mentors and both District and County Professional Development. All while involving students parents and the community.

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 Interim Assessment Blocks (IABs) data on student achievement,
- Share best practices in instructional strategies
- Grade levels will differentiate instruction according to student English proficiency levels during integrated and designated ELD.
- Third through fifth grade will have opportunities to support inquiry-based learning
- 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 accelerate and solidify student learning.
- English Learners Teacher On Special Assignment, EL TOSA, and Tech and Math Mentors will collaborate 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.
- Grade level teams will develop a backward plan for instruction and focus on specific skills during instruction.
- 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.
- A research math-based program will be piloted, evaluated and adapted to accelerate and solidify student learning.

Classroom instruction will include:

- SIOP strategies and written Language and Content Objectives.
- Teachers will use engagement strategies and Depth of Knowledge during delivery of instruction.
- ISPs will facilitate the reduction of class size and provide interventions for at-risk students and special populations.

- ELD unit tests will be given to students each trimester to inform instruction and monitor student progress in reading, writing, and ELD.
- Technology will be utilized to accelerated, reinforce what students are learning in the classroom.
- STAR 360 tests will be given every six weeks and will be used to progress monitor students at risk.
- District and site administration will conduct regular classroom observations to ensure the implementation of best instructional practices.

The students will receive individualize recognition for:

- Literacy and the love of learning by engaging students in a friendly reading competition through the Accelerated Reading (AR) program and MyOn with an individual grade level, and school-wide recognition and district recognition.
- Students who can achieve English Learner Reclassification status will participate in an individualized recognition ceremony where students and their families will be invited.
- Recognize student who met or exceeded in the CAASPP.

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

Title I funds are 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 and teachers to analyze data, focusing on skills the students need and provide the most effective and best instructional practices.

Title I funds is 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 for Language Arts. These programs encourage students to practice needed skills and teachers can track student progress.

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 on the 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 district adopted STAR 360 for math and ELA along with LEXIA Core5 and the Interim Assessments, IABs from the California CAASPP.
- Continue to meet in PLC groups to analyze data, plan instruction, and identify best practices to address student's needs.
- The 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.
- Encourage all teachers to 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 provide 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 the 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 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 for Language Arts. 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 Tech department to deploy the majority of iPads and technology apps earlier in the year including apps such as Lexia Core 5.
- Provide during and after school support earlier in the school year, rather than later.

Eight State Priorities 2018-19

- 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)

- 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 the School Site Council for actions to be included in the SPSA. SPSA was presented to the 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. Also, 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 and introduction to student programs
- Math Nights
- STREAM nights where students will present their inquiry-based projects

Parents are encouraged to participate in school and 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 meetings
 Parent Nutrition Classes
 Parenting classes
 Coffee with the Principal/Title 1 meetings
 Awards Assemblies
 Project 2INSPIRE

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 after a teacher brief introduction

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.

2018-19 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: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	58680	0.00
Title III	27934	0.00
LCFF - Targeted	60000	0.00
LCFF - Intervention	11640	0.00
Discretionary	189586	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$455,084.00

Goal 2 \$306,799.00

Goal 3 \$18,130.00

Goals, Actions, & Services 2018-19

[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 to support high-quality instruction
To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
CAASPP ELA Data	<p>Overall 23 % of students Met or Exceeded standards on the ELA CAASPP</p> <p>The 2017-2018 baseline scores are:</p> <p>21.8% of 4th graders Met or Exceeded on the ELA CAASPP</p> <p>25.7% of 5th graders Met or Exceeded on the ELA CAASPP</p>	<p>Increase student ELA CAASPP scores by at least 6% in each grade level.</p>
CAASPP Math Data	<p>Overall 11.4% of students Met or Exceeded standards on the ELA CAASPP</p> <p>The 2017-2018 baseline scores are:</p> <p>16.0% of 4th graders Met or Exceeded on the Math CAASPP</p> <p>12.4% of 5th graders Met or Exceeded on the Math</p>	<p>Increase student Math CAASPP scores by at least 6% in each grade level.</p>

	<p>CAASPP</p>																	
<p>STAR 360 Reading</p>	<p>STAR 360 Early Literacy and reading</p> <p>Average Student Growth Percentile (SGP) and Scale Scores (SS) by grade for 2017-2018</p> <p>1st -- 32 SGP SS 144 2nd -- 51 SGP SS 213 3rd -- 31 SGP SS 295 4th -- 44 SGP, SS 386 5th- -- 32 SGP, SS 455</p>	<p>In order to determine whether instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile (SGP) average per grade level on the STAR 360 Early Literacy and Reading. It is important to compare student growth to the growth of their peers at similar levels. The goal will be to grow by 5% on the SGP and for all grades to meet the district suggested 40 SGP.</p>																
<p>STAR 360 Math</p>	<p>STAR 360 Early Literacy and reading</p> <p>Average Student Growth Percentile (SGP) and Scale Scores (SS) by grade for 2017-2018</p> <p>1st -- 29 SGP SS 355 2nd -- 37 SGP SS 455 3rd -- 21 SGP SS 530 4th -- 34 SGP SS 590 5th -- 27 SGP SS 621</p>	<p>In order to determine whether instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile average per grade level on the STAR 360 Math. it is important to compare student growth to the growth of their peers at similar levels. The goal will be to grow by five percent on the SGP and for all grades to meet the district suggested 40 SGP.</p>																
<p>English Language Learners</p>	<p>During the 2017-2018, six percent of our English Learners in third through fifth grade were reclassified</p>	<p>The goal for the 2018-2019 school year will be to increase the reclassification rate by 5% in grades 3rd through 5th.</p>																
<p>ST-Math</p>	<p>Baseline will be created during the 2018-2019 school year.</p>	<p>Baseline will be created during the 2018-2019 school year.</p>																
<p>Lexia CORE 5 Language Arts</p>	<p>Lexia CORE5 results for the 2017-2018 School year During the 2017-2018 Lexia CORE5 was piloted and adopted by Ramona Elementary. The initial assessment showed:</p> <p>Fall:</p> <table data-bbox="743 1130 1234 1239"> <tr> <td>Reached End of the Year Benchmark:</td> <td><1%</td> </tr> <tr> <td>On grade level:</td> <td>20%</td> </tr> <tr> <td>One Grade Level below</td> <td>31%</td> </tr> <tr> <td>Two or more Grades Below</td> <td>49%</td> </tr> </table> <p>Spring:</p> <table data-bbox="743 1295 1234 1404"> <tr> <td>Reached End of the Year Benchmark:</td> <td>40%</td> </tr> <tr> <td>On grade level:</td> <td>35%</td> </tr> <tr> <td>One Grade Level below</td> <td>15%</td> </tr> <tr> <td>Two or more Grades Below</td> <td>10%</td> </tr> </table>	Reached End of the Year Benchmark:	<1%	On grade level:	20%	One Grade Level below	31%	Two or more Grades Below	49%	Reached End of the Year Benchmark:	40%	On grade level:	35%	One Grade Level below	15%	Two or more Grades Below	10%	<p>The goal for the 2018-2019 school year is to have students meet usage and to have 75% of the students at student grade level or above.</p>
Reached End of the Year Benchmark:	<1%																	
On grade level:	20%																	
One Grade Level below	31%																	
Two or more Grades Below	49%																	
Reached End of the Year Benchmark:	40%																	
On grade level:	35%																	
One Grade Level below	15%																	
Two or more Grades Below	10%																	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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. Professional Development opportunities will be provided from district, county and outside agencies.	ELA Math ELD	2018-2019 School Year	Principal, Teachers	District adopted curriculum McGraw-Hill Wonders and Maravillas and My Math Programs. Professional Development	District Funded Discretionary	 2000
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 be given to those students in the Kindergarten to second-grade Transitional Bilingual Education (TBE) Program and Dual Immersion Language, DLI. The CAASPP, English Language Arts and Math test, will be given to grades third through fifth.	ELA Math ELD	2018-2019 School Year	Principal, Teachers	Materials and Supplies (Headphones/iPad Stands/privacy dividers) Certificated extra pay (support during CAASPP testing)	Discretionary Title I	2500 1620
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.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers	Grade level PLC during weekly meetings.		
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	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Teachers	Certificated Substitutes	LCFF - Targeted	3000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
inform instructional practices.	Strand Focus					
5. Math and Technology mentors will support and assist classroom teachers with planning, instruction and implementation of Math and ELA curriculum and provide professional development, as well as assisting in the integration of technological tools and mathematical software to support students and teachers.	Math	2018-2019 School Year	Principal, Site Tech, Math Mentor and Teachers	Classified salary: Site Tech Certificated salary: Math Mentor Professional Development	Centralized Services District Funded Discretionary	77762 2000
6. Implementation of Transitional Bilingual Education (TBE) from 1st through 3rd grade following the district's EL Master Plan. Provide Dual Language Professional Development throughout the school year for Dual Language Development and Enrichment. Provide an additional hour per teacher of Para support in the DLI-Kinder to reinforce early literacy Reading Specialist provides intervention directly to students Kindergarten through second grade who are struggling in reading. They use assessment data and input from grade level teams to determine the students to address the needs identified by the data.	Spanish Lang Arts ELA	2018-2019 School Year	Principal, EL TOSA, Teachers	DLI Professional Development Books and other materials Reading Specialist Para Support	District Funded Discretionary District Funded Title I	 2000 125569 14080
7. Implementation of the District Master Plan for English Language Learners. Grade levels to differentiate instruction according to student	ELA ELD Spanish Lang Arts	2018-2019 School Year	Principal, EST, EL TOSA, Teachers	EL TOSA Reclassification Medals Recognition 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>English proficiency level during integrated and designated ELD. Classroom instruction to include SIOP strategies and written content and language objectives.</p> <p>Teachers will work with the EL TOSA to support classroom ELD instruction.</p> <p>Reclassification Assembly will be held to recognize individual student's language achievements.</p>	Strand Focus					
<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 other organizations, such the Stemosium through CSUCI University.</p>	ELA Math Strand Focus	2018-2019 School Year	Principal, TOSA, Teachers	Professional development Materials and Supplies	Title I Discretionary	2800 2000
<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>	ELA Math Strand Focus	2018-2019 School Year	Principal, Teachers, Site Tech, Tech Mentor	Materials and Supplies (Makerspace)	Discretionary	1000
<p>10. EL TOSA and Tech and Math Mentors will collaborate in order to address the needs of teachers and students.</p>	ELA Math	2018-2019 School Year	Principal, EL TOSA, Tech and Math Mentors	EL TOSA (see goal 1, action 7)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD Spanish Lang Arts Strand Focus			Math Mentor (see goal 1, action 5) Certificated salary: Tech Mentor	District Funded	
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	2018-2019 School Year	Principal, ORC, Counselor, 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	2018-2019 School Year	Principal, Teachers	Professional Development	LCFF - Targeted	1000
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	2018-2019 School Year	Principal, ORC, Counselor, Teachers	Academic Incentives for AR STAR-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 ELD Strand Focus Math	2018-2019 School Year	Principal, Library Media Technician, Teachers	Classified salary: Library Tech Classified extra pay Books, materials and supplies	Centralized Services Discretionary LCFF - Targeted	24927 1350 1000
15. Site Media Tech and District IT department will maintain equipment and software to support student learning through	ELA Math	2018-2019 School Year	Teachers, Site Media Tech, District IT department	Site Tech (see 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
technology.	ELD Spanish Lang Arts Strand Focus					
16. Tech Mentor will support and assist classroom teachers with the implementation of technology 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.	ELA Math ELD Strand Focus Spanish Lang Arts	2018-2019 School Year	Principal, Site Tech, Tech Mentor, Teachers	Tech Mentor (see goal 1, action 10)		
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	2018-2019 School Year	Principal, Site Tech Mentor, Site Tech	Site Tech (see goal 1, action 5)		
18. Apps and subscription to support first instruction and support, accelerate and solidify student learning and mastery of CCSS. LEXIA Core5 Reading- Foundational reading skills specifically written to support CCSS which targets intervention and acceleration in an individualized learning program. ST-Math is engaging, visual, personalized and creative where students connect and innovate. Also, through ST-Math student will develop a Growth Mindset,	ELA ELD Spanish Lang Arts Math	2018-2019 School Year	Principal, Site Tech, Tech Mentor, Teachers	LEXIA CORE5 ST-Math NEWSELA Brain POP	LCFF - Targeted LCFF - Targeted District Funded LCFF - Targeted	10000 14000 4000 4550

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>which is critical to developing perseverance, and crucial when facing difficult situations that require perseverance. ST- Math is a research-proven math program for students to accelerate and solidify learning using technology.</p> <p>NEWSELA-Teachers can assign individual articles or groups of articles (Text Sets), Read the article at all reading levels, take the quiz at all reading levels, highlight and annotate at all reading levels, submit a writing response to the Newsela writing prompt, complete Power Words activities (only on articles with Power Words) Teachers can customize Newsela assignments with Class Instructions, Annotations, and Writing Prompts.</p> <p>BrainPOP is curriculum based animated movies, learning games, interactive quizzes, primary source activities which teacher and students utilized to introduce lessons or reinforce learning.</p>						
19. Ipad deployment and collection will be conducted to support 1:1 device initiative.	Wrap-Around Services	2018-2019 School Year	Principal, 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 a parent, teacher and school communication.	Wrap-Around Services	2018-2019 School Year	Principal, Office Staff	Site Copy Machines	Centralized Services	11637
21. Intervention Service Provider (ISP) will provide the necessary interventions for targeted services	ELA	2018-2019 School Year	Principal, ISPs, Teachers	Certificated Salary: ISP Teacher	Title I	28800

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
for students throughout the day in kindergarten to fifth grade.	ELD Math Strand Focus Spanish Lang Arts			Certificated Salary: ISP Teacher Certificated Salary: ISP Teacher	Title III LCFF - Intervention	27934 871
22. Youth Cinema Project, YCP- Student use and improve reading, writing, listening and speaking skills as they develop screenplays for film productions. Unlocking the Power of Learning Through Filmmaking and creating lifelong learners.	ELA Strand Focus	2018-2019 School Year	Principal, Teacher	YCP Mentors	District Funded	
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 ELD Math Spanish Lang Arts Strand Focus	2018-2019 School Year	Principal, Teachers	Certificated extra pay	LCFF - Intervention	5300
24. Provide site-based, district, county (VCOE) and other agency professional development in technology to promote student engagement and learning.	ELA Math ELA Strand Focus Wrap-Around Services	2018-2019 School Year	Principal, Tech Committee, Tech Mentor, Teachers	Tech Mentor (see goal 1, action 10) Professional development (VCOE), Conference fees and expenses	Discretionary	1500
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 ELA Math Strand Focus Student	2018-2019 School Year	Principal, Teachers, ORC, Psychologist, RSP Teacher, Speech Pathologist, Counselor, ORC, Teachers	Teacher Substitutes Teacher Substitutes Counselor (see goal 2, action 7) ORC (see goal 2, action 9)	Title I LCFF - Targeted	3500 3500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Regular IEP meeting will be held to support students with IEPs and 504s in order o continue to monitor progress.	Behavior Support Wrap-Around Services					
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 Math Spanish Lang Arts ELD	2018-2019 School Year	Principal, Teachers	Certificated extra pay	LCFF - Intervention	3969
28. Decrease the number of at-risk LTEL students by analyzing data and targeting students not meeting adequate progress and create a LAT intervention	ELD	2018-2019 School Year	Principal, EL TOSA, Teachers	Certificated extra pay	LCFF - Intervention	1500
29. Hold DataTeam Meetings with LAT for at-risk LTELs and provide services as needed. Provide opportunities for teachers to build capacity in the areas of instructing ELLs by attending Professional Development.	ELD	2018-2019 School Year	Principal, EL TOSA, Teachers	Professional Development	Title I	1000
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	2018-2019 School Year	Principal, Teachers, ASP Staff	After School Program	ASES	
31. A Teacher Liason will be designated for the ASP program to coordinate communication with ASP coordinator and support school needs by organizing the curriculum, providing modeling, and professional development for after-school staff.	Strand Focus	2018-2019 School Year	Principal, Teacher ASP Liaison, Teachers	Teacher ASP Liaison	ASES	3251
32. Site admin will attend professional development to	ELA	2018-2019 School Year	Principal	Administrative substitute (Teacher in Charge)	Discretionary	2650

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
continue to build capacity.	Math ELA Strand Focus					
33. Leadership Team will meet to discuss, plan and monitor school development and school improvement.	ELA Spanish Lang Arts ELD Math Strand Focus	2018-2019 School Year	Principal, Leadership Team	Certificated extra pay	LCFF - Targeted	2500
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.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety	2018-2019 School Year	Principal, ASES Coordinator, Teacher Liaison, Support Staff	Certificated salary: ASP Teacher Liaison	ASES	
36. The Custodian and Clerical Staff will support school programs and events.	Wrap-Around Services	2018-2019 School Year	Principal, Office Manager	Classified extra pay	Discretionary	5000
37. Materials, supplies and warehouse charges	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Principal, Office Manager	Materials and Supplies	Discretionary	44,314

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Attendance Rates	Chronic absenteeism rate for the year 2017-2018 5.16%.	Continue to decrease or maintain chronic absenteeism rate below the 1%.
Suspension rates	2017-2018 suspension rate 1.6%.	Decrease or maintain suspension rates at the 2018-2019 Percent rate
California Healthy Kids Survey	Connectedness below the OSD for the year 2017-2018	Increase school Connectedness to or above OSD levels
California Healthy Kids Survey	At or Above OSD Expectations	Continue to increase High Expectations at or above OSD levels
California Healthy Kids Survey	Meaningful Participation Below OSD Expectation	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	2018-2019 School Year	School Comprehensive Safety Plan Committee/Leadership Team, Principal, Teachers, Staff	Materials and supplies (Walkies-Talkies/Batteries/Safety Supplies)	Discretionary	1000
2. All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, or school evacuation.	Safety	2018-2019 School Year	Principal, Teachers, Staff	No additional cost		
3. Campus Supervisors will monitor students and support Positive Behavior before, during and after school.	Safety	2018-2019 School Year	Principal, Teachers, Campus Supervisors	Classified salaries: Campus Supervisors	Discretionary	113922
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 to develop resiliency which will result in increased attendance.	Attendance Wrap-Around Services	2018-2019 School Year	Principal, Teachers, Attendance Tech, ORC	Attendance Incentives	LCFF - Targeted	1500
5. Staff will fully implement CHAMPS, PBIS program at all grade levels. Positive student behavior incentives Provide opportunities for staff to develop capacity in the area of Trauma-Informed Care and the	Safety Student Behavior Support	2018-2019 School Year	All Staff	Professional development (Certificated and Classified staff) Materials and Supplies (Posters, Books and other Supplies) Student incentives	District Funded LCFF - Targeted LCFF - Targeted	 1500 1500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
development of self-efficacy, grit, mindfulness, and resiliency, which will benefit student's well-being.						
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.	Safety Student Behavior Support	2018-2019 School Year	All Staff	Professional development	District Funded	
7. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	Safety Student Behavior Support	2018-2019 School Year	Principal, Counselor	Certificated Salary: Counselor	District Funded	131961
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. PBIS Site Committee to review the Safe and Civil school Survey given to students, parents, and staff and create an action plan to implement with students and staff. Student discipline data will be monitored through the PBIS committee at intervals throughout the year to determine students/families who will receive a referral to outside agencies for additional support.	Safety Student Behavior Support	2018-2019 School Year	Principal, PBIS Committee, ORC, Staff	Professional Development (district and county)	District Funded	
9. Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional	Safety Student Behavior Support	2018-2019 School Year	Principal, PBIS Committee, ORC, Counselor, Staff	Classified salary: Outreach Consultant Counselor (see goal 2, action 7)	Centralized Services	49866

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and academic needs.						
10. Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)	Safety Student Behavior Support	2018-2019 School Year	Principal, Counselor, ORC	Student incentives	LCFF - Targeted	600
11. School wide classroom lessons on bullying and bullying prevention will be implemented.	Student Behavior Support	2018-2019 School Year	Principal, Counselor	Counselor (see goal 2, action 7)	District Funded	
12. Regular social skills and discipline assemblies will be held throughout the year.	Student Behavior Support Safety	2018-2019 School Year	Principal, Counselor, ORC, Staff	No cost		
13. Counselor to organize and lead student support groups such as the Student Leadership Team, and other groups which support social-emotional and academic needs. Students will participate in field trips that will enhance their goals to attain higher education.	Student Behavior Support	2018-2019 School Year	Principal, Counselor, Teachers	Admission fees	LCFF - Targeted	500
				Transportation		
				Materials and supplies	LCFF - Targeted	250
14. Provide students access to outside services, such as dental care through Big Smiles Mobil Dental on campus.	Wrap-Around Services	2018-2019 School Year	Principal, ORC	MOU	Donation	
15. Provide opportunity to students to join extra curricular activities, such as Basketball, Cheer, Flag Football, and track.	Wrap-Around Services	2018-2019 School Year	Principal, Staff, Counselor	League registrations and materials	PTA/PTO	1000
				Uniforms	PTA/PTO	2200
				Ribbons, Medals, Trophies and Award Ceremony	LCFF - Targeted	1000
16. Student, staff, and parents will participate in the California Healthy Kids Survey and the California Safe and Civil School Survey in order to gather data to support the social-emotional health of all students.	Wrap-Around Services	2018-2019 School Year	Principal, Teachers	Online Surveys through iPads	TUPE	

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
Parent attendance at Parent Conferences	378 parents signed the sign in sheet.	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 20 parents.	Increase average attendance to 25 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2017-2018 school year was 5 parents.	Increase average attendance 10 parents per meeting

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Title I meetings to inform parents of: <ul style="list-style-type: none"> • Back to School Night • Parent Involvement Policy • Parent Compact 	ELA Math ELD	2018-2019 School Year	Principal	No Cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. <ul style="list-style-type: none"> Program improvement status to share school goals, programs, and activities. 	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, School Site Council (SSC) and (Parent Teacher Association (PTA).	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2018-2019 School Year	Principal, ORC, Teachers	Translation Refreshments Certificated Teacher	District Funded Title I Title I	 500 750
3. English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.	ELA Math ELD	2018-2019 School Year	Principal, ORC	Classified extra pay (ORC) Classified extra pay (babysitting) Translation Refreshments	Title I Discretionary District Funded Title I	580 300 500
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	2018-2019 School Year	Principal, ORC	ORC (see goal 2, action 9)		
5. School Counselor will provide social-emotional support to students to encourage engagement and enhance academic success.	Wrap-Around Services	2018-2019 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
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.		2018-2019 School Year	Principal, ORC, Counselor, Teachers	Goal 1, action 25 Mixteco Translator Counselor (see goal 2, action 7) ORC (see goal 2, action 9)	District Funded	
7. Parents will meet with staff regarding reclassification for English Language Learners.	ELD	2018-2019 School Year	Principal, ORC, Teacher	Mixteco Translator	District Funded	
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 School, district and community events; i.e., VCBH , Logrando Bienestar, MICOP, Viviendo con Amor. 8.	ELA Math ELD Strand Focus Attendance Safety Student Behavior Support Wrap-Around Services	2018-2019 School Year	Principal, ORC, Counselor, Teachers, Community	Certificated extra pay Classified extra pay: babysitting Refreshments	LCFF - Targeted LCFF - Targeted LCFF - Targeted	3036 1200 864
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 	ELA Spanish Lang Arts Math ELD Student Behavior Support Safety	2018-2019 School Year	Principal, ORC, Counselor, Teachers, Community	Materials and Supplies (agendas) Materials and supplies	Discretionary Discretionary	2200 1800

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>other services</p> <ul style="list-style-type: none"> • Flyers • Brochures • Parent ConnectEd: Phone, text, email, social media • Newsletter • Agendas for 3rd-5th grades to increase communication <p>9.</p> <ul style="list-style-type: none"> • Homework Folders 	<p>Attendance</p> <p>Wrap-Around Services</p>					
10. PTA will promote family engagement, facilitate communication and establish financial safeguards through various activities.	Wrap-Around Services	2018-2019 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.	<p>ELA</p> <p>Spanish Lang Arts</p>	2018-2019 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.	<p>ELA</p> <p>Math</p> <p>ELD</p> <p>Spanish Lang Arts</p> <p>Student Behavior Support</p>	2018-2019 School Year	Principal, Teachers, Counselor, ORC, Mixteco Translator	<p>Certificated extra pay</p> <p>Translators</p>	<p>Title I</p> <p>Title I</p>	<p>700</p> <p>100</p>
13. Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.	<p>ELA</p> <p>Spanish Lang Arts</p> <p>Math</p> <p>ELD</p>	2018-2019 School Year	Principal, Teachers	Certificated Substitute Teachers	Title I	1350

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Student Behavior Support					
14. Collaborate with middle schools to inform students of expectations of social-academic opportunities and to assist the transition of special needs students.	ELA Math ELD Strand Focus Attendance Safety	2018-2019 School Year	Principals, ORCs, Counselors, 5th grade Teachers	No additional cost		
15. Promotion Ceremony will be held to celebrate the transition from fifth to sixth grade and academic achievements.	ELA Math ELD Strand Focus	2018-2019 School Year	Principal, Teachers, ORC, Counselor	Classified extra pay (Custodian)	Discretionary	150
				Materials and Supplies (decorations)	Discretionary	100
				Refreshments	Discretionary	100
16. Provide a parent-teacher meet and greet during the first day of school and Back to School Night.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Principal, Staff	Materials and Supplies (medals, certificates and student incentives)	Discretionary	1700
18. After School program parent nights are 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	2018-2019 School Year	Principal, Teacher ASP Liaison, Teachers	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	

Appendix A - 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
Jeffrey Carranza	Other School Staff
Bridget Sims	Classroom/Teacher
Martha Amezcua	Classroom/Teacher
Christina Magallanes	Classroom/Teacher
Juan Cabrera	Parent or Community Member
Bernadette Rodriguez	Parent or Community Member
Paola Morales	Parent or Community Member
Erika Andrade	Parent or Community Member
Jose Ortega	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 B - 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 School 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, 2018.

Attested:

Dr. Andres Duran

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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Attested:

Dr. Andres Duran _____ Typed Name of School Principal	 _____ Signature of School Principal	10/17/18 _____ Date
 _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/17/18 _____ Date



Ramona Elementary
The STREAM School
804 Cooper Rd
Oxnard, CA 93030
(805) 385-1569
Fax: 805-486-7049



* * * * *

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



Ramona Elementary
The *STREAM* School
804 Cooper Rd
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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 una junta 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



School Plan for Student Achievement (SPSA) Template

The School 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 15, 2018		
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 14, 2018		

The School's Mission & Vision Statements

Vision Statement: Emilie Ritchen is a school 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 experiments with 21st century technology to equip them with the skills necessary in order to enter college and career pathways. 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 their education, while building 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 classroom 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 (CST) and Student Success Team (SST) to receive Tier I and II-Level Intervention services for English Language Arts and Mathematics provided by our Intervention Support Providers (ISPs) in small group settings. Our site-based Reading Specialist supports struggling readers in grades K, 1st and 2nd with the goal of having all students reading at grade level by the time they enter 3rd grade. The Reading Specialist works directly with students, collaborate with teachers and serves as a resource for reading instruction. In addition, our Math and Technology Mentors provide direct support and professional development to classroom teachers to improve Mathematics instruction and teachers' use of classroom technology to increase student and parent engagement. Aligned to our Strand Focus, classroom teachers provide science lessons and labs to students utilizing Foss Curricular materials aligned to Next Generation Science Standards (NGSS). Identified Gifted and Talented Education (GATE) students, as well as other targeted students, are provided academic enrichment through Robotics 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 Education (TBE) 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 CST 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 Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our 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 Coordinator, 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/or the Strand Focus, along with Trimester "Ritche Coffee Talk" meetings, further support and foster parental engagement. Moreover, by offering a

rigorous academic curriculum taught using 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 Ritcher Elementary School will meet the goals identified within this Single Plan for Student Achievement.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	119	89	90	116	88	89	116	88	88	97.5	98.9	98.9
Grade 4	103	119	82	101	118	81	100	118	81	98.1	99.2	98.8
Grade 5	89	105	112	89	104	112	88	104	112	100	99	100
All Grades	311	313	284	306	310	282	304	310	281	98.4	99	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2355.6	2372.3	2377.7	6	10.23	9.09	14	14.77	17.05	19	25.00	25.00	61	50.00	48.86
Grade 4	2390.5	2395.8	2425.5	7	7.63	18.52	10	16.10	9.88	15	12.71	16.05	68	63.56	55.56
Grade 5	2422.5	2424.3	2439.8	3	4.81	7.14	17	14.42	17.86	23	21.15	24.11	57	59.62	50.89
All Grades	N/A	N/A	N/A	6	7.42	11.03	13	15.16	15.30	19	19.03	22.06	62	58.39	51.60

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	8	13.64	9.09	32	29.55	44.32	60	56.82	46.59	
Grade 4	7	10.17	17.28	26	38.14	39.51	67	51.69	43.21	
Grade 5	7	7.69	8.04	30	34.62	41.07	64	57.69	50.89	
All Grades	7	10.32	11.03	29	34.52	41.64	63	55.16	47.33	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	10.23	9.09	34	40.91	30.68	59	48.86	60.23
Grade 4	7	7.63	16.05	33	38.14	38.27	60	54.24	45.68
Grade 5	6	8.65	11.61	44	40.38	38.39	50	50.96	50.00
All Grades	7	8.71	12.10	37	39.68	35.94	57	51.61	51.96

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	11.36	10.23	58	57.95	63.64	35	30.68	26.14
Grade 4	5	5.08	7.41	67	49.15	62.96	28	45.76	29.63
Grade 5	6	8.65	4.46	45	51.92	53.57	49	39.42	41.96
All Grades	6	8.06	7.12	57	52.58	59.43	37	39.35	33.45

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	12.50	12.50	38	48.86	45.45	56	38.64	42.05
Grade 4	6	7.63	12.35	42	41.53	49.38	52	50.85	38.27
Grade 5	11	7.69	14.29	47	32.69	35.71	42	59.62	50.00
All Grades	8	9.03	13.17	42	40.65	42.70	51	50.32	44.13

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	119	89	90	117	88	90	117	88	90	98.3	98.9	100
Grade 4	103	119	82	101	118	81	101	118	81	98.1	99.2	98.8
Grade 5	89	105	112	89	104	112	89	104	112	100	99	100
All Grades	311	313	284	307	310	283	307	310	283	98.7	99	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2379.0	2376.7	2392.1	4	3.41	3.33	14	17.05	18.89	32	30.68	34.44	50	48.86	43.33
Grade 4	2401.7	2399.4	2425.2	2	3.39	3.70	10	6.78	14.81	26	27.97	37.04	62	61.86	44.44
Grade 5	2426.2	2401.7	2417.4	0	0.96	4.46	8	5.77	2.68	27	15.38	25.00	65	77.88	67.86
All Grades	N/A	N/A	N/A	2	2.58	3.89	11	9.35	11.31	29	24.52	31.45	58	63.55	53.36

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	10	9.09	13.33	30	27.27	34.44	60	63.64	52.22	
Grade 4	8	4.24	12.35	18	16.10	27.16	74	79.66	60.49	
Grade 5	2	0.96	5.36	21	13.46	15.18	76	85.58	79.46	
All Grades	7	4.52	9.89	23	18.39	24.73	69	77.10	65.37	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	10.23	10.00	34	42.05	45.56	57	47.73	44.44
Grade 4	4	5.08	9.88	32	26.27	43.21	64	68.64	46.91
Grade 5	2	2.88	3.57	18	22.12	29.46	80	75.00	66.96
All Grades	5	5.81	7.42	29	29.35	38.52	66	64.84	54.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.95	6.67	56	50.00	52.22	36	42.05	41.11
Grade 4	6	5.93	8.64	29	27.97	38.27	65	66.10	53.09
Grade 5	2	0.96	1.79	37	24.04	40.18	61	75.00	58.04
All Grades	6	4.84	5.30	42	32.90	43.46	53	62.26	51.24

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				6	25		44	17		31	33		19	25	
1		5		17	22		44	41		29	19		10	14	
2		3		7	21		40	38		33	26		21	13	
3	3	5		19	15		45	37		26	29		7	15	
4		6		15	20		53	49		28	12		5	12	
5		11		32	31		48	39		16	17		3	3	
Total	1	6		17	21		45	40		27	21		10	12	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				3	4		19	17		26	24		53	56	
1		5		17	22		43	41		29	19		12	14	
2		3		7	21		40	38		33	26		21	13	
3	3	5		19	15		44	37		25	29		8	15	
4		6		17	20		51	50		27	12		5	12	
5		11		32	30		48	41		16	16		3	3	
Total	1	4		14	17		38	35		26	21		21	23	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	5
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Suspension Rate


The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		681	Medium 2.9%	Increased Significantly +2.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		681	Medium 2.9%	Increased Significantly +2.1%
English Learners		288	High 3.1%	Increased Significantly +2.2%
Foster Youth		10	*	*
Homeless		23	Very High 8.7%	
Socioeconomically Disadvantaged		533	High 3.6%	Increased Significantly +2.9%
Students with Disabilities		83	High 3.6%	Increased +2%
African American		13	Very High 15.4%	Increased Significantly +7.1%
American Indian		1	*	*
Asian		8	*	*
Filipino		7	*	*
Hispanic		604	Medium 2.8%	Increased Significantly +2.2%
Pacific Islander		1	*	*
Two or More Races		5	*	*
White		42	Medium 2.4%	Increased Significantly +2.4%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		226	Low 60.6%	Declined -1.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.1%	Increased Significantly +2.2%
English Learner Progress (1-12)		Low 60.6%	Declined -1.8%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 84.2 points below level 3	Increased +13.1 points
Mathematics (3-8)		Very Low 100.9 points below level 3	Declined -5.5 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		298	Very Low 72.6 points below level 3	Increased +7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		298	Very Low 72.6 points below level 3	Increased +7 points
English Learners		142	Very Low 84.2 points below level 3	Increased +13.1 points
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		231	Very Low 78.3 points below level 3	Increased +7.5 points
Students with Disabilities		40	Very Low 131 points below level 3	Increased +3 points
African American		2	*	*
American Indian		1	*	*
Asian		1	*	*
Filipino		1	*	*
Hispanic		275	Very Low 76.9 points below level 3	Increased +8.5 points
White		18	Low 5.8 points below level 3	Increased Significantly +39.7 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	23	Medium 4.1 points below level 3	Maintained +0.5 points
EL - English Learner Only	119	Very Low 99.7 points below level 3	Increased +9.4 points
English Only	155	Low 63.1 points below level 3	Maintained +0.7 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		298	Low 91.5 points below level 3	Declined -12.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		298	Low 91.5 points below level 3	Declined -12.1 points
English Learners		142	Very Low 100.9 points below level 3	Declined -5.5 points
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		231	Very Low 95.4 points below level 3	Declined -9.7 points
Students with Disabilities		40	Very Low 143.7 points below level 3	Declined -9.8 points
African American		2	*	*
American Indian		1	*	*
Asian		1	*	*
Filipino		1	*	*
Hispanic		275	Low 94.5 points below level 3	Declined -10.9 points
White		18	Low 46.4 points below level 3	Declined -10.2 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	23	Low 36.8 points below level 3	Declined -3.4 points
EL - English Learner Only	119	Very Low 113.3 points below level 3	Declined -10.1 points
English Only	155	Low 83.7 points below level 3	Declined Significantly -18.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	62.4%	60.6%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	79.7 points below level 3	72.6 points below level 3
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Mathematics	79.4 points below level 3	91.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.9% (6)	2.9% (20)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

2018-2019 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 26% of 3rd Grade students, 29% of 4th Grade students, and 25% of 5th Grade students meeting or exceeding standard in the 2017-18 school year. Similarly, the number of students meeting or exceeding standard in Mathematics also grew in 3rd and 4th grades with 22% of 3rd Grade students and 19% of 4th grade students meeting or exceeding standard. The school plans to build upon these areas of success by utilizing the CAASPP Interim Assessment Blocks to monitor student achievement at critical points throughout the 2018-19 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 and instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level PLCs to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the K-2 Reading Specialist and the 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 2017-18 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 provided by classroom teachers. With the newly Board-adopted and state-approved McGraw-Hill Wonders ELA and ELD curriculum, teachers were well 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 2017-18 CAASPP data, students made a 1% gain in 3rd Grade, a 5% gain in 4th Grade, and a 6% gain in 5th Grade 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 by three ISPs for first through fifth grade students, including Foster and Homeless Youth and English Learners (\$88,998); 2) increase paraeducator support to provide additional intervention in reading and math to 1st grade classrooms (\$12,928); provide classroom release time for teachers to engage in grade-level PLCs in order to collaborate and discuss data and student needs (\$3,120); and conduct student monitoring conferences and SST meetings to determine student progress and identify students who may be at risk and plan interventions (\$2,500).

Ritchen CAASPP Results Comparison 2015 to 2018

ELA	2014-15					2015-16					2016-17					2017-18					
	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	+/-
3 rd	62	25	8	4	12	61	19	14	6	20	50	25	15	10	25	49	25	17	9	26	+1
4 th	61	16	18	5	23	68	15	10	7	17	64	13	16	8	24	56	16	10	19	29	+5
5 th	57	21	20	2	22	57	23	17	3	20	60	21	14	5	19	51	24	18	7	25	+6
Overall	60	21	15	4	19	62	19	13	6	19	58	19	15	7	22	52	22	15	11	26	+4

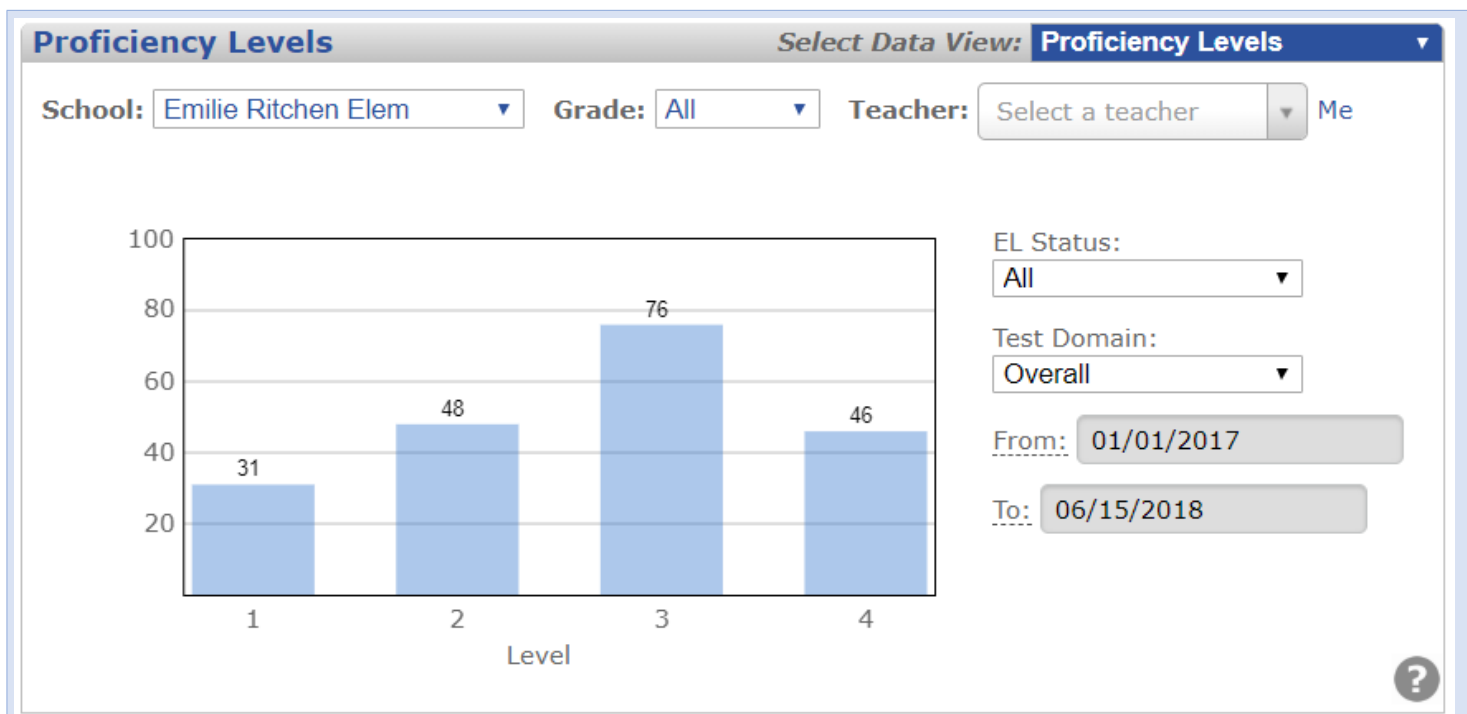
Math	2014-15					2015-16					2016-17					2017-18					
	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	Not	Nearly	Met	Exceed	M/E	+/-
3 rd	67	28	4	1	5	50	32	14	4	18	49	31	17	3	20	43	34	19	3	22	+2
4 th	46	35	17	1	18	62	26	10	2	12	62	28	7	3	10	44	37	15	4	19	+9
5 th	69	24	4	2	6	65	27	8	0	8	78	15	6	1	7	68	25	3	4	7	=
Overall	62	29	8	1	9	58	29	11	2	13	64	25	9	3	12	53	31	11	4	15	+3

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 was school-wide growth in the percentage of students meeting or exceeding standard in ELA on the CAASPP, still approximately 74% of students in grades 3 through 5 nearly met or did not meet standard during the 2017-18 school year. Even more significantly, approximately 84% 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 2017-18 ELPAC data, 16% of all students scored at Level 1 (Minimally Developed), 24% of students scored at Level 2 (Somewhat Developed), 38% of students scored at Level 3 (Moderately Developed), and 23% of students scored at Level 4 (Well Developed). There were a total of 27 students reclassified during the 2017-18 school year, which equates to 13% of the school's EL student population. 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?

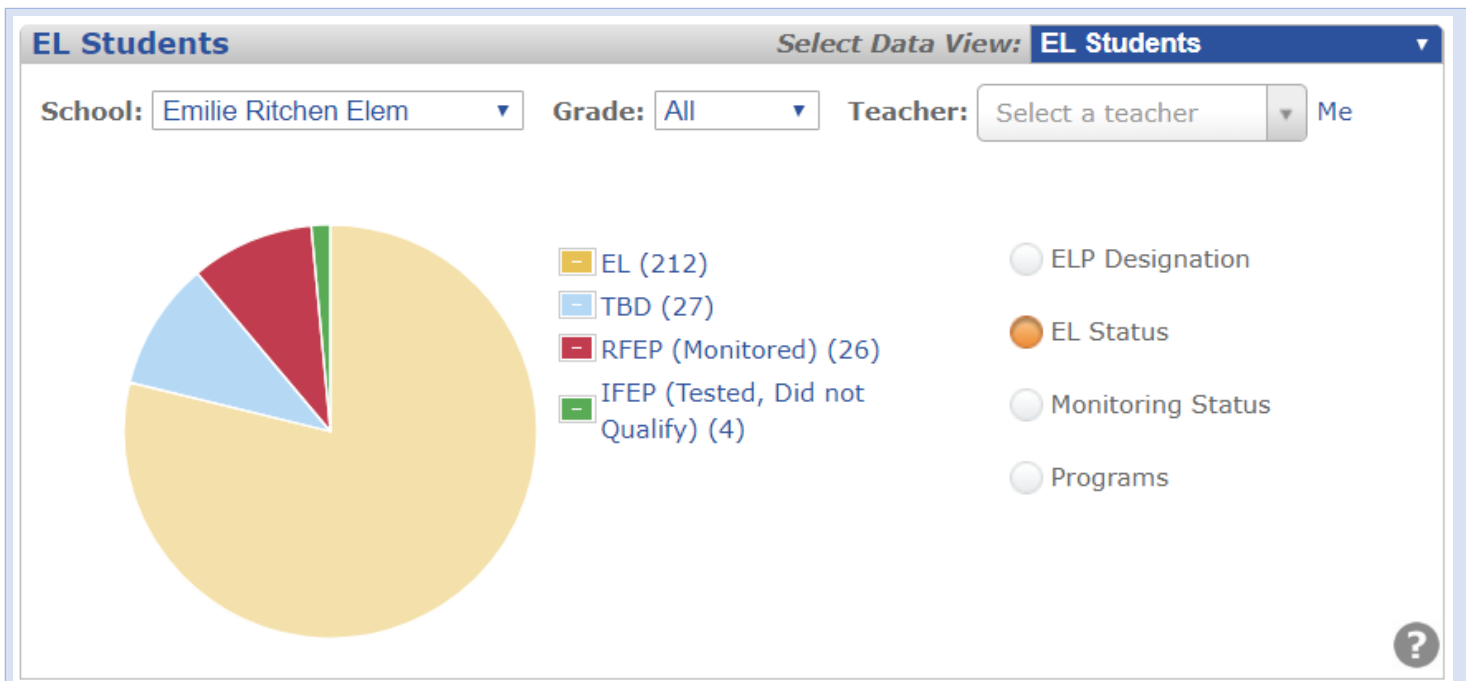
By utilizing the CAASPP Interim Assessment Blocks, district-adopted curriculum unit assessments, and other summative and formative assessments to progress monitor student achievement at critical points throughout the 2018-19 school year, teachers will collaborate within grade-level PLCs to identify key 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 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 and student learning. Ongoing monitoring of trimester assessment data will also enable grade-level PLCs to identify, through the Coordination of Services Team (CST) 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 the use of 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 2017-18 CAASPP Data, approximately 74% of all students Did Not or Nearly Met grade-level standards in ELA. Similarly, approximately 84% 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 35% 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 2018-19 school year Ritchen Elementary plans to concentrate on providing Designated ELD instruction in groups leveled by students' language proficiency as determined by 2017-18 ELPAC 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 summative and formative assessment data, 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.

In order to address students' proficiency in the area of Mathematics, Ritchen Elementary, within grade-level PLCs, will utilize the CAASPP Interim Assessment Blocks and Blueprints to backwards map critical Common Core State Standards in order to improve alignment of instruction to content areas and Depth of Knowledge (DOK) levels assessed in the spring. Grade-level PLCs will also analyze current district-adopted curriculum in the area of math to determine its effectiveness in meeting these content areas and DOK levels students are assessed on the Smarter Balanced Assessment Consortium (SBAC) summative assessment. As needed, classroom teachers will supplement and extend the district-adopted curriculum to meet the state-wide assessment criteria. The school's Math and Technology Mentors will provide direct support and professional development to classroom teachers to improve Mathematics instruction and improve teachers' use of classroom technology to increase student engagement and success.

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 were 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. Challenges with using the 2017-18 Trimester Benchmark Assessments to monitor student achievement in ELA, Math, and ELD to measure ongoing student achievement district-wide. While Trimester Benchmark Assessments aligned to district-adopted curriculum, these assessments were not well aligned to CAASPP.

B. Tier-II Level Intervention materials utilized by Intervention Support Teachers were not comprehensive in meeting students' literacy needs.

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 CAASPP Interim Assessment Blocks in grades 3-5 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 CST and SST process, students in need of targeted Tier I and II-level interventions.

B. Utilized the Leveled Literacy Intervention program to offer more comprehensive Tier-II Level Intervention for targeted students in small groups.

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. Continue focusing on providing targeted professional development to improve teachers' ability to integrate ELD during daily core instruction.

Eight State Priorities 2018-19

- 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)

- 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 October 1st and October 15th to analyze 2017-18 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 12th and October 16th 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 2018-19 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 2018-19 school year. Family nights focusing on Literacy, Math, and/or 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 effective 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 offered at middle schools district-wide. Fremont Middle School staff provides an annual assembly to raise student awareness of 6th grade expectations, as well as hosts 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.

2018-19 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: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	47,947.00	0.00
Title III	15,037.00	0.00
LCFF - Targeted	13630.00	0.00
LCFF - Intervention	61850.00	0.00
Discretionary	198023.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$451,002.00

Goal 2 \$248,730.00

Goal 3 \$58,250.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA	All Students: 26% Met/Exceeded 3rd Grade: 26% Met/Exceeded 4th Grade: 29% Met/Exceeded 5th Grade: 25% Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students.
CAASPP Math	All Students: 16% Met/Exceeded 3rd Grade: 22% Met/Exceeded 4th Grade: 19% Met/Exceeded 5th Grade: 7% Met/Exceeded	Increase Met/Exceeded percentage by 10% for All Students.
ELPAC	Based on 2017-18 ELPAC data, 16% of all students scored at Level 1 (Minimally Developed), 24% of students scored at Level 2 (Somewhat Developed), 38% of students scored at Level 3 (Moderately Developed), and 23% of students scored at Level 4 (Well Developed).	Decrease percentages of students scoring at Level 1 and Level 2 to 12% and 20% respectively.
STAR 360 Early Literacy 2018-19 Baseline Data	3.4% of all students in Grades K-1 are Probable Readers	Increase percentage of students identified as Probable Readers by 10%.



Summary^b

Scaled Score	Literacy Classification	Number of Students
300 - 487	Early Emergent Reader	
488 - 674	Late Emergent Reader	
675 - 774	Transitional Reader	
775 - 900	Probable Reader	

Number of Students: 207



STAR 360 Reading 2018-19 Baseline Data

44.6% of all students in Grades 2-5 are below 25th percentile

Decrease percentage of students below 25th percentile by 10%.

PR Distribution Summary

Percentile	Students	Percentage
Below 25th	187	
25th to 49th	121	
50th to 74th	65	
75th & Above	48	

Number of Students: 421

STAR 360 Math 2018-19 Baseline Data

34.8% of all students in Grades 1-5 are below 25th percentile

Decrease percentage of students below 25th percentile by 10%.

PR Distribution

Percentile	Students	Percentage
Below 25th	169	34.8%
25th to 49th	121	24.4%
50th to 74th	119	23.8%
75th & Above	77	15.4%

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. 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	2018-2019 School Year	Teachers Principal Reading Specialist Tech Mentor Math Mentor	Teacher Substitutes to release teachers for PLC meetings	Title I	3120
	Math			Writing Professional Development	District Funded	
	ELD			Certificated Extra Hours: Tech and Math Mentors	District Funded	
	Strand Focus			Certificated Extra Hours for Leadership Team PLC meetings	Title I	3602
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	2018-2019 School Year	Principal Reading Specialist Counselor Tech Mentor Math Mentor Office Staff	Warehouse charges, Publication Charges, and Materials and Supplies, Computer Supplies and Software, and Equipment	Discretionary	50782
	Math			Travel and Conference	Title I	250
	Strand Focus			Books, Materials and Supplies	LCFF - Targeted	6679
	ELD			Travel and Conference	Discretionary	3000
				Books, Materials and Supplies	Title I	4240
				Books, Materials and Supplies	Title III	635
3. The Math and Tech Mentors will support teachers in effectively implementing district adopted curriculum, supplemental curriculum in Mathematics and Literacy, and assessments to improve instructional practice and identify appropriate student support programs.	ELA	2018-2019 School Year	Tech Mentor Math Mentor	Substitute Teachers to release Mentors to support classroom teachers	Title I	1042
	Math			Mentor-provided Professional Development Expenses (including Teacher Extra Hours)	Discretionary	1000
	ELD			Supplemental Math materials and curriculum to promote Math Literacy and support teaching of the Common Core State Standards	Discretionary	2000
				Professional Development Expenses	LCFF - Targeted	50
4. Teachers will provide English Learners daily designated and integrated ELD instruction using effective instructional strategies	ELD	2018-2019 School Year	Teachers Intervention Support Providers (ISPs) Principal	ISP Certificated Salaries	Title III	14402

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
(e.g., SIOP) and district adopted curriculum.			Reading Specialist	Designated and Integrated ELD Professional Development	District Funded	
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	2018-2019 School Year	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	2018-2019 School Year	Instructional Assistants Teachers Principal Reading Specialist	Classified Salaries: Instructional Assistants Instructional Assistants Substitutes	Title I Discretionary	9728 320
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	2018-2019 School Year	Principal Teachers Instructional Coach	Transportation and Expense Fees for field trips. Transportation and Expense Fees for field trips. Transportation and Expense Fees for field trips.	LCFF - Targeted Discretionary Title I	4401 750 7000
8. Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum.	ELA Math ELD	2018-2019 School Year	Principal Office Manager	Rizzo machine Copy machines expenses	Discretionary District Funded	1800 9698
9. Provide a Transitional Bilingual Education (TBE) Program in 1st and 2nd grades to support students' biliteracy skills in English and Spanish.	Spanish Lang Arts ELA Math ELD	2018-2019 School Year	Teachers Principal	No additional cost		
10. CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative 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 SBAC and	ELA Math ELD	2018-2019 School Year	Teachers Principal Reading Specialist	Assessments	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
ELPAC assessments.						
11. Continue implementing the Accelerated Reader Program and MyON school-wide to support students' literacy skills.	ELA	2018-2019 School Year	Principal Teachers Librarian	District contracts Library Tech Salary	District Funded District Funded	27473
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	2018-2019 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	Title I	7840
13. Reading Specialist will provide targeted small group intervention in literacy for students in grades K - 2 who are identified as not meeting grade-level Common Core standards in English Language Arts. Reading Specialist will collaborate with K - 2 grade-level teams to assess and monitor student progress in reading in order to ensure students' literacy needs are being met.	ELA	2018-2019 School Year	Reading Specialist General Education Teachers	Reading Specialist Salary	Centralized Services	128476
15. Implement the District Master Plan for English Learners.	ELD	2018-2019 School Year	Principal Teachers	No additional cost		
18. Classroom teachers will provide science lessons and experiments utilizing FOSS Curricular materials to students in grades 2-5 to support teaching of Next Generation Science Standards (NGSS), while Kindergarten and 1st grade teachers will focus on implementing integrated units	Strand Focus	2018-2019 School Year	Principal Teachers	FOSS materials	Title I	2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
focused on Science and Technology.						
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	2018-2019 School Year	Site Tech Teachers Principal	Site Computer Tech Salary	District Funded	77762
	ELA			Computer/iPad Software/App Purchases	Discretionary	2400
	Math			Computer/iPad Software/App Purchases	Title I	500
	ELD					
22. Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.	Strand Focus	2018-2019 School Year	ISP Teacher Principal	ISP Certificated Salary	Discretionary	14402
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 Core Instruction, Universal Access, before/after school tutoring, and within the Special Education classrooms.	ELA	2018-2019 School Year	ISP Teachers Teachers Principal Reading Specialist Outreach Coordinator School Psychologist	ISP Certificated Salaries	LCFF - Intervention	57650
	Math			Certificated Extra Hours for Tutoring	Discretionary	2000
				Certificated Extra Hours for Tutoring	Title I	6000
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	2018-2019 School Year	Program Coordinator Teacher Liaison	Teacher Salary	ASES	

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Attendance Data	Ritchen Elementary's 2017-18 Average Daily Attendance Rate was 95.43%.	Increase Ritchen Elementary's Average Daily Attendance Rate to 96% in 2018-19.
Student Suspension Data	A total of 7 student suspensions occurred during the 2017-18 school year (suspension rate = 1.15%).	Decrease total number of student suspensions during the 2018-19 school year to 5 (suspension rate = .8%)
2017-18 California Healthy Kids Survey	Spring 2018 results from our Healthy Kids Survey taken by 5th grade students indicated that Ritchen Elementary made no growth and was below the Oxnard School District average in the areas of School Connectedness, High Expectations, and 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	Attendance Wrap-Around	2018-2019 School Year	Principal Outreach Coordinator	Extra Hours: Outreach Coordinator	LCFF - Intervention	640

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students with excessive tardies or absences.	Services		Office Staff			
2. Provide school-wide Music and Art programs to students in order to enrich focus on curriculum and instruction in English Language Arts and Mathematics.	ELA Math	2018-2019 School Year	District Music and Art Teachers on Special Assignment Teachers	Music and Art TOSA Salaries Art supplies External provider services costs	Centralized Services Discretionary Discretionary	500 250
3. Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.	Safety Student Behavior Support	2018-2019 School Year	All Staff	PBIS Foundations Training PBIS Assemblies and Services	District Funded LCFF - Targeted	2500
4. Continue Campus Supervision to ensure safety of all students.	Safety Student Behavior Support	2018-2019 School Year	Principal Counselor	Salaries to support 6 campus assistants for playground, cafeteria, and safety supervision.	Discretionary	100482
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 Attendance Wrap-Around Services	2018-2019 School Year	Office Staff Custodians Outreach Coordinator Principal	Substitutes, Extra Help, and Overtime	Discretionary	6400
6. Recognize positive behavior, positive student attendance, and progress towards meeting Accelerated Reader goals during weekly Eagle Assemblies and/or monthly Awards Assemblies focusing on literacy and kindness with use of incentives.	Student Behavior Support Safety ELA	2018-2019 School Year	Counselor Principal Office Staff Teachers Outreach Coordinator	Incentives and Rewards for Positive Behavior and Attendance	Discretionary	2000
7. Continue implementing the RTI/MTSS model using the CST 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 Safety Wrap-Around Services	2018-2019 School Year	Counselor Principal Outreach Coordinator School Psychologist Office Staff Teachers Campus Assistants	Floating Certificated Subs for Teacher Release to attend SST meetings.	LCFF - Intervention	2960
8. All staff and students will participate in monthly emergency	Safety	2018-2019 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
preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.						
9. Ensure administrative site coverage when Principal is absent.	Safety	2018-2019 School Year	Principal Itinerant Assistant Principal Office Manager	Administrative Support / Extra Help Itinerant Assistant Principal support	Discretionary District Funded	237
10. The PBIS Committee will monitor the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.	Safety	2018-2019 School Year	Safety Committee Counselor Principal Office Staff Teachers	No additional cost		
11. Ensure confidentiality of documents and information.	Safety	2018-2019 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	2018-2019 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	2018-2019 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 Wrap-Around Services	2018-2019 School Year	Counselor	Counselor Salary	Centralized Services	131961

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
Parent attendance at Back to School Night	83% of parents attended Back to School Night in the 2017-18 school year.	Increase the percentage of parents attending Back to School Night in the 2018-19 school year to 85%.
PTA Membership	The total number of PTA Memberships during the 2017-18 school year was 250.	Increase the total number of PTA Memberships during the 2018-19 school year to 300.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2017-18 school year was 7.	Increase the average number of parents attending ELAC meetings during the 2018-19 school year to 10.

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	2018-2019 School Year	Outreach Coordinator Principal Office Staff	Outreach Coordinator Salary	Centralized Services	46125

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.	Wrap-Around Services	2018-2019 School Year	Office Staff Principal Outreach Coordinator	No additional cost		
3. Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.	Student Behavior Support	2018-2019 School Year	Teachers Principal Outreach Coordinator Translators	Translating costs	Discretionary	896
4. Schedule trimester "Rtichen Coffee Talk" meetings with parents to improve home-school partnerships.	Safety	2018-2019 School Year	Principal Counselor Outreach Coordinator Office Staff	Coffee and snacks	Discretionary	250
5. Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.	Wrap-Around Services ELD	2018-2019 School Year	Principal Outreach Coordinator Office Staff	Parent Education Services	Title I	2625
				Babysitting	Discretionary	500
				Extra Hours: Outreach Coordinator	Discretionary	640
				Transportation: ELAC Parent College Field Trip	Discretionary	300
				Materials & Supplies	Discretionary	500
7. Host Back to School Night, as well as Parent Nights focusing on Literacy, Math, Technology, and/or Science, to increase parent involvement in students' educational programs.	Wrap-Around Services Strand Focus ELA Math	2018-2019 School Year	Principal Teachers Outreach Coordinator	Certificated Extra Hours	LCFF - Intervention	600
8. Encourage parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's classrooms to support their academic and social-emotional growth.	Wrap-Around Services ELA ELD Math Strand Focus	2018-2019 School Year	Principal Teachers 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
9. Offer extra clerical support to support the school in making positive and sustainable connections with students, parents, and families.	Wrap-Around Services	2018-2019 School Year	Principal Office Staff	Classified Personnel Salary	Discretionary	5814
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	2018-2019 School Year	Principal Teachers Program Coordinator Teacher Liaison ASP Staff	Extra Hourly Time for Teachers, Supplies, Refreshments	ASES	
				Extra Hourly Time for Teachers, Supplies, Refreshments	District Funded	

Appendix A - School Site Council Membership (Emilie Ritchen 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
Jessica Arciniega	Parent or Community Member
Sarah Rydberg	Parent or Community Member
Jeff Lawhead	Classroom/Teacher
Stephanie Almstrom	Other School Staff
Patricia Ponce Villa	Classroom/Teacher
Mary Garcia	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 B - 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 School 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 15, 2018.

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 B - 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:

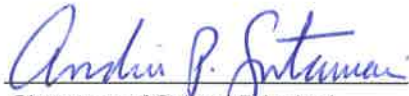
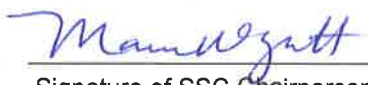
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- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee


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- 6. This SPSA was adopted by the SSC at a public meeting on October 15, 2018.

Attested:

Dr. Andres Santamaria		10/15/18
Typed Name of School Principal	Signature of School Principal	Date
Marina Wyatt		10/15/18
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 trimester Ritchen Coffee Talk 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 Technology, Reading and/or 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

Ritchen Coffee Talks

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 2018–19

School Plan for Student Achievement (SPSA) Template

The School 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	10/13/2018		
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	11/14/2018		

The School's Mission & Vision Statements

Vision: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to promote social, emotional, and academic growth for all students.

Mission: To prepare students to become outstanding and productive citizens of society.

Values Statement:

'Our students', not 'my students'.

Collaboration not isolation.

Recognize and celebrate the good.

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, and a library media center. In addition, Rose Avenue receives support from a School Counselor, a Speech Pathologists with additional itinerant Speech Pathologist, a Resource Teacher with itinerant support, an Outreach Consultant, a K-2 Reading Specialist, as well as support from a School Psychologist and additional itinerant 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 our 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 Science and Wellness as well as in technology through the implementation of 1:1 devices for all students in grades K-5. We continue to use My Math McGraw Hill and Houghton-Mifflin Wonders. In addition, we implement several intervention programs to support students under our MTSS/RtI Model. These include PALS-Teacher Directed Instruction K-3, PASAPORTES K-1 TBE, Reading Horizons, Frames for Fluency, United to Read, and SIPPs and school wide teaming and collaboration. 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. 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.

Rose Avenue continues to focus on positive behavior intervention and supports through the use of CHAMPs. After three years of implementation, Rose Avenue was recognized by the California Coalition of Positive Behavior Intervention Supports with a Bronze medal in 2017 and a Silver medal in 2018 for its efforts in creating a positive school climate where student strive to succeed.

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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	133	126	121	132	126	121	132	126	99.2	99.2	100
Grade 4	110	100	120	109	100	120	109	100	120	99.1	100	100
Grade 5	98	107	94	97	107	93	97	107	93	99	100	98.9
All Grades	330	340	340	327	339	339	327	339	339	99.1	99.7	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2351.8	2357.4	2367.4	2	6.06	6.35	12	10.61	12.70	25	26.52	27.78	60	56.82	53.17
Grade 4	2394.7	2392.7	2394.4	3	8.00	8.33	9	10.00	10.00	26	19.00	21.67	62	63.00	60.00
Grade 5	2414.7	2431.1	2420.0	2	0.93	4.30	9	12.15	15.05	24	28.97	21.51	65	57.94	59.14
All Grades	N/A	N/A	N/A	2	5.01	6.49	10	10.91	12.39	25	25.07	23.89	62	59.00	57.23

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	2	6.82	5.56	36	34.09	42.86	63	59.09	51.59	
Grade 4	4	6.00	7.50	37	39.00	39.17	60	55.00	53.33	
Grade 5	5	2.80	4.30	26	40.19	37.63	69	57.01	58.06	
All Grades	3	5.31	5.90	33	37.46	40.12	64	57.23	53.98	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.33	9.52	32	35.61	32.54	64	56.06	57.94
Grade 4	5	2.00	6.67	48	42.00	36.67	48	56.00	56.67
Grade 5	3	5.61	7.53	32	42.99	40.86	65	51.40	51.61
All Grades	4	5.60	7.96	37	39.82	36.28	59	54.57	55.75

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	5.30	7.14	57	52.27	61.90	38	42.42	30.95
Grade 4	2	8.00	5.83	60	47.00	62.50	39	45.00	31.67
Grade 5	7	1.87	2.15	46	60.75	50.54	46	37.38	47.31
All Grades	5	5.01	5.31	55	53.39	59.00	41	41.59	35.69

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.82	12.70	37	42.42	41.27	58	50.76	46.03
Grade 4	4	5.00	5.00	39	40.00	40.00	57	55.00	55.00
Grade 5	6	4.67	9.68	45	48.60	35.48	48	46.73	54.84
All Grades	5	5.60	9.14	40	43.66	39.23	55	50.74	51.62

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	133	126	121	133	126	120	133	126	99.2	100	100
Grade 4	110	100	120	109	100	120	109	100	120	99.1	100	100
Grade 5	98	107	94	97	107	93	97	107	93	99	100	98.9
All Grades	330	340	340	327	340	339	326	340	339	99.1	100	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2372.5	2377.9	2371.7	3	4.51	1.59	17	18.05	15.87	30	24.06	26.19	50	53.38	56.35
Grade 4	2400.3	2411.1	2411.3	1	6.00	2.50	4	10.00	11.67	42	35.00	36.67	53	49.00	49.17
Grade 5	2419.6	2432.4	2434.4	1	3.74	4.30	3	5.61	11.83	25	28.04	24.73	71	62.62	59.14
All Grades	N/A	N/A	N/A	2	4.71	2.65	8	11.76	13.27	33	28.53	29.50	57	55.00	54.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	12	13.53	7.94	31	25.56	26.19	58	60.90	65.87	
Grade 4	2	9.00	5.00	24	28.00	25.83	74	63.00	69.17	
Grade 5	1	5.61	6.45	21	22.43	29.03	78	71.96	64.52	
All Grades	5	9.71	6.49	25	25.29	26.84	69	65.00	66.67	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.27	5.56	34	38.35	39.68	58	53.38	54.76
Grade 4	2	10.00	7.50	31	31.00	31.67	67	59.00	60.83
Grade 5	0	2.80	8.60	20	30.84	32.26	80	66.36	59.14
All Grades	3	7.06	7.08	29	33.82	34.81	68	59.12	58.11

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	4.51	3.17	51	48.87	51.59	43	46.62	45.24
Grade 4	4	10.00	6.67	38	34.00	35.00	59	56.00	58.33
Grade 5	2	1.87	2.15	36	34.58	41.94	62	63.55	55.91
All Grades	4	5.29	4.13	42	40.00	43.07	54	54.71	52.80

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					7		35	29		43	29		22	36	
1	2			13	17		35	32		26	29		24	23	
2	1	3		7	16		30	37		54	33		8	11	
3	1	5		16	19		40	37		25	27		19	12	
4	1	7		24	20		50	49		16	16		9	9	
5	4	3		36	52		44	33		11	10		5	2	
6													0		
Total	1	3		16	22		38	37		30	25		14	13	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					1		14	10		26	17		60	73	
1	2			13	16		34	30		25	27		26	26	
2	1	3		8	15		31	36		53	32		8	14	
3	1	5		15	19		40	37		25	27		19	12	
4	1	7		23	20		51	49		16	16		9	9	
5	4	3		36	52		45	33		11	10		5	2	
Total	1	3		13	17		33	31		28	23		25	27	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	2

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		792	Medium 2.2%	Maintained +0.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		792	Medium 2.2%	Maintained +0.2%
English Learners		619	Medium 1.8%	Increased +0.4%
Foster Youth		8	*	*
Homeless		6	*	*
Socioeconomically Disadvantaged		764	Medium 2.2%	Maintained +0.2%
Students with Disabilities		94	High 3.2%	Declined -0.7%
Asian		1	*	*
Filipino		2	*	*
Hispanic		775	Medium 2.2%	Maintained +0.2%
Two or More Races		1	*	*
White		13	Very Low 0%	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		500	Medium 68.6%	Increased Significantly +15.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.8%	Increased +0.4%
English Learner Progress (1-12)		Medium 68.6%	Increased Significantly +15.4%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 77.3 points below level 3	Maintained -0.6 points
Mathematics (3-8)		Low 75.5 points below level 3	Maintained +2.2 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		331	Very Low 75 points below level 3	Increased +3.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		331	Very Low 75 points below level 3	Increased +3.7 points
English Learners		279	Very Low 77.3 points below level 3	Maintained -0.6 points
Foster Youth		3	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		322	Very Low 76.2 points below level 3	Maintained +2.8 points
Students with Disabilities		44	Very Low 149 points below level 3	Maintained +2.5 points
Hispanic		331	Very Low 75 points below level 3	Increased +3.7 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	48	Medium 0.1 points below level 3	Declined -12.1 points
EL - English Learner Only	231	Very Low 93.4 points below level 3	Declined -4.1 points
English Only	51	Low 64.8 points below level 3	Increased Significantly +23.8 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		331	Low 73.5 points below level 3	Increased +7.9 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		331	Low 73.5 points below level 3	Increased +7.9 points
English Learners		279	Low 75.5 points below level 3	Maintained +2.2 points
Foster Youth		3	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		322	Low 74.9 points below level 3	Increased +6.7 points
Students with Disabilities		44	Very Low 155.2 points below level 3	Increased +5.6 points
Hispanic		331	Low 73.5 points below level 3	Increased +7.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners				
State Indicators	Number of Students	Status	Change	
EL - Reclassified Only	48	Low 32.4 points below level 3	Declined -4.1 points	
EL - English Learner Only	231	Low 84.5 points below level 3	Maintained +0.2 points	
English Only	51	Low 65 points below level 3	Increased Significantly +34.3 points	

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	53.2%	68.6%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	78.8 points below level 3	75 points below level 3
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Mathematics	81.4 points below level 3	73.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.9% (16)	2.2% (17)

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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. The Wonders English Language Arts /English Language Development Curriculum is being implemented with fidelity in English and Spanish, to support the instructional needs of students in grades TK-5. The curriculum is grounded in the Common Core State Standards and provides students 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. All teachers have had multiple opportunities for training in how to effectively use these materials. Additional training has been provided in foundational reading skills to support students reading below grade level.

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 6.7% for both groups. In math there was a small decrease of .87% to 5.6%.

This school year all teachers in grades TK-5th are teaming for English Language Arts, Mathematics and English Language Development. As a school site we have seen teaming having a positive effect on student achievement.

The school's focus on literacy resulted in an increase of student participation in the One Million Word Reading Challenge since the introduction of MyOn and Accelerated Reader (AR) 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 their AR goal receive school incentives 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.

Monthly STAR360 assessments are administered using the students' one-to-one iPads in the areas of Early Literacy, Reading, and Math. Students who meet their trimester goals receive incentives. For students that meet both goals, various tiered rewards will be earned. For each content area that a student shows growth, they will receive an incentive.

Chronic absenteeism has decreased by 2.1% due to perfect attendance incentives and tri-annual parent mini-SARB meetings. This year we are monitoring students' weekly attendance by grade level and posting it in the cafeteria. Weekly and monthly student goals are posted to help encourage an increase in daily attendance. Additionally, incentives will be provided for grade levels that meet their goals.

Rose Avenue is in its fourth year of Positive Behavioral Interventions and Supports (PBIS) implementation. All staff have participated in PBIS/CHAMPS training. Taking a school-wide approach and to support the safety of our students, PBIS/CHAMPS has been implemented to clarify appropriate behavior and procedures through all common areas and in classrooms. There is a common language of school

rules, common area expectations, and Guidelines for Success.

Rose Avenue Elementary School was recognized for successful PBIS implementation at the Bronze level for the 2016-2017 school year. This year, Rose Avenue was the recipient of the Silver level for the 2017-2018 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 PBIS. This award has resulted in acknowledgment by Ventura County Office of Education and Rose Avenue has been deemed a model school for successful PBIS implementation.

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 our greatest area of need based on 2017-2018 CAASPP and STAR 360 Reading and Math assessment data in math are the following: number sense, math facts, and problem-solving strategies.

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 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), Mathematical Mindsets, and ELD as provided by the District and School Site Math Mentor.

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. An Intervention Service Provider has 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 Rtl model.

The Reading Specialist will provide Tier II pull out/push in interventions in Language Arts. Interventions are monitored with a pre and post assessments in the targeted area.

Students identified by the SST process will receive a Tier III 6-8 week specific intensive intervention with the RSP teacher.

The Technology and Math Mentors along with the EL TOSA will 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. The Math Mentor will be providing Mathematical Mindset professional development on site. The District's EL TOSA will be providing support in ELD and understanding the ELPAC's results to support students' learning.

Upon evaluating data results, teachers will offer 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.

Teams will hold grade level and vertical collaboration meetings to analyze assessment results. The findings will drive instruction in targeted areas of need.

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 2017-2018 school year, significant subgroups at Rose Avenue included: English Learners (EL) and Socio-Economically Disadvantaged students (SED).

However, student subgroups with performance of one level below the 'all student' performance were: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in the area of English Language Arts.

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, Socioeconomically Disadvantaged and Students with Disabilities in the area of English Language Arts. This includes teachers and administration participating in monthly progress data meetings to review progress toward meeting grade level standards in ELA and ELD. Through grade level/vertical 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.

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 are used for AR testing and project based learning. 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 tutoring before or after school in Math or Language Arts, homework club, and After School Program homework support and enrichment.

Staff will participate in professional development in the areas of ELD, Language Arts, Math, PBIS/CHAMPS, and district/outside conferences.

All Transitional Kindergarten through 2nd grade classes will use Waterford for intervention in phonemic awareness, syllabication, letter recognition, phonics, math skills, and science. In addition, Waterford licenses will be available to students in grades 3-5, as needed.

Materials and supplies will be available for all student interventions.

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, teacher availability, parent volunteer clearance for field trips, and student-parent availability for before or after school tutoring.
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.

Eight State Priorities 2018-19

- 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)

- 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 the English Learners Advisory Committee and 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 2018-2019 school year.

- Ventura County Public Health- Mothers and Daughters workshops
- MICOP-Viviendo con Amor, 8 Week training
- Grade Level Parent Family Nights/Workshop
- Parent Child Nutrition Classes-Ventura County Healthy Start
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal
- Health and Wellness Family Carnival, May 2019
- Las Clinicas- Health Family Information meetings
- ELAC Monthly meetings starting September
- 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)

- Family Art Night

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. An informational field trip to the nearest middle school will be scheduled by the 5th grade teachers.

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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	221,355.00	0.00
Title I	65,401.00	0.00
Title III	29,142.00	0.00
LCFF - Targeted	40,868.00	0.00
LCFF - Intervention	43132.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$434,569.00

Goal 2 \$363,408.00

Goal 3 \$1,751.00

Goals, Actions, & Services 2018-19

[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 a reading specialist, an Intervention Support Provider, and mentor teachers (technology, math) to improve teaching and learning.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
STAR 360 Early Literacy	STAR 360 <ul style="list-style-type: none"> Kindergarten - Of the students tested for the 2017-2018 school year, 72.4% met the end of the year benchmark in English. 1st grade - Of the students tested for the 2017-2018 school year, 75.0% met the end of the year benchmark in English. 2nd Grade-Of the students tested for the 2017-2018 school year 67.9% met end of the year benchmark in English.	Students in Kindergarten will increase to the 75th percentile in the middle and end of the year testing periods. Students in first grade will increase to the 75th 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 17-18 year:	Students in the Met and Exceeded categories of the CAASPP will maintain current growth and increase 6% in ELA .

	<ul style="list-style-type: none"> • 3rd grade - 19.0% met or exceeded the standards. • 4th grade - 18.0% met or exceeded the standards. • 5th grade - 19.0% 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 17-18 year:</p> <ul style="list-style-type: none"> • 3rd grade - 17.0% met or exceeded the standards. • 4th grade - 14.0% met or exceeded the standards. • 5th grade - 16.0% met or exceeded the standards. 	<p>Students in the Met and Exceeded categories of the CAASPP will maintain current growth increase 6% in Math.</p>
<p>ELPAC/Reclassification. ELPAC will be measured through Reclassification data.</p>	<p>9.8% of English Learners in grades 3rd-5th were reclassified in 2017-2018.</p>	<p>All students will advanced one levels year in their English proficiency.</p> <p>In the 2018-2019 school year, of English learners meeting ELPAC criteria will be Reclassified.</p> <p>In the 2018-2019 school year, All English learners meeting ELPAC, CAASPP/STAR 360 criteria will be Reclassified.</p>
<p>Accelerated Reader Quizzes</p>	<ul style="list-style-type: none"> • 1st grade - 55.0% met benchmark • 2nd grade - 64.5% met benchmark • 3rd grade - 74.5% met benchmark • 4th grade - 76.2% met benchmark • 5th grade - 66.6% met benchmark 	<p>The percentage of students attaining benchmark level on the Accelerated Reader quizzes by the end of the 2018-2019 school year will increase by 5%.</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 Math ELD	2018-2019 School Year	Principal Asst. Principal Teachers Office Manager	Substitute cost Certificated Benefits Substitute Cost	Title I Title I LCFF - Intervention	10000.00 4289.00 6000.00
2. All K-5th teachers will team in Language Arts, Math, and ELD daily. Transitional Kindergarten will team for ELD daily.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal Asst. Principal Teachers Reading Specialist	No additional cost		
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 Spanish Lang Arts	2018-2019 School Year	Principal Asst Principal ORC Teachers Librarian	Academic Incentives Academic Incentives AR contract MyOn contract	LCFF - Targeted Discretionary District Funded District Funded	3081.00 1000.00
4. Provide materials and supplies TK-5 to support the instructional program and Interventions.	ELA Math ELD Spanish Lang Arts Strand Focus	2018-2019 School Year	Principal Asst Principal Office Staff	Materials and Supplies Material and Supplies Warehouse Charges	Discretionary Title I Discretionary	39000.00 3000.00 18000.00
5. An ISP will be hired to provide intervention in reading, math and ELD to 3rd-5th grade students, including, SED, Foster and	ELA Math	2018-2019 School Year	Principal Assistant Principal ISP	Certificated Salary Certificated Salary	Title III LCFF - Intervention	11999.00 11999.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Homeless Youth and English Learners.	ELD			Certificated Benefits (%)	Title III	2432.00
				Certificated Salaries	LCFF - Intervention	2432.00
6. A Reading Specialist will be providing reading intervention for students in grades K-2nd.	ELA	2018-2019 School Year	Reading Specialist	Certificated Salary	District Funded	102303.00
7. Maintain copy machines for teachers and staff to use for support with the instructional program.		2018-2019 School Year	Office Assistant	Maintenance agreements	Centralized Services	8405.00
8. STAR 360 Reading and Math and AR Reading Monitoring program will be used monthly to assess students and monitor progress.	ELA Math	2018-2019 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	2018-2019 School Year	Principal Classified Personnel	Classified Personnel Salary	Discretionary	5401.00
				Classified Salary	Title I	2000.00
				Librarian Extra Support	Title I	1000.00
				Classified Salary/Verbal Translation	Title I	500.00
				Classified Benefits	Title I	898.00
10. Provide an additional 2 hour Kindergarten Para professional to support the TK and Kindergarten classrooms.	ELA Spanish Lang Arts Math	2018-2019 School Year	Principal Para professional	Classified Personnel	LCFF - Intervention	6585.00
				Classified Benefits	LCFF - Intervention	1873.00
11. Library technician will maintain and manage site library and provide support to teachers and students.		2018-2019 School Year	Library technician	Classified salary	Centralized Services	28802.00
12. Maintenance Agreement to maintain copiers in good working condition to support the instructional program for all students.		2018-2019 School Year	Principal Office Manager	Maintenance Agreement for school copiers	Discretionary	2628.00
13. Subscription and Apps for devices to support student	ELD	2018-2019 School Year	Principal Site Technology	Subscriptions and Apps	Discretionary	2912.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
academic achievement and enrichment activities.Site Technology Technician to support Technology needs in site	ELA Math		Technician Teachers			
14. District Migrant Education Summer School to provide support for Migrant students.	ELA Math ELD	2018-2019 School Year	Principal Assistant Principal Outreach Consultant	Migrant program	District Funded	
15. Strategic Focus Groups Interventions (3-5) provided by one ISP.	ELA Math ELD	2018-2019 School Year	Principal Assistant Principal ISP	Certificated salary (ISP)(see actions 5)		
16. Provide Before and After school intensive intervention tutoring in ELA, Math, ELD for grades K-5.	ELA Math ELD	2018-2019 School Year	Principal Assistant Principal Teachers	Certificated Salaries	Title I	10000.00
				Certificated Salaries	LCFF - Intervention	10000.00
				Certificated Benefits	LCFF - Intervention	3243.00
17. Provide Tutoring Intervention for Long Term English Learners and ELs.	ELA ELD Math	2018-2019 School Year	Principal Assistant Principal Teachers ISP	Certificated Salaries (see action 16)		
18. ISP will provide intervention in reading and math to third through fifth grade students, including Foster and Homeless Youth and English Learners.	ELA Math	2018-2019 School Year	Principal Assistant Principal ISPs	Certificated Salaries (see actions 5)		
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	2018-2019 School Year	Principal Teachers	No additional cost		
20. Intervention and enrichment materials will be utilized during Universal Access for ELA and Math.	ELA Math	2018-2019 School Year	Teachers ISP Reading Specialist	Certificated Salaries (see action 5)		
21. Implementation of before and after school tutoring in language arts for targeted	ELA Math	2018-2019 School Year	Principal Assistant Principal K-5 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
students, including Foster Youth and Homeless and ELs.	ELD					
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	2018-2019 School Year	Principal Teachers School Counselor Outreach	Certificated Salaries (see action 7)		
23. Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software AR, MyON).	ELA Math ELD	2018-2019 School Year	Principal Assistant Principal Teachers Technology Technician	1:1 Device Initiative	District Funded	
24. Students will participate in at least two field trips and enrichment activities related to the strand focus and other curricular areas.	Strand Focus	2018-2019 School Year	Principal Teachers TK-5	Transportation costs	Title I	5000.00
				Admission Fees and Professional Presentations	Title I	12440.00
25. Site Technology Technician will provide school wide technology support.		2018-2019 School Year	Site technology technician	Classified Salary	Centralized Services	77748.00
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	2018-2019 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	2018-2019 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	2018-2019 School Year	Principal Assistant Principal Special Ed. Teachers, General Ed. Teachers, Psychologist Speech Pathologist	No additional cost(see action 1)		
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	2018-2019 School Year	Principal Assistant Principal Teachers Reading Specialist School Site Technician	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, IO, iPads and SIPPs Academic, PALS, Pasaportes, Accelerated Reader, SIOP, CHAMPS, Disaster preparedness training).	ELA Math ELD	2018-2019 School Year	Principal Assistant Principal 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	2018-2019 School Year	Principal Assistant Principal 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, and CUE, restorative Justice, etc.	ELA Math ELD Strand Focus	2018-2019 School Year	Principal Assistant Principal Teachers Support Staff	Travel and Conference Cost	LCFF - Targeted	6953.00
				Travel and Conference Cost	Title I	15023.00
				Travel and Conference Cost	Title III	14711.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
34. Provide students in grades 2-5 with academic agendas for the 2018-2019 school year to support Home-School communication.	ELA ELD Math	2018-2019 School Year	Principal Teachers (gr 2-5)	Materials and Supplies	Discretionary	2912.00
35. Agendas for student to record and organize homework will be provided and used for students in grades 2-5.	Math	2018-2019 School	Teachers (grades 2-5)	Material and Supplies (see action 34)		
36. After School Program provides support to students and enrichment opportunities to all students.	ELA Spanish Lang Arts Math Strand Focus	2018-2019 School Year	After School Program Director ASP Liaison	After School Program	ASES	

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
California Healthy Kids Survey (CHKS)	12.9% of 3rd-5th grade students reported on the California Healthy Kids Survey that they have been hit or pushed	Decrease the percentage of 3rd - 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey by 4% in 2018-2019.
Suspension Rate	Suspension rates: All Students .89%	Reduce suspension rates by .5% .
Expulsion rate	Expulsion rate: 0%.	Maintain a 0% expulsion rate for all years.
Chronic absence rate	Chronic absence rates 6.4%	Decrease the 2018-2019 chronic absence rates by 1% 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 4 implementation of the PBIS/CHAMPS model both in the classroom and throughout the campus, with the PBIS/CHAMPS Committee identifying next steps for school-wide CHAMPS implementation.	Student Behavior Support Attendance Safety	2018-2019 School Year	Principal Assistant Principal School Counselor PBIS Committee Outreach	Materials and Supplies (trainings, posters and CHAMPS Incentives)	LCFF - Targeted	677.00
2. School-wide Music program to support enrichment activities and engage students in mindful learning strategies.	Student Behavior Support	2018-2019 School Year	Principal Music Teacher TK-5 Teachers	Certificated Salary	LCFF - Targeted	9800.00
3. Provide CHAMPS incentives to support positive student behavior.	Student Behavior Support Attendance	2018-2019 School Year	Principal Assistant Principal Outreach School Counselor PBIS Committee Teachers	Intervention Incentives	LCFF - Intervention	1000.00
4. Support positive school daily 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	2018-2019 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers Outreach	A2A Attendance Program Incentives Incentives	District Funded LCFF - Targeted Discretionary	500.00 1000.00
5. Implementation of the PBIS/CHAMPS (bully prevention/ positive behavior) Materials and Supplies	Attendance Student Behavior Support Strand Focus	2018-2019 School Year	Principal Assistant Principal School Counselor PBIS Committee Teachers	CHAMPS program	Discretionary	1366.00
6. Hold Positive behavior assemblies tied into academic reading programs, math and PBIS/CHAMPS.	Student Behavior Support Strand Focus	2018-2019 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
	Safety					
7. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	Student Behavior Support Strand Focus Safety	2018-2019 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. Fund an additional permanent position and a temporary term position to support student safety.	Student Behavior Support Safety	2018-2019 School Year	Campus Supervisor	Classified Salaries	Discretionary	111656.00
				Classified Benefits (%)	Discretionary	34480.00
9. Ensure Confidentiality of documents and sensitive student information.	Student Behavior Support Safety	2018-2019 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 Attendance Content Areas	2018-2019 School Year	Principal Outreach	Classified Salary (ORC)	Centralized Services	50611.00
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 	Safety Strand Focus	2018-2019 School Year	Principal Assistant Principal Safety Committee Student Council Health Technician District Nurse	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
aid and safety 11.						
12. Hold regular Student Study Team (SST) and Coordination of Service Team (CoST) meetings to support at-risk students. Pay for floating substitute teacher for regular education teachers to attend meetings.	Student Behavior Support Attendance ELA Math ELD	2018-2019 School Year	Principal assistant Principal Outreach School Counselor Teachers	Classified Salary (see goal 1, action 22)		
13. School Counselor will provide social-emotional support for students and parents through individual and group support and meetings, seek and refer students to outside services as deemed necessary.	Student Behavior Support Wrap-Around Services Strand Focus	2018-2019 School Year	School Counselor	Certificated Salary (Counselor)	Centralized Services	131961.00
14. Provide school based assemblies for student enrichment.	Strand Focus Student Behavior Support	2018-2019 School Year	Principal School Counselor Outreach Professional Consulting Services	No additional cost		
15. Sports for Learning will provide coed soccer and basketball techniques and esteem building strategies four days a week during lunch recess.	Student Behavior Support Strand Focus Safety	2018-2019 School Year	Sports for learning staff Teachers	Cost of services	LCFF - Targeted	12960.00
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	2018-2019 School Year	Principal Assistant Principal PBIS/CHAMPS 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
17. Campus supervisors will be trained in the On the Playground Safety Program and NCPI.	Student Behavior Support Safety	2018-2019 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. Attend monthly coordination meetings at District and onsite.	Safety Student Behavior Support Strand Focus	2018-2019 School Year	Principal Assistant Principal District ASES Administrator Teacher Liaison ASP Site Director	Certificated Salary	ASES	
19. Support and implement PBIS/CHAMPS in the After school Program.	Student Behavior Support Safety	2018-2019 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 PBIS/CHAMPS Anti-Bullying Program.	Strand Focus Student Behavior Support Safety	2018-2019 School Year	Principal Outreach Teachers and Staff School Counselor	No additional cost		
21. Utilize MTSS/RtI model for behavior plan and district discipline matrix to support positive student behavior.	Student Behavior Support Strand Focus	2018-2019 School Year	Principal Assistant Principal Outreach School Counselor	No additional cost		
22. Survey students and staff regarding school climate and utilize feedback to guide the PBIS/CHAMPS committee in developing plans for ensuring an environment conducive to teaching and learning.	Strand Focus Safety	2018-2019 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	2018-2019 School Year	Principal Assistant Principal Counselor Outreach 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
24. Hip Hop Mindset dance program to inspire, motivate, and develop social - emotional skills, responsibility, and wellness for 20 weeks twice a week.	Student Behavior Support Strand Focus Attendance	2018-2019 School Year	Hip Hop Mindset Teachers	Cost of Service and fees	LCFF - Targeted	3,200.00
25. Friday Night Live kids club for 5th grade students will learn about leadership, respect, community involvement, and communication skills to prepare them for middle school leadership roles and AVID	Strand Focus	2018-2019 School Year	Students Teachers Outreach Principal	Classified salary	LCFF - Targeted	3019.00
	Student Behavior Support			Classified benefits	LCFF - Targeted	678.00
	Attendance					
	Safety					

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

English Learner Needs Assessment Survey
 Parent Activities and Events sign in in sheets

Parents attendance to parenting classes and activities was between 30 to 85 parents per event.

Increase parent attendance by 10%. Increase attendance at 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. Conduct Title I quarterly meetings to discuss and implement Parent Compact and Parent Involvement Policy.	Attendance	2018-2019 School Year	Principal Assistant Principal Outreach	Materials, supplies and snacks for parents and students	Discretionary	500.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Mothers and daughters classes for parents and students for at-risk students a series of workshops.	Student Behavior Support Attendance	2018-2019 School Year	Outreach Consultant Campus Supervisors	Materials and Supplies And Classified Salary baby sitting.	Title I	1251.00
3. Parents are welcomed at monthly parent meetings: ELAC, SSC, PTA and Coffee with the Principal.	ELA Math ELD Student Behavior Support Attendance Safety	2018-2019 School Year	Principal Assistant Principal	No additional cost		
4. Families will receive communication regarding educational topics, safety, school news, Peachjar, procedures, events and activities through ConnectEd, school website, school marquee, Facebook and Twitter.	Wrap-Around Services	2018-2019 School Year	Principal Assistant Principal	No additional cost		
5. Parent Compact will be developed and revised at parent meetings.	Student Behavior Support	2018-2019 School Year	Principal Leadership Team SSC ELAC Parents Outreach	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	2018-2019 School Year	Teachers Classified staff Principal Assistant Principal	No additional cost		
8. Invite parents to Celebration of Learning Awards and Character Traits Assemblies at the end of	ELA Spanish Lang	2018-2019 School Year	Principal Assistant 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
each trimester.	Arts Math ELD Strand Focus		PTA Parents			
9. Invite and encourage parents to attend SST/IEP Meetings.	Wrap-Around Services	2018-2019 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	2018-2019 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	2018-2019 School Year	Principal Assistant Principal	No additional cost		
12. Staff to provide support at meetings and events (translation, babysitting, custodial needs).	Attendance Safety	2018-2019 School Year	Principal Assistant Principal Teachers Classified Staff	No additional cost See Goal 2, Action 8		
13. Provide support for parents in areas of attendance, social skills, and resiliency through meetings and professional development.	Attendance Safety Wrap-Around Services	2018-2019 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	2018-2019 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
	Attendance					
17. MICOP will provide Viviendo con Amor parent training (8 weeks).	Wrap-Around Services	2018-2019 School Year	Principal MICOP	No additional cost/MICOP Funded		
18. Parent Child Nutrition Classes will be offered through Ventura County Healthy Start.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	School Counselor Outreach	No additional cost		
20. Art Night	Strand Focus	2018-2019 School Year	Teachers	No additional cost		
21. Invite parents of English learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.	ELD	2018-2019 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	2018-2019 School Year	Principal Assistant Principal PTA	No additional cost		

Appendix A - 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
Mary Mickelsen	Classroom/Teacher
Maribel De Loa Cahue	Classroom/Teacher
Jessica Turner	Classroom/Teacher
Raquel Rodriguez	Other School Staff
Susana Estrada	Parent or Community Member
Alfreda Fabian	Parent or Community Member
JoAnn Olivares	Parent or Community Member
Luis Ramos	Parent or Community Member
Celina Camarena	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 B - 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 School 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 10/15/2018.

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

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- 6. This SPSA was adopted by the SSC at a public meeting on 10/15/2018.

Attested:

<u>Pablo Ordaz</u>		<u>10-15-18</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Susana Estrada</u>		<u>10/15/18</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Oxnard school district

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Rose Avenue Elementary School

The School of Science and Wellness

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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is essential component of nurturing students. Effort is made to invite and consider parent and community input every school year 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 and school 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 meet with the Principal and Assistant 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 the 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 an 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 and school website.
- ✓ 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)



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Additionally, Rose Avenue School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parent 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 flyers/newsletters along with automated telephone calls, Twitter, Facebook and school website posts 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 y escuela como voluntarios, y al 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, el director y subdirector siempre están disponibles 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 clases 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 hijos e hijas, firmar y devolver los documentos indicando que los 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):

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- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Titulo I
- ✓ Explicarles a los padres de familia los requisitos del programa Titulo 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 Titulo I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Rose Avenue conduce 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 lectura 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 del director 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 facilitaran respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. El director distribuye un folletos y boletines e información telefónica, por Twitter y Facebook para informarles de los próximos eventos y actividades. El director y subdirector mantienen una póliza de bienvenida a sus oficinas 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:

- ✓ Juntas de Padres
- ✓ Asesoramiento Académicos Anual



School Plan for Student Achievement (SPSA) Template

The School 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 17, 2018		
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 14, 2018		

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.

Biliteracy Vision: Provide students the opportunity to become biliterate/bilingual/multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens.

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 student growth in learning and the development of our Academic Strand – CALCAT - 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 2018-2019 school years, Chavez School served 930 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 provider, as well as support from a school counselor and a school psychologist. Chavez has developed the PBIS committee to focus on Positive Behavior Support and Social Emotional student needs. The site has a school-wide CHAMPS approach to support positive behavior in and out of the classroom settings. At Chavez we hold strong partnerships with community members: MICOP, Neighborhoods For Learning, and Healthy Start Social Worker.

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, parent education, and after school program. We currently have the Dual Language Program - DLI 50/50 program in Kindergarten and DLI 80/20 in 1st grade through fourth 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. 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 groups are determined and the levels of differentiation needed are delivered by the teacher in the classroom. 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.

In order to improve reading achievement, the district has created a new teaching position, called “Reading Specialists.” These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction. The district also trains a teacher to serve as Technology Mentor and another as a Mathematical Mentor to provide support in these two areas for all K-8 teachers at our site. Additionally, Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

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 administrators monitor quality content area instruction through classroom visitations, grade-level meetings with teachers, and student monitoring conferences with individuals throughout the school year. CAASPP scores and STAR 360 scores were analyzed in order to set academic growth goals moving forward this school year.

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, parent nights, volunteering opportunities, 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 School Counselor and Outreach Specialist Consultant (ORC) will provide parenting classes using the Triple P and Parent Project 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. Chavez School communicates this information to all stakeholders on a regular basis including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title 1 meetings, Parent Teachers Association (PTA), and Coffee with the Principal meetings.

Chavez School Teachers have 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 differentiation and 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 academic English across the school setting to provide practical use and practice opportunities for ELL students and models Spanish to provide practice to the DL program. This year we will continue to provide focused ELD and plan to provide after school tutoring for English Learner students based on their ELPAC sub-test scores. We also continue to incorporate SIOP strategies into our lesson planning and delivery. Furthermore, Intervention Support Provider (ISP), servicing grades 2nd-5th SEI classes, allow teachers to have smaller group sizes of English Learner students during their ELD teaching time to further target specific ELD standards with the goal of increasing the number of EL students reclassified. Chavez will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills.

In addition to the classroom instruction and projects based on CALCAT, the school offers a variety of elective classes for the middle school students which include: AVID, ASB Leadership, Music, Technology through Science, Art, and Art through Mathematics. The courses are designed to promote academic enrichment while fostering students individual skills and interests. All grades Kindergarten through 5th grade have the opportunity to experience the Music class once a week. Thanks to our dedicated volunteer coaches and community support, students are able participate in the extracurricular sports program.

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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	90	101	89	90	101	89	90	101	100	100	100
Grade 4	105	97	112	105	97	112	105	97	112	100	100	100
Grade 5	136	102	99	134	102	98	134	102	98	98.5	100	99
Grade 6	110	127	103	107	126	103	107	126	103	97.3	99.2	100
Grade 7	116	100	109	115	98	109	115	98	109	99.1	98	100
Grade 8	80	106	104	79	103	104	79	103	104	98.8	97.2	100
All Grades	636	622	628	629	616	627	629	616	627	98.9	99	99.8

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2354.2	2360.8	2360.8	4	6.67	5.94	8	13.33	14.85	29	21.11	21.78	58	58.89	57.43
Grade 4	2396.2	2399.4	2411.7	4	8.25	5.36	13	12.37	24.11	25	21.65	20.54	58	57.73	50.00
Grade 5	2428.3	2426.7	2443.2	2	1.96	7.14	17	14.71	17.35	22	23.53	25.51	59	59.80	50.00
Grade 6	2459.5	2451.7	2450.6	2	2.38	5.83	17	18.25	9.71	36	24.60	31.07	45	54.76	53.40
Grade 7	2456.8	2463.2	2478.7	3	1.02	1.83	8	21.43	21.10	23	22.45	31.19	67	55.10	45.87
Grade 8	2479.9	2485.9	2494.3	3	1.94	4.81	13	14.56	15.38	27	30.10	32.69	58	53.40	47.12
All Grades	N/A	N/A	N/A	3	3.57	5.10	13	15.91	17.22	27	24.03	27.11	58	56.49	50.56

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	8.89	9.90	35	28.89	39.60	62	62.22	50.50
Grade 4	4	8.25	10.71	39	38.14	46.43	57	53.61	42.86
Grade 5	4	4.90	14.29	32	42.16	33.67	63	52.94	52.04
Grade 6	2	5.56	5.83	44	38.10	40.78	54	56.35	53.40
Grade 7	3	8.16	5.50	30	35.71	37.61	67	56.12	56.88
Grade 8	6	7.77	8.65	27	32.04	31.73	67	60.19	59.62
All Grades	4	7.14	9.09	35	36.04	38.44	62	56.82	52.47

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	5.56	5.94	37	44.44	29.70	55	50.00	64.36
Grade 4	7	5.15	7.14	43	46.39	49.11	50	48.45	43.75
Grade 5	7	9.80	11.22	40	42.16	40.82	54	48.04	47.96
Grade 6	7	4.76	5.83	43	33.33	30.10	50	61.90	64.08
Grade 7	3	4.08	5.50	37	39.80	46.79	60	56.12	47.71
Grade 8	5	6.80	7.69	39	36.89	39.42	56	56.31	52.88
All Grades	6	6.01	7.18	40	40.10	39.55	54	53.90	53.27

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	7.78	7.92	58	54.44	59.41	37	37.78	32.67
Grade 4	4	3.09	3.57	75	53.61	71.43	21	43.30	25.00
Grade 5	3	2.94	10.20	60	61.76	47.96	37	35.29	41.84
Grade 6	6	3.17	3.88	65	58.73	51.46	29	38.10	44.66
Grade 7	3	2.04	1.83	54	51.02	52.29	43	46.94	45.87
Grade 8	0	1.94	1.92	54	62.14	64.42	46	35.92	33.65
All Grades	3	3.41	4.78	62	57.14	58.05	35	39.45	37.16

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	6.67	10.89	42	40.00	34.65	53	53.33	54.46
Grade 4	3	10.31	13.39	45	46.39	43.75	52	43.30	42.86
Grade 5	10	5.88	10.20	57	37.25	50.00	32	56.86	39.80
Grade 6	12	14.29	9.71	51	40.48	48.54	36	45.24	41.75
Grade 7	6	5.10	15.60	37	45.92	42.20	57	48.98	42.20
Grade 8	4	8.74	13.46	44	45.63	42.31	52	45.63	44.23
All Grades	7	8.77	12.28	47	42.53	43.54	46	48.70	44.18

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	90	101	89	90	101	89	90	101	100	100	100
Grade 4	105	97	112	105	97	112	105	97	112	100	100	100
Grade 5	136	102	99	134	102	98	134	102	98	98.5	100	99
Grade 6	110	127	104	107	126	104	107	126	104	97.3	99.2	100
Grade 7	116	99	109	115	98	109	115	98	109	99.1	99	100
Grade 8	80	106	104	79	103	104	79	103	104	98.8	97.2	100
All Grades	636	621	629	629	616	628	629	616	628	98.9	99.2	99.8

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2379.8	2376.7	2380.2	3	3.33	3.96	16	15.56	18.81	27	26.67	24.75	54	54.44	52.48
Grade 4	2415.2	2415.6	2414.4	0	4.12	4.46	12	14.43	13.39	42	36.08	33.93	46	45.36	48.21
Grade 5	2425.8	2424.8	2428.0	3	0.98	3.06	4	2.94	4.08	28	25.49	22.45	66	70.59	70.41
Grade 6	2431.0	2421.0	2422.6	6	0.79	0.00	1	4.76	7.69	31	21.43	24.04	63	73.02	68.27
Grade 7	2420.3	2434.3	2433.7	1	1.02	1.83	3	4.08	2.75	21	27.55	24.77	76	67.35	70.64
Grade 8	2429.8	2450.6	2462.0	3	0.97	0.96	5	5.83	7.69	11	24.27	23.08	81	68.93	68.27
All Grades	N/A	N/A	N/A	3	1.79	2.39	6	7.63	9.08	27	26.62	25.64	64	63.96	62.90

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	10.00	9.90	24	32.22	33.66	58	57.78	56.44
Grade 4	3	11.34	6.25	31	20.62	25.00	66	68.04	68.75
Grade 5	4	0.98	4.08	19	16.67	15.31	76	82.35	80.61
Grade 6	5	1.59	1.92	17	14.29	15.38	79	84.13	82.69
Grade 7	2	1.02	2.75	17	18.37	19.27	81	80.61	77.98
Grade 8	4	0.00	0.96	10	29.13	19.23	86	70.87	79.81
All Grades	6	3.90	4.30	20	21.43	21.34	74	74.68	74.36

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.56	12.87	44	42.22	33.66	52	52.22	53.47
Grade 4	1	6.19	6.25	43	29.90	37.50	56	63.92	56.25
Grade 5	3	0.00	4.08	25	35.29	27.55	72	64.71	68.37
Grade 6	5	0.00	0.00	23	34.13	28.85	72	65.87	71.15
Grade 7	0	2.04	1.83	34	28.57	25.69	66	69.39	72.48
Grade 8	5	1.94	1.92	35	26.21	50.96	59	71.84	47.12
All Grades	3	2.44	4.46	33	32.63	34.08	64	64.94	61.46

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.00	5.94	51	45.56	50.50	42	44.44	43.56
Grade 4	2	6.19	7.14	50	39.18	33.93	48	54.64	58.93
Grade 5	5	1.96	1.02	34	36.27	40.82	60	61.76	58.16
Grade 6	6	4.76	1.92	43	31.75	27.88	51	63.49	70.19
Grade 7	3	2.04	2.75	25	44.90	43.12	72	53.06	54.13
Grade 8	1	0.97	1.92	42	39.81	38.46	57	59.22	59.62
All Grades	4	4.22	3.50	40	39.12	39.01	56	56.66	57.48

School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							22	19		22	25		56	56	
1	1			8	7		35	36		38	35		18	23	
2	1	4		11	10		32	48		37	36		19	1	
3	2	4		13	21		50	46		16	18		19	10	
4	3			14	21		57	65		17	10		9	5	
5	6			38	43		40	52		13	3		4	2	
6	5	2		42	30		32	47		14	16		7	6	
7	4	4		40	49		40	34		13	9		1	4	
8	11	7		30	48		54	33		2	12		2		
Total	4	2		23	26		41	45		20	19		12	8	





Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				1			9	9		26	25		64	66	
1	1			8	7		35	36		38	35		18	23	
2	1	4		11	10		32	48		37	36		20	1	
3	2	4		13	21		50	46		16	18		19	10	
4	3			14	21		57	65		17	10		9	5	
5	6			37	43		39	52		12	3		6	2	
6	7	2		42	30		32	47		13	16		7	6	
7	4	4		40	49		40	34		13	9		1	4	
8	11	7		30	48		54	33		2	12		2		
Total	3	2		21	23		38	41		21	19		17	15	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		950	High 5.1%	Declined Significantly -3.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		950	High 5.1%	Declined Significantly -3.3%
English Learners		627	High 5.7%	Declined Significantly -3.1%
Foster Youth		7	*	*
Homeless		37	Very High 21.6%	Increased Significantly +9.6%
Socioeconomically Disadvantaged		922	High 5.2%	Declined Significantly -3.4%
Students with Disabilities		75	Very High 8%	Maintained 0%
African American		1	*	*
Filipino		2	*	*
Hispanic		936	High 5.1%	Declined Significantly -3.3%
Pacific Islander		1	*	*
White		10	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		573	High 75.9%	Increased +7.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 5.7%	Declined Significantly -3.1%
English Learner Progress (1-12)		High 75.9%	Increased +7.6%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 85.4 points below level 3	Maintained +0.4 points
Mathematics (3-8)		Very Low 112.7 points below level 3	Maintained +1.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		602	Very Low 78.3 points below level 3	Maintained +0.2 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		602	Very Low 78.3 points below level 3	Maintained +0.2 points
English Learners		489	Very Low 85.4 points below level 3	Maintained +0.4 points
Foster Youth		3	*	*
Homeless		17	Very Low 109.5 points below level 3	
Socioeconomically Disadvantaged		586	Very Low 80.4 points below level 3	Maintained +0.5 points
Students with Disabilities		58	Very Low 133.9 points below level 3	Declined -7 points
Filipino		2	*	*
Hispanic		600	Very Low 78.3 points below level 3	Maintained +0.4 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	136	Low 17.5 points below level 3	Maintained -1.9 points
EL - English Learner Only	353	Very Low 111.6 points below level 3	Maintained -0.9 points
English Only	83	Low 67.9 points below level 3	Declined -3.5 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		602	Very Low 106.4 points below level 3	Maintained +1.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		602	Very Low 106.4 points below level 3	Maintained +1.2 points
English Learners		489	Very Low 112.7 points below level 3	Maintained +1.6 points
Foster Youth		3	*	*
Homeless		17	Very Low 136.8 points below level 3	
Socioeconomically Disadvantaged		586	Very Low 108 points below level 3	Maintained +2.2 points
Students with Disabilities		58	Very Low 161.2 points below level 3	Declined -6.3 points
Filipino		2	*	*
Hispanic		600	Very Low 106.4 points below level 3	Maintained +1.6 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	136	Low 62.8 points below level 3	Declined -5.4 points
EL - English Learner Only	353	Very Low 131.9 points below level 3	Maintained +2.5 points
English Only	83	Very Low 96.4 points below level 3	Declined -5.8 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	68.3%	75.9%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	78.5 points below level 3	78.3 points below level 3
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Mathematics	107.6 points below level 3	106.4 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	8.4% (82)	5.1% (48)

















Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 4th grade, 17% and 7th grade, 8% where classes made some gains in Reading on CAASPP. In Math some gains were made in 3rd, 4% and 4th grade 6% 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 2nd and 3rd 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.

English Language Learners (EL) had an average of percentage points equal to and higher than the county and the state. Reclassified English proficient students (RFEP) had an average of 12.5% with 75 students meeting Reclassification in 2017-2018, which was an increase from 2016-2017 of 59 students.

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. Administrators and teachers will continue to have parent education sessions such as the 9 parent orientation workshops and the 8 Early Reading Sessions. 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 by attending training and book studies. 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. Teachers will be given PLC time twice a month during staff meetings in order to analyze and modify instruction. 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.

Another area of progress has been the school's climate and the overall safety of the campus. Chavez implements PBIS and CHAMPS program approaches with our students. There is a substantial decrease of office referrals as well as the total amount of suspension days students are getting. In grades K-8th there has been a 15% decrease in office referrals with the exception of 3rd grade and 8th grade. There has also been a 25% increase in Restorative Justice practices for students to resolve social conflicts and prevent future conflict. In addition, chronic absenteeism and truancy have both decreased.

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 plan to continue this focus in the area of Mathematics, particularly in Problem Solving. 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.

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 2017-2018 School Year Smarter Balanced Data is in Mathematics for all grade levels and subgroups. Chavez school did not show percentage points gain of students who met and exceeded the Math standards and were below the Ventura County and California Meet and Exceed and annual percentage growth. Although students made 5% growth in English Language Arts overall, it is also an area of need, particularly in the Claims areas of Reading and Writing. Teachers have made goals for every grade level in both interim and summative assessments. In 2018-2019 the school average will increase the amount of students in 3rd-8th grade who meet or exceed in CAASPP Math by 5%.and in ELA by 9%. The goal for English Learner students is to increase the amount in 3rd-8th grade who Reclassify by 10%.

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. In order to improve students' academic performance in Mathematics, there will be a greater focus on best practices and professional development in this area. The site mathematics teacher mentor will be assisting teacher in developing effective math lessons and providing necessary support in preparing and delivering high rigor instruction in this subject. The site math mentor will have an opportunity to provide professional development at least three times a year during staff meetings and six other times after school. Mathematics will be the greater focus all year long discussed during data meetings and grade level collaborations and student monitoring meetings. 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 Mathematical Mindset problem solving.

Additionally, the Reading Specialist will be working with Kindergarten to 2nd grade students to get students to proficiency in reading. Our Intervention Support Teachers will be concentrated to serve 2nd through 5th grade English Only students in the SEI classes in order to allow the teacher of record smaller class sizes for English Language Development for their English Learner students and increase our number of English Learners Reclassification. The support team is meeting with specific students in grades 3rd to 8th to discuss data and progress in Math and ELA while monitoring these students' progress in 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 Socioeconomically Disadvantaged and Special Education populations are currently two or more performance levels below the "all student" performance in English Language Arts and Mathematics as measured by the Smarter Balanced Assessments. Students with special education needs scored 15 points below the overall student population in English language arts and 19 points below in math when compared to the overall student population. Similarly, socioeconomically disadvantaged students scored below the percentage rate of the overall student population.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Teachers, Administrators, and Academic Instructional Support teams are meeting in grade levels to analyze data and align it to best practices in instruction. In the data driven meetings teachers are creating action plans focused on changing their teaching strategies to target Mathematics and Reading. ELA and Math curriculum 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. In addition our goal for English Learners is to have an increase in the Reclassification goal of 3% per grade level. The school services, actions and supports will include targeted ELD instruction with the support of ISP, tutoring in Mathematics offered before and after school, and the opportunity for teachers to participate in professional development in Mathematics and ELD, as well as in professional learning communities in which the focus will be data analysis and the incorporation of research-based instructional practices.

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 targeted students on areas of academic need. The Reading Specialist and Administrators will work directly with student Data in grades Kindergarten through 2nd grade and using reading strategies to get student academic growth. Supports for Tier II interventions will be provided through services of Para Educators in Kindergarten and 1st grade. After school and before school tutoring will also be provided to foster youth and McKinney Vento population of students as well as English Learners in the area of Mathematics. Title 1 funding will also be utilized for Parent Engagement through family nights and Parent education workshops.

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. Through training for all staff we are connecting students to the positive aspects of school with motivation, incentives, and positive adult relationships. Support staff are providing the students with most needs with individualized and group social lessons in order to foster positive self esteem and skills to cope with life stress and trauma. Title 1 funds will be used to assist in meeting students' educational goals.

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. Parents who attend the sessions will receive information and resources to assist their students in academic and life success. Title 1 funds will be used to assist in providing parent education.

Lastly, a challenge minimizing the effectiveness of actions and services intended to improve student success is students knowledge and understanding of the assessment results. If assessment is not shared, discussed and analyzed with students, they are often not able to access their own results. Teachers need to analyze data on a routine basis. It is equally important for teachers to inform the student of his/her individual progress and assessment results. Support staff will calendar days to give teachers the opportunity to discuss data with their individual students. Title 1 funds will be used to provide substitutes for Data Analysis Collaboration days.

Eight State Priorities 2018-19

- 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)

- 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. Teachers Leadership team members analyzed data and made recommendations to the SPSA. 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, along with keeping before and after school tutoring opportunities.

- 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 analyzing 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 training, which will include 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. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as School Site Council, Parent Teacher Association (PTA), and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals.

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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	\$88,071	0.00
Title III	\$30,788	0.00
LCFF - Targeted	\$44,062	0.00
LCFF - Intervention	\$65,498	0.00
Discretionary		

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$453,921.00

Goal 2 \$369,092.00

Goal 3 \$21,800.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
Kindergarten-2nd grade: STAR 360 Early Literacy Assessments and Benchmark Performance Task Achievement Percentages	Percentage of students at or above benchmark as measured by the STAR 360 Early Literacy Assessment: Kindergarten - 49%	All kindergarten students will exit kindergarten at grade level or higher as measured by the STAR 360 Reading and Math Assessment
Kindergarten-2nd grade: STAR 360 Mathematics Assessments and Benchmark Performance Task Achievement Percentages	Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment: 1st grade - 53.4 % 2nd grade - 24.8%	1st and 2nd grade students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Reading Assessment.
Kindergarten-2nd grade: STAR 360 Math Assessments and Benchmark Performance Task Achievement Percentages	Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment: 1st grade - 63% 2nd grade - 74.4%	1st and 2nd grade students below grade level will attain at a minimum one year's growth as measured by the STAR 360 Math Assessment.
3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP	3rd grade: 21% Met/Exceeded ELA CAASPP and 23% Met/Exceeded Math CAASPP 4th grade: 29% Met/Exceeded ELA CAASPP and 17%	Increase the amount of students in 3rd-8th grade who meet or exceed in CAASPP Math by 5%.and in ELA by 9%

	<p>Met/Exceeded Math CAASPP</p> <p>5th grade: 25% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP</p> <p>6th grade: 16% Met/Exceeded ELA CAASPP and 8% Met/Exceeded Math CAASPP</p> <p>7th grade: 23% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP</p> <p>8th grade: 20% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP</p>	
<p>3rd-8th grade: English Learners Reclassification Percentages</p>	<p>3rd-8th grade 75 EL students Reclassified, 12.5% of all English Learners</p>	<p>Increase the amount of English Learner students in 3rd-8th grade who Reclassify by 10%.</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>1. Reading Specialists will work directly with students in grades Kindergarten, 1st and 2nd grade, collaborate with teachers and serve as a resource for reading instruction.</p>	<p>ELA ELD Spanish Lang Arts</p>	<p>2018-2019 School Year</p>	<p>Reading Specialist</p>	<p>Certificated Salaries: Reading Specialist salary</p>	<p>Centralized Services</p>	<p>100430</p>
<p>2. Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development using district adopted curriculum materials.</p>	<p>ELA Math Spanish Lang Arts ELD</p>	<p>2018-2019 School Year</p>	<p>K-8 Teachers</p>	<p>Salaries</p>	<p>District Funded</p>	
<p>3. District adopted Language Arts, Mathematics and English Language Development curriculum implementation guides will be used to guide instruction and assessment.</p>	<p>ELA Math Spanish Lang Arts</p>	<p>2018-2019 School Year</p>	<p>K-8 Teachers</p>	<p>District Curriculum</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
	ELD					
4. The STAR 360 Mathematics, Reading and Early Literacy assessment, along with CAASPP IAB's, writing and curriculum embedded assessments will be administered at least 3 times a year.	ELA Math Spanish Lang Arts	2018-2019 School Year	K-8 Teachers	Assessments	District Funded	
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. (64 substitute teachers needed)	ELA Math Spanish Lang Arts	2018-2019 School Year	K-8 Teachers, Administrators, Substitute Teachers	Substitute teachers	Title I	17850
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	2018-2019 School Year	K-8 Teachers	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	2018-2019 School Year	K-8 Teachers	Assessments	District Funded	
8. Math Mentor will provide 8 Professional Development Sessions where Mathematical Mindset Best Practices will be analyzed and practiced to improve mathematical instruction.	Math	2018-2019 School Year	K-8 Teachers, Math Mentor, Administrators	Extra Hourly Time for Teachers,	LCFF - Targeted	6500
9. Implementation of school wide	ELA	2018-2019	K-8 Teachers,	Writing Standards		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
systematic instruction on writing process (K-8) based on writing standards, reading plan and technology plan.	Spanish Lang Arts Strand Focus	School Year	Technology Mentor, Administrators			
10. Site Technology Technician will maintain equipment and software to support student ELA, Math, and ELD learning through technology.	Strand Focus ELA ELD	2018-2019 School Year	Site Technology Technician	Classified Salaries: Computer Lab Tech salary	Centralized Services	76390
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	2018-2019 School Year	K-8 Teachers, Administrators, School Librarian	Classified Salaries: Librarian Accelerated Reader Program	Centralized Services District Funded	50910
12. Materials and supplies will be purchased to support the core ELA, ELD, and Math instructional program.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	All School Staff	Materials and Supplies Materials and Supplies	LCFF - Targeted Title III	3000 2000
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	2018-2019 School Year	K-8 teachers	Maintenance Agreement for Xerox machines	Discretionary District Funded	3000 11637
14. Extra clerical support will be provided to support the school .	ELA Spanish Lang Arts ELD	2018-2019 School Year	School Support Staff, K-8 Teachers	Certificated Salaries	Discretionary	500
15. Implementation of Dual Language Immersion for Kindergarten through third grade	Spanish Lang Arts	2018-2019 School Year	K-3 Teachers, Administrators, DLI TOSA	Program	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
classes.				books other than textbooks materials and supplies	LCFF - Intervention Title III	2000 2000
16. Monitor and implement MyON by teachers with the reading goal of 25 minutes per student and with 50% fiction and 50% nonfiction selected.	ELA Spanish Lang Arts Strand Focus	2018-2019 School Year	K-8 Teachers, School Librarian, Administrators	MyOn program	District Funded	
17. Intervention Services Provider will provide Writing instruction targeted services for English Only students in grades 2nd - 5th for the SEI classes in order for teachers to teach ELD to English Learners in small class sizes.	ELA Strand Focus Spanish Lang Arts	2018-2019 School Year	Intervention Services Provider, Administrators	Certificated Salaries: (1 ISP's for ELA for 3.5 hrs daily/135 days)	Title I	30500
18. The English Language Arts interim assessment, along with ELPAC will be analyzed and monitored all year for patterns of academic growth.	ELD ELA Spanish Lang Arts	2018-2019 School Year	K-8 Teachers, Administrators, Substitute Teachers	Substitute teachers	Title III	2000
19. McGraw-Hill My Math chapter and benchmark assessments will be administered	Math	2018-2019 School Year	K-8 Teachers, Administrators	Math Curriculum	District Funded	
20. Teachers will implement the District EL Master Plan, which includes Designated and Integrated ELD instruction.	ELD	2018-2019 School Year	K-8 Teachers, Administrators, EL TOSA	ELD instruction		
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	2018-2019 School Year	K-8 Teachers, Administrators	ELD curriculum	District Funded	
22. Teachers will use SIOP strategies to teach academic	ELD	2018-2019 School Year	K-8 Teachers, Administrators	ELD instruction		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
subjects to support EL students.						
23. District EL TOSA will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring EL student progress.	ELD	2018-2019 School Year	K-8 Teachers, Administrators, EL TOSA	Certificated Salaries		
24. Teachers will implement the district-adopted ELD curriculum.	ELD	2018-2019 School Year	K-8 Teachers, Administrators	ELD curriculum	District Funded	
25. EL students' progress will be monitored in student monitoring conference by LTEL team in monthly 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	2018-2019 School Year	K-8 Teachers, Administrators	Collaboration Supp		
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	2018-2019 School Year	DLI Teachers	Substitute teachers	Title III	2100
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	2018-2019 School Year	K-8 Teachers, Administrators	Purchase of Online Subscriptions, Licenses, Apps	LCFF - Targeted	8000
				Purchase of Online Subscriptions, Licenses, Apps	Title I	5882
28. Create and present units into the Academy Integrated Thematic Unit with the focus on Literacy, Communication Arts, and Technology.	Strand Focus	2018-2019 School Year	K-8 Teachers, Administrators	Materials and Supplies	LCFF - Targeted	5000
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	ELA ELD Wrap-Around	2018-2019 School Year	K-8 Teachers	Field Trip transportation	Title I	3000
				Field Trip services, entrance fees, and operations	Title I	2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
world around them by participating on field trips in order to expand their interest for career and college readiness.	Services			Field Trip transportation	LCFF - Targeted	1175
30. Instructional Assistants will provide necessary interventions in Mathematics, Reading, Writing, and ELD for targeted students in Kindergarten for 2 hours in each class and 1st grade with 2 hours in each class.	ELA Spanish Lang Arts Student Behavior Support	2018-2019 School Year	K-1 Teachers	Classified Salaries: Instructional Assistants for Kindergarten 6 hours	District Funded	
				Classified Salaries: Instructional Assistants for Kindergarten 2 hours	Title I	15989
				Classified Salaries: Instructional Assistants for 1st grade 8 hours	LCFF - Intervention	43328
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	2018-2019 School Year	K-8 Teachers	Teacher Extra Help/Tutoring	Title III	4651
				Teacher Extra Help/Tutoring	LCFF - Intervention	5500
				Teacher Extra Help/Tutoring	Title I	2000
32. The school will provide opportunities for teachers to attend professional development in ELA, Math, and ELD in integrated and designated ELD, such as CAFE to improve instructional practices, and improve student progress and engagement.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	K-8 Teachers, Administrators	Travel and Conference: Professional Development	Title I	2500
				Travel and Conference: Professional Development for ELD	Title III	1387
				Travel and Conference: Professional Development	LCFF - Targeted	2458.09
				Travel and Conference: Professional Development	LCFF - Intervention	2170
33. Academic incentives will be provided to motivate and engage students in reading and writing programs.	ELA ELD Spanish Lang Arts Student Behavior Support	2018-2019 School Year	K-8 Teachers, Administrators	Materials and Supplies	LCFF - Targeted	1458.09
34. Math Mentor will assist with professional development for	Math	2018-2019 School Year	Math Mentor, K-8 Teachers,	Math 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
school site teachers providing support in the in the use of the online math curriculum.			Administrators			
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	2018-2019 School Year	Tech Mentor, K-8 Teachers, Administrators	Tech Mentor salary	District Funded	
36. Leadership Team will meet monthly to analyze data and make recommendations to the school program and in the beginning and end of summer 2 full days.	ELA Spanish Lang Arts Math ELD Student Behavior Support Strand Focus	2018-2019 School Year	K-8 Teachers, Administrators	Teacher Extra Help/Tutoring	LCFF - Intervention	7500
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	2018-2019 School Year	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	2018-2019 School Year	Program Coordinator, Teacher Liaison	Teacher Salary	ASES	
39. After School Program Parent Nights will be offered to provide parents with nutrition education,	Wrap-Around Services	2018-2019 School Year	Principal, Teachers, Program Coordinator,	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
hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.	Attendance Student Behavior Support Strand Focus		Teacher Liaison, ASP Staff			
40. The School will provide learning opportunities AVID students that will include STEAM related standard and will monitor growth in Writing and Speaking through field trips, classroom presentations, parent outreach/involvement	ELA Math Strand Focus Wrap-Around Services Student Behavior Support	2018-2019 School Year	AVID Teacher, AVID coordinators, Middle School Teachers, Administrators, AVID tutors	Field Trip transportation and/or services, entrance fees, and operations	Title I	700
				Materials and Supplies	Title I	500
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	2018-2019 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	2018-2019 School Year	K-8 Teachers, DL TOSA	District Funded		
43. K-8 teachers will monitor student progress and achievement in ELA/ELD and support with implementation of CHAMPS.	ELA Spanish Lang Arts ELD Student Behavior Support	2018-2019 School Year	K-8 Teachers	District Funded		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
44. Principal and teachers will conduct ELA, Math, and ELD data conferences at least twice a year to discuss assessment results and individual student growth.	ELA ELD Math Spanish Lang Arts	2018-2019 School Year	K-8 Teachers, Administrators	Collaboration		
45. The site will provide and replenish technology equipment in order to enhance current technology for students, such as headphones, smart board adapters, etc.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	K-8 Teachers, Administrators	Materials and supplies, non capitalized equipment	LCFF - Targeted	3970.82
46. K-8 teachers will provide tutoring before and after school to provide EL students with ELD and Math strategies with focus on growth and Reclassification.	ELD Math	2018-2019 School Year	K-8 Teachers	Teacher Extra Help/Tutoring	Title III	1400
47. The site will purchase/replenish Physical Education (PE) equipment to enrich the PE curriculum for students while maintaining a safe environment for students in connection with the PE standards per grade level.	Wrap-Around Services Safety Content Areas	2018-2019 School Year	PE teachers, 1st- 5th grade teachers, Site Administrators	Materials and Supplies	LCFF - Targeted	6000
48. The School will provide learning opportunities for the special population groups, such as GATE and EL's that will include STEM related standard and will monitor growth in Writing.	Content Areas Student Behavior Support Attendance Wrap-Around Services Academy Focus	2018-2019 School Year	K-8 Teachers, Administrators	Field Trip transportation and/or services, entrance fees, and operations	Discretionary	500
49. The School will provide learning opportunities AVID teachers and tutors to attend	Content Areas	2018-2019 School Year	AVID Teacher, AVID coordinators, Middle School	Professional Development	Title I	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
AVID focused Professional Development to enhance student engagement and learning.	Wrap-Around Services Student Behavior Support Attendance Academy Focus		Teachers, Administrators, AVID tutors	Professional Development	District Funded	14500
50. The School will provide AVID tutors to enhance student learning opportunities for AVID students that will include STEM related standards and will monitor growth in Writing and Mathematical Mindset.	Content Areas Wrap-Around Services Student Behavior Support Attendance Academy Focus	2018-2019 School Year	AVID Teacher, AVID coordinators, Middle School Teachers, Administrators, AVID tutors	AVID Tutors AVID Weekly	District Funded District Funded	 535

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Attendance Rates	Decrease to 6.2% of Chavez students were identified as Chronic Absentees. Decrease in Truancy Rates to 24.5% of Chavez students.	Decrease the amount of student chronic absenteeism by 3%. Decrease the amount of students truancy rate by 3%
Suspension and Expulsion Rates	Chavez had a suspension rate of 5.59%	Decrease the amount of students suspended and expelled from school by 3%.
CHKS	Chavez scores in 5th grade on the CHKS in the area of School Connectedness were 52, in the area of High Expectations were 56, and the same in Meaningful Participation. Chavez scored in 7th grade on the CHKS in the area of School Connectedness were 43, in the area of High Expectations were 44, and 7 in Meaningful Participation.	Improve students School Connectedness and Meaningful Participation and in Meaningful Participation by 5% 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
1. Staff will participate in CHAMPS training and implement the program for Positive Behavior Support.	Student Behavior Support Wrap-Around Services	2018-2019 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	2018-2019 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	2018-2019 School Year	Outreach Specialist, School Site Staff	Classified Salaries for Outreach Specialist	Centralized Services	46358
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	2018-2019 School Year	School Counselor	Classified Salaries for Counselor	Centralized Services	131961
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	2018-2019 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	2018-2019 School Year	Administrators, School Counselor, Outreach Specialist, Instructional Coach	Collaboration		
7. Staff will follow the MTSS pyramid for behavior and social-emotional issues.	Student Behavior Support Wrap-Around	2018-2019 School Year	All School Staff	Collaboration		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Services					
8. All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	Safety	2018-2019 School Year	All School Staff			
9. All staff and students will participate in lockdown drills at least twice a year.	Safety	2018-2019 School Year	All School Staff			
10. A school wide evaluation drill will be conducted annually	Safety	2018-2019 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	2018-2019 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	2018-2019 School Year	Campus assistants, Administrators, K-8 Teachers	Classified Salaries: 9 Campus Assistants	Discretionary	176,173
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	2018-2019 School Year	Administrators, K-8 Teachers, Counselor	Student assemblies		
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	2018-2019 School Year	Administrators, School Counselor	Classroom visits		
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	2018-2019 School Year	K-8 Teachers, Administrators, School Staff	Materials and supplies	LCFF - Targeted	1500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
16. 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	2018-2019 School Year	K-8 Teachers, Administrators, School Staff, Counselor	Survey	TUPE	
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	2018-2019 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	2018-2019 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	2018-2019 School Year	Outreach Specialist, Administrators, K-8 Teachers	Materials and supplies Field Trip	LCFF - Intervention LCFF - Targeted	5000 2000
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	2018-2019 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 students.	Wrap-Around Services Student Behavior	2018-2019 School Year	School Counselor, Outreach Specialist, Administrators, Substitute Teachers	Substitute Teachers	Title I	3100

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Support ELA Math ELD Spanish Lang Arts					
29. EL 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	2018-2019 School Year	School Counselor, Outreach Specialist, Administrators	Extra Time	Title III	3000
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	2018-2019 School Year	Campus assistants, Administrators	Professional development	District Funded	

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

Parent Participation in Parent Education and School Activities

Parents attendance to Parenting classes and activities was between 10 to 40 parents per event.

Increase parent attendance by 10% by increasing the amount of parent education opportunities.
 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 and school activity opportunities.

Parent Volunteering

Parent Volunteers increased from 3 to 15 parents cleared by the District Volunteer Procedures

Increase Parent Volunteers by 5%.

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. 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 Arts Math ELD Strand Focus Attendance Safety	2018-2019 School Year	Parents, Administrators	Certificated Salaries: Extra clerical support	Title I	100
2. The parent compact will be developed and revised at parent meetings.	Wrap-Around Services Student Behavior Support Attendance	2018-2019 School Year	Parents, Administrators	Classified Salaries: Babysitting Certificated Salaries: Extra clerical support Materials and Supplies: Food and Beverages	Title I Title I Title I	100 100 100
3. The Parent Involvement Policy will be developed and revised at parent meetings	Wrap-Around Services Attendance Student Behavior Support	2018-2019 School Year	Parents, Administrators	Collaboration		
4. Parent Education will be provided by the school, which will include Early Literacy, A-G requirements, etc. in order to increase parent and family involvement in schools.	Wrap-Around Services Student Behavior Support Strand Focus	2018-2019 School Year	Parents, Administrators	Classified Salaries: Babysitting Extra Time Extra Time Classified Salaries: Babysitting	Title III Title III Title I Title I	150 3000 2000 150
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	2018-2019 School Year	Parents, Administrators, School Staff	Classified Salaries: Translation Classified Salaries: Translation	Title III Title I	1000 500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
6. Coffee with the Principal meetings will be held to offer training opportunities for English Learner so parents learn how they can assist their child at home in ELA, Math, and learn about school goals.	Wrap-Around Services	2018-2019 School Year	Parents, Administrators, School Staff	Materials, Supplies, Food	Title III	500
7. IEP meetings will be held to plan individual student support	Wrap-Around Services Student Behavior Support ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Parents, Administrators, School Staff	Substitute Teachers	Discretionary	3500
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	2018-2019 School Year	Parents, Administrators	Classified Salaries: Babysitting Classified Salaries: Translators	Title III Title III	200 150
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	2018-2019 School Year	Parents, Administrators, School Staff	Certificated Salaries: Extra clerical support for translation	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	2018-2019 School Year	K-8 Teachers, Administrators, Parents	Materials and Supplies	LCFF - Targeted	3000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
11. Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.	Wrap-Around Services	2018-2019 School Year	Parents, Administrators, School Staff	Parent meetings		
12. Reclassification meetings will be held with parents of EL students in order to inform and sign necessary paperwork.	Wrap-Around Services ELD	2018-2019 School Year	Parents, Administrators, K-8 Teachers	Reclassification meetings		
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, teacher parent education nights, and CAFE parent professional development.	Wrap-Around Services ELD ELA Spanish Lang Arts	2018-2019 School Year	Parents, Administrators	Travel and Conference	Title III	2000
				Teacher Extra Time	Title III	5000
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	2018-2019 School Year	School Counselor, Outreach Specialist	District Funded		

Appendix A - 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 Teresa Salazar	Parent or Community Member
Virginia Delgado	Parent or Community Member
Elizabeth Miravete	Parent or Community Member
Yolanda Gonzalez	Other School Staff
Daniel Galaviz	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 B - 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 School 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 10/18/2018.

Attested:

Mrs. Brasilia Perez
Typed Name of School Principal

Signature of School Principal

Date

Mrs. Maria Teresa Salazar
Typed Name of SSC Chairperson

Signature of SSC Chairperson

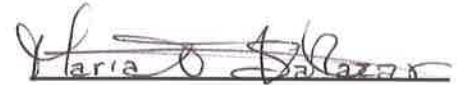
Date

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 Signature

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- 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 10/18/2018.

Attested:

<u>Mrs. Brasilia Perez</u>		<u>10-24-18</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Mrs. Maria Teresa Salazar</u>		<u>10-24-2018</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Oxnard School District

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

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Cesar Chavez School

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(805) 385-1524 Fax: (805) 483-4799



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
- ✓ 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 School-Parent Compact policies 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 make 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 Parent Compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Chavez School convenes annually through 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 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 them 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.

- ✓ 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.
- ✓ Parent and Community Resource Binder will include: Policy, Calendar, Handbook, Volunteer Applications/Information, Assessment information and curriculum description.
- ✓ The School's Website 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.
- ✓ School Calendar school webpage provides up to date information, along with twitter, Facebook, Connect Ed Phone communications, parent surveys, emails, principal's office mailbox and parent information flyers.

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. Se realiza todo esfuerzo para invitar a los padres y a la comunidad a dar su opinión y sugerencias con la finalidad de cerciorarnos del éxito de nuestros estudiantes. La participación de los padres en equipo es esencial para el aprendizaje académico del estudiante en actividades escolares, incluyendo las siguientes garantías:

La participación de los padres de familia significa que los padres conllevan una comunicación regular, reciproca 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(as)
- ✓ Que se les anima a los padres a participar activamente en la educación de sus hijos(as) en la escuela
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en tomar 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 en el paquete del primer día de clases.
- ✓ Los maestros repasan las pólizas del Convenio Escolar 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.
- ✓ Escuela Chávez notifica a los padres acerca de la Póliza de Participación de los Padres en la escuela en un convenio escolar y uniforme y de manera comprensible y en formato único y, hasta cierto punto factible, se distribuyen las normas a los padres en un idioma que puedan entender.
- ✓ Escuela Chávez hará la póliza de participación de los padres de la escuela disponible para la comunidad local.
- ✓ Escuela Chávez actualiza periódicamente la Póliza de Participación de los Padres para satisfacer las necesidades educativas de los padres y la escuela.
- ✓ Escuela Chávez ha adoptado el Compacto Escolar de Participación en la Escuela como un componente de participación de los padres en la educación formal de sus hijos.

LAS POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION Y REUNIONES

La escuela Chávez convoca anualmente a través de reuniones periódicas a los padres para informarles de lo siguiente:

- ✓ 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, Chávez 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 carpeta de recursos para padres y la comunidad incluirá: políza, calendario, manual, solicitudes e información de voluntarios, información de evaluación y descripción del currículo.
- ✓ El sitio web de la escuela proporciona información sobre el personal, las actividades del salón, el horario de clases y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado que describe qué estándares se enseñarán para el año.
- ✓ Calendario escolar en la página web de la escuela proporciona información actualizada, junto con Twitter, Facebook, comunicaciones de Connect Ed por teléfono, encuestas para padres, correos electrónicos, el buzón de correo de la oficina del director y folletos de información para padres.

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)

School Plan for Student Achievement (SPSA) Template

The School 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 29, 2018		
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 14, 2018		

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 stewards 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 K-8 implemented Next Generation Science Standards. 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, student reading and math. 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 Moby Max content based program used in grades K-8 provides additional practice of math, reading and content based skills that are necessary for standards mastery. Our data analysis demonstrates a continued need for skill practice and development. 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 during the school day. During designated ELD students are provided leveled instruction. We use ELPAC 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 have access to after school clubs.

Curren School staff consists of 55 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, Next Generation Science Standards 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, mathematical mindset and designated and integrated ELD. A large majority of Curren staff have completed ELPAC training. The staff also regularly participates in additional high quality, district approved training in reading/language arts, biliteracy, mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Curren will continue staff development on how to transition ELL students to English, including the development of academic vocabulary and language skills. Curren School implemented a K-2 Reading Specialist to service students who are not meeting grade level standards in English/Spanish Language Arts.

Curren is committed to providing appropriate interventions for all students. Para educators support the Kindergarten classrooms 90 minutes daily. Intervention Specialist Teachers provide Physical Education to half of a classroom allowing for levels of differentiation to the remainder of the class by the classroom teacher. 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 supports the social and emotional needs of our students and their families.

Dual Language Immersion (DLI) is part of the Curren strand focus. Kindergarten through sixth grades have classes of DLI with 35-96 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. Three School Yard Habitats are located on the campus. 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 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) 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	131	120	105	129	120	103	129	120	103	98.5	100	98.1
Grade 4	136	126	121	133	125	121	133	125	121	97.8	99.2	100
Grade 5	136	132	133	134	131	132	134	131	132	98.5	99.2	99.2
Grade 6	103	129	140	103	129	138	103	129	138	100	100	98.6
Grade 7	109	97	125	109	96	122	109	96	122	100	99	97.6
Grade 8	103	108	96	101	108	96	101	108	96	98.1	100	100
All Grades	718	712	720	709	709	712	709	709	712	98.7	99.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.6	2377.0	2380.3	5	8.33	11.65	19	17.50	14.56	33	24.17	30.10	43	50.00	43.69
Grade 4	2399.4	2420.4	2400.7	4	8.80	9.09	12	22.40	13.22	23	21.60	22.31	61	47.20	55.37
Grade 5	2440.2	2425.8	2439.7	3	2.29	4.55	18	17.56	21.21	28	23.66	19.70	51	56.49	54.55
Grade 6	2463.3	2456.0	2439.6	1	0.78	0.72	20	17.05	12.32	32	34.11	28.26	47	48.06	58.70
Grade 7	2495.4	2487.2	2452.9	4	0.00	1.64	23	20.83	13.11	27	37.50	22.13	47	41.67	63.11
Grade 8	2510.0	2519.1	2502.3	1	3.70	1.04	29	25.00	19.79	30	33.33	37.50	41	37.96	41.67
All Grades	N/A	N/A	N/A	3	4.09	4.63	20	19.89	15.59	29	28.63	26.12	49	47.39	53.65

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	8.33	11.65	47	38.33	41.75	47	53.33	46.60
Grade 4	4	11.20	8.26	38	45.60	38.84	58	43.20	52.89
Grade 5	2	3.82	8.33	45	41.98	44.70	53	54.20	46.97
Grade 6	1	3.10	2.17	42	38.76	29.71	57	58.14	68.12
Grade 7	10	4.17	4.92	36	40.63	26.23	54	55.21	68.85
Grade 8	5	14.81	5.21	45	38.89	38.54	50	46.30	56.25
All Grades	5	7.48	6.60	42	40.76	36.38	53	51.76	57.02

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	12.50	7.77	47	37.50	46.60	48	50.00	45.63
Grade 4	5	12.00	7.44	44	49.60	38.84	52	38.40	53.72
Grade 5	7	6.11	12.12	45	42.75	36.36	49	51.15	51.52
Grade 6	7	5.43	0.72	46	40.31	36.23	48	54.26	63.04
Grade 7	13	7.29	5.74	46	48.96	37.70	41	43.75	56.56
Grade 8	8	7.41	5.21	60	54.63	61.46	32	37.96	33.33
All Grades	7	8.46	6.46	47	45.28	41.85	45	46.26	51.69

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.67	6.80	71	63.33	62.14	22	30.00	31.07
Grade 4	5	5.60	5.79	62	48.80	68.60	33	45.60	25.62
Grade 5	4	5.34	6.82	57	50.38	47.73	39	44.27	45.45
Grade 6	6	3.88	3.62	57	65.12	54.35	37	31.01	42.03
Grade 7	7	10.42	0.82	64	48.96	43.44	28	40.63	55.74
Grade 8	2	6.48	4.17	65	72.22	62.50	33	21.30	33.33
All Grades	5	6.21	4.63	63	58.11	55.90	32	35.68	39.47

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.50	17.48	57	46.67	43.69	33	40.83	38.83
Grade 4	7	9.60	11.57	49	52.80	39.67	44	37.60	48.76
Grade 5	10	9.16	13.64	60	38.93	41.67	30	51.91	44.70
Grade 6	12	6.20	10.14	63	50.39	46.38	25	43.41	43.48
Grade 7	12	11.46	8.20	52	51.04	36.89	36	37.50	54.92
Grade 8	8	12.96	8.33	46	48.15	57.29	47	38.89	34.38
All Grades	10	10.16	11.52	55	47.81	43.82	36	42.03	44.66

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	131	120	105	129	120	103	129	120	103	98.5	100	98.1
Grade 4	136	126	121	134	125	121	134	125	121	98.5	99.2	100
Grade 5	136	132	133	134	131	133	134	130	133	98.5	99.2	100
Grade 6	103	129	140	103	129	138	103	129	138	100	100	98.6
Grade 7	109	97	125	109	96	122	109	96	122	100	99	97.6
Grade 8	103	108	96	101	108	96	101	108	96	98.1	100	100
All Grades	718	712	720	710	709	713	710	708	713	98.9	99.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.5	2386.4	2386.3	2	4.17	0.97	22	19.17	23.30	34	32.50	29.13	41	44.17	46.60
Grade 4	2428.1	2416.2	2413.4	4	0.00	4.13	17	17.60	14.05	37	34.40	33.06	42	48.00	48.76
Grade 5	2428.1	2407.4	2420.9	1	0.77	0.75	4	4.62	3.01	31	16.92	29.32	64	77.69	66.92
Grade 6	2422.1	2427.5	2417.3	0	0.00	1.45	7	5.43	4.35	26	28.68	23.19	67	65.89	71.01
Grade 7	2456.7	2447.9	2432.6	2	0.00	0.82	7	5.21	6.56	35	35.42	21.31	56	59.38	71.31
Grade 8	2456.4	2465.9	2455.5	0	1.85	0.00	7	6.48	5.21	30	27.78	23.96	63	63.89	70.83
All Grades	N/A	N/A	N/A	2	1.13	1.40	11	9.89	8.98	32	28.95	26.65	55	60.03	62.97

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	15.00	9.71	36	28.33	35.92	53	56.67	54.37
Grade 4	9	3.20	7.44	31	31.20	20.66	60	65.60	71.90
Grade 5	1	3.08	2.26	20	8.46	17.29	79	88.46	80.45
Grade 6	0	0.00	2.17	18	22.48	16.67	82	77.52	81.16
Grade 7	3	1.04	3.28	29	23.96	20.49	68	75.00	76.23
Grade 8	0	2.78	0.00	28	22.22	16.67	72	75.00	83.33
All Grades	4	4.24	4.07	27	22.60	20.90	68	73.16	75.04

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	10.83	6.80	54	43.33	49.51	41	45.83	43.69
Grade 4	8	4.80	5.79	43	38.40	36.36	49	56.80	57.85
Grade 5	1	2.31	1.50	25	18.46	39.10	74	79.23	59.40
Grade 6	2	0.78	1.45	25	27.13	28.26	73	72.09	70.29
Grade 7	2	2.08	0.82	39	37.50	30.33	60	60.42	68.85
Grade 8	1	3.70	2.08	50	31.48	41.67	49	64.81	56.25
All Grades	3	4.10	2.95	40	32.34	36.89	57	63.56	60.17

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.50	7.77	60	45.83	53.40	33	46.67	38.83
Grade 4	7	5.60	9.09	46	44.80	33.06	47	49.60	57.85
Grade 5	0	3.08	1.50	34	23.08	35.34	66	73.85	63.16
Grade 6	2	2.33	3.62	50	32.56	33.33	49	65.12	63.04
Grade 7	4	0.00	1.64	47	40.63	43.44	50	59.38	54.92
Grade 8	0	3.70	1.04	50	38.89	37.50	50	57.41	61.46
All Grades	4	3.81	4.07	48	37.29	38.85	49	58.90	57.08

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				20			45	36		15	27		20	36	
1	1.3	4		18	18		41	49		27	20		14	8	
2	3	4		16	16		43	46		27	30		11	4	
3	1	3		17	28		51	42		22	17		9	10	
4	4	1		26	33		49	46		14	17		6	3	
5	3	5		24	41		54	34		13	16		6	3	
6	0	4		29	24		53	48		16	15		3	9	
7	9	3		39	32		45	42		3	16		3	6	
8				52	38		38	42		10	21				
Total	2	3		23	27		47	44		19	20		9	7	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				5			19	10		22	20		53	70	
1		4		18	18		41	49		27	20		15	8	
2	3	4		16	16		43	46		27	30		11	4	
3	1	3		17	28		51	42		22	17		9	10	
4	4	1		26	33		49	46		14	17		8	3	
5	3	5		23	41		55	34		13	16		6	3	
6		4		29	24		53	48		16	15		3	9	
7	9	3		39	32		45	42		3	16		3	6	
8				52	38		38	42		10	21				
Total	2	3		21	24		44	40		19	19		14	14	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	4
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Math continues to be the area needing the most attention followed by English Language Arts.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,093	High 3.2%	Increased +0.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,093	High 3.2%	Increased +0.4%
English Learners		575	High 3.1%	Increased +0.3%
Foster Youth		7	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		992	High 3.1%	Increased +0.4%
Students with Disabilities		128	High 5.5%	Declined -0.4%
African American		12	Very Low 0%	Declined Significantly -7.1%
American Indian		1	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		1,039	High 3.3%	Increased +0.5%
Pacific Islander		1	*	*
Two or More Races		4	*	*
White		33	Medium 3%	Increased Significantly +3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Based on the data, the alternate means of corrections allows for less students to be suspended.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		550	Medium 71.8%	Increased +5.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.1%	Increased +0.3%
English Learner Progress (1-12)		Medium 71.8%	Increased +5.3%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 74.2 points below level 3	Declined -3.5 points
Mathematics (3-8)		Very Low 107 points below level 3	Declined -12.1 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


- Overall, English Learners increased 5.3%, the data also reflects a need to progress monitor English Learners closely in the areas of math and ELA as they declined in both areas.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		681	Low 61.9 points below level 3	Maintained -1 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		681	Low 61.9 points below level 3	Maintained -1 points
English Learners		486	Very Low 74.2 points below level 3	Declined -3.5 points
Foster Youth		4	*	*
Homeless		4	*	*
Socioeconomically Disadvantaged		627	Low 64.4 points below level 3	Maintained -2 points
Students with Disabilities		75	Very Low 115.1 points below level 3	Increased Significantly +15.1 points
African American		8	*	*
American Indian		1	*	*
Hispanic		651	Low 63.9 points below level 3	Maintained -1.4 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		18	Low 19.6 points below level 3	Increased +7.2 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	176	Low 27 points below level 3	Declined -8.1 points
EL - English Learner Only	310	Very Low 101 points below level 3	Maintained -2.8 points
English Only	150	Low 41.4 points below level 3	Increased +12 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. English Learners continue to decline in distance from Level 3.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		681	Very Low 100.5 points below level 3	Declined -10.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		681	Very Low 100.5 points below level 3	Declined -10.3 points
English Learners		486	Very Low 107 points below level 3	Declined -12.1 points
Foster Youth		3	*	*
Homeless		4	*	*
Socioeconomically Disadvantaged		627	Very Low 102.6 points below level 3	Declined -11.1 points
Students with Disabilities		75	Very Low 164.4 points below level 3	Declined -4.7 points
African American		8	*	*
American Indian		1	*	*
Hispanic		651	Very Low 101.8 points below level 3	Declined -9.9 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		18	Low 46.7 points below level 3	Maintained +1.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	176	Low 76 points below level 3	Declined -12.7 points
EL - English Learner Only	310	Very Low 124.6 points below level 3	Declined -12.8 points
English Only	150	Low 90.5 points below level 3	Declined -3.8 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. All significant subgroups continue to decline in distance from Level 3. In order to address this decline, staff will train on mathematical mindset.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	66.5%	71.8%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	60.8 points below level 3	61.9 points below level 3
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Mathematics	90.3 points below level 3	100.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Math performance needs to be addresses for English Learners.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.8% (31)	3.2% (35)

Conclusions based on this data:

1. Suspension percentages maintained from 2016-2017. This year Restorative Conversations are held to decrease the number of suspensions.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

2018-2019 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 2017-2018 school year. 88 English Learners were reclassified to Redesignated Fluent English Proficient. This represents 17% of the total 234 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 ELPAC Score of Emerging and Expanding have a 50 minute period of English Language Development daily. Students in grades 1-5 with a ELPAC Score of Emerging and Expanding receive 45 minutes of designated ELD daily with no more than two ELPAC Levels in a classroom. Kindergarten English Learners receive 30 minutes of ELD daily. During the 2018-2019 school year, grade K-8 teachers will implement integrated ELD in content areas. 8% of sixth grade students with disabilities met the standard in ELA and Math.

Title I and Title III funds were spent on Intervention Service Provider teachers to work with small groups of students for physical education to allow teachers to differentiate instruction for the remainder of students. Title I funds are used to train teachers in mathematical mindset to address math needs.

In addition to the success of the redesignation rate from 2017-2018, 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. A new School Yard Habitat was created to continue our work with the focus on Environmental Science. Students show great pride in the habitats and a morning club works to ensure the sustainability of the habitat. Students and teachers continue Earth Keepers Club to reinforce campus wide recycling and reducing one's carbon footprint. Our STEAM focus is expanding as we have five robotics teams competing in local competitions. This year three teachers created Mindfulness Clubs with a focus on yoga, nutrition and fitness. Title III funds address parent engagement with our school counselor teaching Triple P classes. Title III funds allowed for the purchase of books for the Triple P classes.

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 2017-2018 CAASPP data. One grade level had no students in the exceeded band. The highest percentage in "Standards Exceeded" was 3%. English Language Arts is also a need at Curren's based on the 2017-2018 CAASPP and STAR 360 ELA Scores. Students are remaining in the same performance band each year. The 12% 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. A Reading Specialist will address the foundational needs of Kindergarten through second grade students. These students are selected based on STAR 360 and Wonders Diagnostic 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, Conscience Classroom Management to guide conversations with grade levels to address student behavior impeding learning. All grades will hold data conference meetings three times per year with administration 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. Fall Conferences will be held early to address student performance prior to Trimester grades being finalized.

Progress toward the standards for students with disabilities will be monitored during the IEP process and during grade level data meetings. Students with disabilities will have para educators in their core classes to address academic needs.

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 2017-2018 were English Learners and socio-economically disadvantaged. All groups, however, did score low in reading and math with 76% of English Learners scoring below standard in reading and 80% 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, math and ELD. Students will have 45 minutes daily for ELD where language acquisition is addressed. Students will receive intervention from their classroom teacher for 30 minutes daily using research based materials. 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 two Intervention Service Providers for grades 1-5, materials and supplies to support instruction and professional development workshops. Teachers will collaborate based on IAB data to refine instructional practices. Intervention programs, such as LLI and SIPPS will be used for reading intervention. Moby Max will be used for reading and math interventions. Para educators will service small student groups inside the Kindergarten classroom for foundational skills for ELA and math. Teachers will receive math professional development in the area of mathematical mindset.

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. Teachers were scheduled for collaboration to analyze test scores but, often there were no substitutes available for collaboration to occur.

Eight State Priorities 2018-19

- 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)

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 18-19 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, parent conferences, 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 and meet with parents in the fall to prepare families for the transition to high school. 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	272,981	0.00
Title I	89,074	0.00
Title III	29,361	0.00
LCFF - Intervention	62,460	0.00
LCFF - Targeted	62,460	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$537,936.00

Goal 2 \$364,195.00

Goal 3 \$19,255.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA.	Current 4th grade students had 27% meet or exceed the standards. Current 5th grade students had 22% meet or exceed the standards. Current 6th grade students had 26% meet or exceed the standards. Current 7th grade students had 14% meet or exceed the standards. Current 8th grade students had 16% meet or exceed the standards.	3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA. 4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA. 5th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA. 6th grade students in the Met and Exceeded categories of CAASPP will increase at least 15% in ELA. 7th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA. 8th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA.
CAASPP Math	Current 4th grade students had 24% meet or exceed the standards. Current 5th grade students had 17% meet or exceed the standards. Current 6th grade students had 4% meet or exceed the standards. Current 7th grade students had 5% meet or exceed the	3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math. 4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in Math. 5th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math. 6th grade students in the Met and Exceeded categories

	<p>standards. Current 8th grade students had 8% meet or exceed the standards.</p>	<p>of CAASPP will increase at least 15% in Math. 7th grade students in the Met and Exceeded categories of CAASPP will increase at least 8% in Math. 8th grade students in the Met and Exceeded categories of CAASPP will increase at least 8% in Math.</p>
<p>STAR 360 ELA</p>	<p>Current 2nd grade students had 23% at/above 50th percentile. Current 3rd grade students had 30% at/above 50th percentile. Current 4th grade students had 28% at/above 50th percentile. Current 5th grade students had 18% at/above 50th percentile. Current 6th grade students had 19% at/above 50th percentile.. Current 7th grade students had 06% at/above 50th percentile.. Current 8th grade students had 12% at/above 50th percentile.</p>	<p>Students will increase at least to the 50th percentile in the middle and end-of-year testing periods.</p>
<p>STAR 360 Math</p>	<p>Current 2nd grade students had 21% at/above 50th percentile. . Current 3rd grade students had 41% at/above 50th percentile.. Current 4th grade students had 43% at/above 50th percentile.. Current 5th grade students had 30% at/above 50th percentile. Current 6th grade students had 30% at/above 50th percentile.. Current 7th grade students had 23% at/above 50th percentile.. Current 8th grade students had 18% at/above 50th percentile. .</p>	<p>Students will increase at least to the 50th percentile in the middle and end-of-year testing periods.</p>
<p>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.</p>	<p>14% of English Learners meeting reclassification criteria were reclassified as R-FEP.</p>	<p>The number of English Learners reclassified to R-FEP will increase by at least 5%.</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. Fully implement the ELA and math CCSS and ELD standards in all grade levels using the board adopted materials.	ELA Math ELD	2018-2019 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	2018-2019 School Year	Administrations Teachers	Cost of binders and AVID Supplies	Title I	3,000
				AVID Tutors	District Funded	
				Field trip transportation	LCFF - Targeted	5,000
				Travel and Conference AVID Conference	LCFF - Targeted	18,433
3. Provide small group reading and writing intervention for students in grades 1-5.	ELA	2018-2019 School Year	Administration Teachers	2 ISP Salary at 4.0 hrs/day 5 days/week for 130 days/year	Title I	61,174
				1 ISP Salary at 4.0 hrs/day 5 days/week for 130 days	LCFF - Intervention	31,093
4. Provide print materials and supplemental curricular materials to support core language arts and math instruction.	ELA Math	2018-2019 School Year	Administration	Publications	Discretionary	2,000
				Maintenance Agreements-- laminator, duplo	Discretionary	3,150
				Copy Machines	Centralized Services	14,904
5. Monitor student progress and develop appropriate action plans for instruction for English Learners.	ELA Math ELD	2018-2019 School Year	Administration	Substitutes for Teacher collaboration/progress monitoring	Title I	17,000
				2 Floating substitutes/week for 35 weeks	Title III	6,217
6. 1st-5th grade reading intervention via LLI Program based on STAR 360 data.	ELA	2018-2019 School Year	Administration Site Academic TOSA	No Cost (previously purchased)		
7. Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.	ELA Math	2018-2019 School Year	Administration Teachers Reading Specialist Librarian	Materials and Supplies	Discretionary	7,500
				Warehouse Charges	Discretionary	31,225
				Books other than text books	Discretionary	1,000
				Librarian	Centralized Services	60,970

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Shredder Fee	Discretionary	500
8. Provide training and instructional materials to support the 50/50 DLI program implementation.	Spanish Lang Arts	2018-2019 School Year	Site Administration District Administration	Professional development	District Funded	
9. Progress monitoring in ELA and math will include LLI, Moby Max, STAR 360, ESGI and curriculum-based assessments. The EL TOSA will support teachers to analyze data for instructional planning.	ELA Math	2018-2019 School Year	Administration Academic TOSA EL TOSA	EL TOSA salary Curriculum STAR 360 contract Moby Max	District Funded District Funded District Funded LCFF - Targeted	7,000
10. Brain Pop for background information and teacher created ELA Test	ELA	2018-2019 School Year	Administration Teachers	Online Subscription See Goal 1 #9 for cost	LCFF - Targeted	
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	2018-2019 School Year	Administration Teachers ASES Program	After School Program Hourly wage for teachers Goal 1 #25 Materials and supplies Goal 1 #2	ASES	
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	2018-2019 School Year	Administration Technology mentor Math mentor	Math and Technology Mentors Funding Teacher PD Math and Technology	District Funded LCFF - Intervention	11,000
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 1-8.	ELD	2018-2019 School Year	Administrator Teachers	No additional costs		
14. The District EL TOSA will support teachers with ELD Standards instruction.	ELD	2018-2019 School Year	Administrator Teachers EL TOSA	EL TOSA	District Funded	
15. STAR 360 ELA and Math assessments will be administered three times per year to monitor	ELA	2018-2019 School Year	Administration Teachers Site TOSA	STAR 360 assessments	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
student growth toward the benchmark. The site TOSA, teachers and administrator will analyze the data for growth.	Math			Cost of substitutes for data analysis (goal 1, action 5)		
16. Technology Mentor and Site Technology Tech will support implementation of management systems (Google Classroom and IO) and various learning applications to support a technology-based classroom. The Administration will support teachers with IO for data analysis for instructional planning.	ELA Math	2018-2019 School Year	Administration Teachers Technology Mentor Lab Tech	IO Data System Site Tech Technology Mentor	District Funded Centralized Services District Funded	80,291
17. Provide DLI Classrooms with class library books to support reading in Spanish in order to take Accelerated Reader Tests.	Spanish Lang Arts	2018-2019 School Year	Administration Teachers DLI TOSA	Renaissance AR Program Spanish Books Goal 1 #7	District Funded	
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	2018-2019 School Year	SiteTech	Applications/software and licenses Goal 1 #10 Site Tech (goal 1, action 16)		
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 Strand Focus	2018-2019 School Year	Administration Teachers Technology Mentor	Travel and conference fees Goal 1 #2 Technology Mentor	District Funded	
20. The site Leadership Team will review ELA and Math performance to plan for data driven instruction at monthly	ELA Math	2018-2019 School Year	Administration Teachers	Teacher Collaboration G 1 #5		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
meetings.						
21. The site Leadership Team will use the book, Conscious Classroom Management, to support classroom management to increase student engagement in ELA and Math.	ELA Math	2018-2019 School Year	Administration Teachers	Books other than textbooks Goal 1 #7		
22. Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction.	Spanish Lang Arts ELA Math ELD	2018-2019 School Year	Administration Teachers	Substitutes for Collaboration Days Goal 1 #5		
23. All new teachers and Classified Staff will receive CHAMPS Training from a certified CHAMPS Trainer.	Student Behavior Support	2018-2019 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	2018-2019 School Year	Administration Teachers ORC	Incentives ORC	LCFF - Targeted Centralized Services	15,995 46,125
25. Provide after school clubs for students to participate in strand focus activities: Earth Keepers, Garden Club, Yoga, Yearbook and Choir. Mindfulness Club for students in 1st and 2nd Grade DLI. Robotics Club for students in 3rd-6th grades.	Strand Focus	2018-2019 School Year	Teachers	Teacher extra hours DLI Clubs Hard drives for computers and document cameras for Robotics Entrance fee for Robotics competition	LCFF - Targeted Title III LCFF - Intervention LCFF - Targeted	14,432 15,693 7,500 1,600
26. Collaboration time for ELA and Math teachers to review data from common assessments will be provided after benchmark and	ELA Math	2018-2019 School Year	Administration Teachers Math Mentor	Substitutes for collaboration days Goal 1 #5		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
unit assessments Three times per year.						
27. Kinder and First grades will analyze foundational skills progress with the ESGI Data software for ELA and math.	ELA Math	2018-2019 School Year	Administration Teachers	Annual software renewal agreement Goal 1 #10		
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	2018-2019 School Year	Administration Teachers	AR Program	District Funded	
				MyOn Program	District Funded	
				Incentives (goal 1, action 24)		
29. The Principal will train all ELA and Advisory teachers to monitor Accelerated Reader goals and growth during professional development.	ELA	2018-2019 School year	Administration Teachers	AR Program	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 for English Language Development..	ELD	2018-2019 School Year	Administration Teachers District EL TOSA	Professional Development Goal 1 #25		
32. Integrated ELD and SIOP strategies will be used for all English Learners in all content areas. New teachers will receive professional development for ELPAC.	ELD	2018-2019 School Year	Administration Teachers District EL TOSA	Curriculum	District Funded	
				Professional Development	District Funded	
33. The District will provide professional development for integrated ELD Strategies and ELPAC Preparation.	ELD	2018-2019 School Year	Administration Teachers District EL TOSA	Professional Development Goal 1 #25		
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	2018-2019 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	2018-2019 School Year	Administration Teachers	AVID Summer Institute Registration, Hotel, Teacher Daily rate and meals Goal 1 #2		
36. Professional development for technology usage in content area classes.	ELA Math	2018-2019 School Year	Administration Teachers	Professional Development with the Tech Mentor Goal 1 #12		
37. Instructional assistants to support students in grades with foundational skills in ELA, Math and ELD.	ELA Math ELD	2018-2019 School Year	Administrations Instructional Assistants	2 Instructional assistants	District Funded	
39. Grades 3-8 will use Interim Assessment Blocks from the CAASPP website to support ELA and math standards in addition to the adopted ELA and math curriculum.	Math ELA	2018-2019 School Year	Administrators Teachers	No cost to administer the IAB Assessments		
40. Reading and 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	2018-2019 School Year	Administration Teachers Math Mentor	Math Mentor	District Funded	
41. DLI classes will use Math Corner to support foundational concepts in Spanish Language Arts classes to bridge the vocabulary.	Math Spanish Lang Arts	2018-2019 School Year	Administrators Teachers	Math Corner	District Funded	
42. Students will attend the library weekly to obtain AR books at their reading level.	ELA	2018-2019 School Year	Teachers Librarians	Librarian	Centralized Services	62,267
43. Foss NGSS Science Kits for K-8 to be used with ELA Standards.	ELA	2018-2019 School Year	Administration Teachers	Cost of Foss Kits	LCFF - Intervention	12,867

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Data	The suspension rate for 2017-2018 was 5%	Suspension rates will decrease to 3.0% or lower.
Attendance Data	Attendance data shows a needed area of growth. 8.54% of students or 87 students had chronic absenteeism. 2 students were referred ton the School Attendance Review Board.	The number of students with chronic absenteeism will decrease by 2% to 6.54%. The number of students referred to SARB will reduce to 1.
California Healthy Kids Survey	The California Healthy Kids Survey is used to calculate school climate and student well-being. The following indicators were reported: 60% of students in the 5th grade feel a high level of school connectedness. 54% of students in the 7th grade feel a high level of school connectedness. 75% of students in the 5th grade perceive school as safe or very safe. 59% of students in the 7th grade perceive school as safe or very safe. 36% of students in the 7th grade have experiences chronic sadness or hopelessness.	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%

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	2018-2019 School Year	Administrators Counselor	Counselor	Centralized Services	140,493
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	2018-2019 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	2018-2019 School Year	Administration PBIS Team	No cost as teachers meet after school		
4. The safety committee will review the Safety Plan and update the plan. Monthly safety drill will be conducted to prepare for disasters.	Safety	2018-2019 School Year	Administration Safety Committee Members	No cost as teachers meet with admin after school		
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	2018-2019 School Year	Administration Counselor Staff	NCPI Professional development PBIS	District Funded District Funded	
6. Attendance incentives at monthly school assemblies to encourage daily attendance and reduce tardiness.	Attendance	2018-2019 School Year	Administration Teachers ORC	Incentives goal 1 #24 ORC (goal 1, action 24)		
7. Employ 11 campus supervisors to monitor campus, including all buildings, and reduce student tardiness.	Attendance Safety Student Behavior Support	2018-2019 School Year	Administration Campus Supervisors	Campus Supervisor salaries	Discretionary	221,202

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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	2018-2019 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	2018-2019 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 18-19 school year.	Student Behavior Support Safety	2018-2019 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	2018-2019 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	2018-2019	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	2018-2019 School Year	Administration Teachers ORC	Incentives (goal 1, action 24) ORC (goal 1, action 24)		
14. All staff will receive disaster preparedness training. Monthly drills will occur for staff and students to train for a disaster including the California Shake Out	Safety	2018-2019 School Year	Administration Teachers Classified Staff			

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and Lock Down Drills.						
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	2018-2019 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	2018-2019 School Year	Administrators Teachers PBIS Committee Members	Extra Hours Goal 1 #25		
17. Triple P Parenting Classes focused on 5th-8th Grade Parents. 8 weekly classes taught by the school counselor.	Student Behavior Support Wrap-Around Services	2018-2019 School Year	Counselor	Counselor Extra Hours Babysitting	Discretionary Discretionary	1,000 1,500

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
English Learner Parent Needs Survey	2018-2019 will be the baseline for this data.	2018-2019 will be the baseline for this data.
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
1. The school site will provide parent workshops including: My Body Belongs to Me, Loving	Safety Wrap-Around	2018-2019 School Year	Administration ORC Counselor	ORC (goal 1, #24)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Solutions, Triple P and Technology/ Internet Safety. All classes are taught in Spanish.	Services		Technology Mentor	Counselor (goal 2, # 1) Babysitting (Goal 2 #17) Counselor extra hours (Goal 2 #17) Books for Triple P Classes Supplies for classes	Title III Title III	500 321
2. Host parents for Dia de Los Muertos, Reading and math nights, AVID Parent Night, High School Transition 8th grade parents, technology safety training, Reclassification Celebration, Talent Show and Winter Program.	Strand Focus	2018-2019 School Year	Administration Teachers	Food for Parent Events and Meetings Supplies for parent events Custodial extra help	Title III Title I Discretionary	1,500 7,900 200
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	2018-2019 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	2018-2019 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	2018-2019 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. Translators are for parents of EL students.	ELA Math ELD Strand Focus	2018-2019 School Year	Administration Teachers Translators	Classified translators	Title III	5,130
7. ORC will schedule a community resource fair to be held during Back to School Night.	Wrap-Around Services	2018-2019 School Year	Administration ORC	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
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	2018-2019 School Year	Administration	Clerical Extra Help Material and Supplies (goal 1, action 11)	Discretionary	3,704
9. Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC.	Strand Focus Attendance Safety Wrap-Around Services ELA Math ELD	2018-2019 School Year	Administration ORC Counselor	Refreshments for ELAC Goal 3 #2		
10. Books for ELAC Parents to read and discuss.	ELD	2018-2019 School Year	Administration	No cost books donated		
11. School counselor will provide parent workshops for high school transition supporting A-G Requirements.	Wrap-Around Services	2018-2019 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	2018-2019 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	2018-2019 School Year	Administration	Material and Supplies (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
14. Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services	2018-2019 School Year	Administration ORC Psychologist Teachers	ORC (goal 1, action 24) Substitutes (goal 1, action 5)		
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	2018-2019 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	2018-2019 School Year	Administration	Food for celebration Goal 3 #2		
17. Kindergarten parent workshops for incoming kinder students to prepare for academic focus and social emotional readiness.	ELA Math Student Behavior Support Attendance	2018-2019 School Year	Administration ORC	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
18. High school counselors will come to register 8th grade students for high school. Parents will receive information to attend high school transition meetings and orientations.	Wrap-Around Services	2018-2019 School Year	Administration	No cost as the OUHSD Counselor comes at no cost		

Appendix A - 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
Jesse Cox	Classroom/Teacher
Jenna Cochrane	Classroom/Teacher
Maggie Dudley	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 B - 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 School 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 10-15-18.

Attested:

Christine McDaniels

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



Curren K-8 School

1101 North F Street, Oxnard CA 93030

(805) 385-1527 Fax: (805) 485-7593

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):

Educating the Future Stewards of our World!



oXnard school district

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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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Curren K-8 School

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(805) 385-1527 Fax: (805) 485-7593

- 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



Christine McDaniels
Curren Elementary School
[\(Change Account\)](#)



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2018-10-15		View	View	27

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[Appendix A - School Site Council Membership](#)

Appendix B - Recommendations and Assurances

[Save Data](#) [View Current Document](#) [View Section](#)

Appendix B - 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:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 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

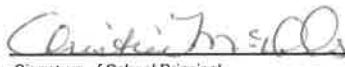


Signature

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on

Attested:


Typed Name of School Principal



Signature of School Principal

10.15.18
Date

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10.15.18
Date

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[Appendix A - School Site Council Membership](#)

Appendix B - Recommendations and Assurances

School Plan for Student Achievement (SPSA) Template

The School 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, 2018		
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 14, 2018		

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 57% English Learners and 90% 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, comprehension 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 and now the IAB assessments from CAASPP. 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 English Language Proficiency Assessment for CA (ELPAC) 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. This year AVID will be available as an after school club. 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 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, math and designated and integrated ELD. A large majority of Driffill staff have completed SIOP training and other teaching strategies for ELD. The staff also 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 will continue with the services of math and technology mentors with the addition of a primary reading specialist and the District Science and Math Instructional Specialist. The Reading Specialists will directly serve students in grades K-2 and the Instructional Specialists will support teachers with math and science instruction for grades 6-8. Driffill will be adding instructional assistants in grades 3-5 to support math instruction. Driffill is also focusing on strengthening our Professional Learning Communities (PLC) by working with Leverage Learning Group to improve teaching strategies, to increase student achievement based on the performance indicators on the Dashboard and overall strengthening our school culture. The District will also continue to support school sites with EL TOSAs. Driffill will continue to provide 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. Para-educators support the TK/K -classrooms. and our new reading specialist will support our K-2 students. Para-educators will provide math support while the teacher 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. 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. 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. The Principal communicates with parents via Connect Ed. calling all parents every Sunday at 6 pm. She regularly updates the web page with pictures of school activities, meeting information and our school site calendar. Peachjar has also been added to our communication system. 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 entering Kinder students and then again upon entering first grade and for 8th grade students and their parents before they enter 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 implement 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	163	116	106	161	115	106	161	115	106	98.8	99.1	100
Grade 4	140	149	129	139	148	128	139	148	128	99.3	99.3	99.2
Grade 5	132	137	139	130	137	138	130	137	138	98.5	100	99.3
Grade 6	139	128	137	137	127	137	137	127	137	98.6	99.2	100
Grade 7	118	120	136	115	119	134	114	119	134	97.5	99.2	98.5
Grade 8	100	107	124	99	106	123	99	106	123	99	99.1	99.2
All Grades	792	757	771	781	752	766	780	752	766	98.6	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2350.7	2355.7	2361.3	3	4.35	5.66	9	13.91	9.43	24	25.22	31.13	64	56.52	53.77
Grade 4	2385.3	2379.6	2393.3	6	2.03	7.03	9	10.81	13.28	12	13.51	14.84	73	73.65	64.84
Grade 5	2436.3	2435.6	2442.6	5	5.11	5.07	18	13.14	20.29	20	26.28	23.91	57	55.47	50.72
Grade 6	2438.0	2453.9	2464.3	1	0.79	5.84	12	14.17	13.87	27	35.43	36.50	61	49.61	43.80
Grade 7	2454.3	2466.8	2482.6	0	2.52	1.49	10	13.45	17.16	26	26.89	32.84	64	57.14	48.51
Grade 8	2491.3	2467.9	2462.4	2	0.00	1.63	22	12.26	9.76	25	21.70	26.02	51	66.04	62.60
All Grades	N/A	N/A	N/A	3	2.53	4.44	13	12.90	14.23	22	24.60	27.55	62	59.97	53.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.22	4.72	27	32.17	37.74	69	62.61	57.55
Grade 4	8	2.70	7.81	32	32.43	35.16	60	64.86	57.03
Grade 5	5	7.30	7.97	41	40.15	44.93	55	52.55	47.10
Grade 6	2	2.36	6.57	36	41.73	37.96	62	55.91	55.47
Grade 7	2	5.88	3.73	36	31.93	49.25	62	62.18	47.01
Grade 8	11	2.83	2.44	26	27.36	26.02	63	69.81	71.54
All Grades	5	4.39	5.61	33	34.57	38.77	62	61.04	55.61

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.96	2.83	40	40.87	37.74	55	52.17	59.43
Grade 4	6	1.35	4.69	33	35.14	35.94	62	63.51	59.38
Grade 5	8	10.95	7.97	35	44.53	42.03	58	44.53	50.00
Grade 6	2	2.36	6.57	39	38.58	33.58	59	59.06	59.85
Grade 7	2	6.72	4.48	44	46.22	45.52	54	47.06	50.00
Grade 8	7	0.00	4.88	43	38.68	34.96	49	61.32	60.16
All Grades	5	4.79	5.35	39	40.56	38.38	56	54.65	56.27

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	6.09	7.55	57	49.57	61.32	42	44.35	31.13
Grade 4	5	3.38	3.13	58	46.62	57.81	37	50.00	39.06
Grade 5	5	5.11	4.35	54	52.55	55.80	42	42.34	39.86
Grade 6	6	5.51	6.57	55	60.63	59.12	39	33.86	34.31
Grade 7	2	0.84	0.75	53	49.58	61.94	46	49.58	37.31
Grade 8	1	4.72	2.44	58	52.83	48.78	41	42.45	48.78
All Grades	3	4.26	4.05	56	51.86	57.44	41	43.88	38.51

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	7.83	8.49	39	41.74	49.06	55	50.43	42.45
Grade 4	5	3.38	10.94	40	42.57	46.09	55	54.05	42.97
Grade 5	13	10.22	12.32	54	39.42	45.65	33	50.36	42.03
Grade 6	5	6.30	10.95	55	50.39	53.28	39	43.31	35.77
Grade 7	4	6.72	7.46	45	41.18	56.72	52	52.10	35.82
Grade 8	8	5.66	3.25	51	29.25	43.90	41	65.09	52.85
All Grades	7	6.65	9.01	47	41.09	49.22	46	52.26	41.78

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	163	116	106	161	115	106	161	115	106	98.8	99.1	100
Grade 4	140	149	129	139	148	128	139	148	128	99.3	99.3	99.2
Grade 5	132	137	139	130	137	138	130	137	138	98.5	100	99.3
Grade 6	139	128	137	137	127	135	137	127	135	98.6	99.2	98.5
Grade 7	118	120	136	114	119	134	113	119	134	96.6	99.2	98.5
Grade 8	100	107	124	99	106	123	99	106	123	99	99.1	99.2
All Grades	792	757	771	780	752	764	779	752	764	98.5	99.3	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.2	2383.1	2388.4	2	2.61	0.94	16	22.61	20.75	30	25.22	33.02	51	49.57	45.28
Grade 4	2420.5	2414.8	2411.9	2	2.03	6.25	14	12.16	10.16	42	35.81	29.69	42	50.00	53.91
Grade 5	2436.6	2438.2	2445.5	2	2.19	2.17	8	8.76	8.70	22	30.66	31.88	68	58.39	57.25
Grade 6	2421.0	2439.5	2443.2	1	0.79	3.70	7	7.87	5.93	21	31.50	30.37	71	59.84	60.00
Grade 7	2433.8	2450.5	2458.6	0	0.84	0.75	4	8.40	12.69	27	27.73	25.37	69	63.03	61.19
Grade 8	2459.6	2440.0	2452.6	0	0.00	2.44	8	2.83	5.69	29	19.81	20.33	63	77.36	71.54
All Grades	N/A	N/A	N/A	1	1.46	2.75	10	10.51	10.34	29	28.99	28.40	60	59.04	58.51

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	9.57	7.55	32	31.30	45.28	55	59.13	47.17
Grade 4	5	6.76	9.38	34	25.68	21.88	61	67.57	68.75
Grade 5	3	4.38	5.07	21	21.17	23.91	76	74.45	71.01
Grade 6	1	2.36	5.93	19	23.62	20.74	80	74.02	73.33
Grade 7	0	3.36	2.99	19	24.37	22.39	81	72.27	74.63
Grade 8	1	0.00	3.25	23	14.15	19.51	76	85.85	77.24
All Grades	4	4.52	5.63	25	23.54	25.00	70	71.94	69.37

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	7.83	5.66	40	46.09	37.74	53	46.09	56.60
Grade 4	4	3.38	9.38	40	36.49	36.72	55	60.14	53.91
Grade 5	2	3.65	3.62	29	35.77	33.33	69	60.58	63.04
Grade 6	0	1.57	3.70	26	37.01	33.33	74	61.42	62.96
Grade 7	2	3.36	3.73	27	37.82	41.04	72	58.82	55.22
Grade 8	1	0.00	4.07	54	23.58	35.77	45	76.42	60.16
All Grades	3	3.32	4.97	36	36.30	36.26	61	60.37	58.77

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	9.57	4.72	58	46.96	55.66	37	43.48	39.62
Grade 4	6	4.73	7.81	37	34.46	28.91	57	60.81	63.28
Grade 5	2	2.19	1.45	35	37.96	34.78	64	59.85	63.77
Grade 6	4	1.57	3.70	36	30.71	36.30	61	67.72	60.00
Grade 7	1	2.52	4.48	32	45.38	50.75	67	52.10	44.78
Grade 8	0	0.00	4.07	54	32.08	38.21	46	67.92	57.72
All Grades	3	3.46	4.32	42	37.77	40.31	55	58.78	55.37

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				7	11		43	21		18	53		32	16	
1	3			21	24		39	35		19	24		19	18	
2	2	2		12	17		30	45		34	27		22	9	
3	1	5		17	12		39	43		31	21		12	18	
4	6	1		17	29		57	48		10	16		10	5	
5	8	1		30	35		48	54		14	8			1	
6		6		22	32		54	45		15	9		9	8	
7	4	11		52	42		35	39		7	9		2		
8	3	10		57	61		33	29		7					
Total	3	4		23	28		42	42		20	18		12	9	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				2	2		16	11		27	35		55	52	
1	3			21	23		38	35		18	23		20	18	
2	2	2		12	17		29	45		33	27		24	9	
3	1	5		17	12		39	43		31	21		12	18	
4	6	1		17	29		57	48		10	16		10	5	
5	8	1		30	35		48	54		14	8			1	
6		6		22	32		54	45		15	9		9	8	
7	4	11		52	42		35	39		7	9		2		
8	3	10		57	61		33	29		7					
Total	3	3		20	24		38	38		21	19		19	16	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Suspensible behaviors do not commensurate with our highest need English language arts students, and does not significantly impact their progress or ability in math and language arts.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1. Absenteeism significantly affects those particular students progress because of lack of consistency, but we do not have any significant absenteeism per ethnicity or grade level.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,235	Medium 1.1%	Declined Significantly -1.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,235	Medium 1.1%	Declined Significantly -1.4%
English Learners		755	Low 0.7%	Declined Significantly -1.5%
Foster Youth		5	*	*
Homeless		23	High 4.4%	Declined -0.4%
Socioeconomically Disadvantaged		1,160	Low 0.9%	Declined Significantly -1.7%
Students with Disabilities		118	Low 0.9%	Declined Significantly -3.1%
African American		3	*	*
American Indian		2	*	*
Asian		1	*	*
Filipino		3	*	*
Hispanic		1,203	Medium 1.1%	Declined Significantly -1.5%
Pacific Islander		1	*	*
Two or More Races		5	*	*
White		17	Very Low 0%	Maintained 0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Policy change of the grade level and types of behavior at which students could be suspended and understanding of effective trauma informed care. Driffill has also implemented the PBIS Program and a new district-wide formal progressive referral process.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		668	High 75.3%	Increased +4.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.7%	Declined Significantly -1.5%
English Learner Progress (1-12)		High 75.3%	Increased +4.8%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 88.6 points below level 3	Maintained +1.6 points
Mathematics (3-8)		Very Low 97.9 points below level 3	Maintained -0.2 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. EL students continue to be reclassified and show progress, suspension for this group has also declined; progress has been minimal in language arts and math but continues to move forward.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		732	Very Low 82 points below level 3	Maintained +0.8 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		732	Very Low 82 points below level 3	Maintained +0.8 points
English Learners		565	Very Low 88.6 points below level 3	Maintained +1.6 points
Foster Youth		4	*	*
Homeless		9	*	*
Socioeconomically Disadvantaged		699	Very Low 82.8 points below level 3	Maintained +0.6 points
Students with Disabilities		62	Very Low 124.1 points below level 3	Increased +4.3 points
African American		2	*	*
American Indian		1	*	*
Filipino		2	*	*
Hispanic		716	Very Low 82.5 points below level 3	Maintained +1.1 points
Two or More Races		4	*	*
White		7	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	167	Low 34.1 points below level 3	Maintained +1.9 points
EL - English Learner Only	398	Very Low 111.5 points below level 3	Maintained +2 points
English Only	127	Very Low 70.7 points below level 3	Maintained +2.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	22	9.1%	63.6%	27.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Drifill students continue to make progress in all significant groups.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		732	Very Low 95.3 points below level 3	Maintained -1.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		732	Very Low 95.3 points below level 3	Maintained -1.5 points
English Learners		565	Very Low 97.9 points below level 3	Maintained -0.2 points
Foster Youth		4	*	*
Homeless		9	*	*
Socioeconomically Disadvantaged		699	Very Low 95.1 points below level 3	Maintained -1.3 points
Students with Disabilities		62	Very Low 132.1 points below level 3	Increased +13.2 points
African American		2	*	*
American Indian		1	*	*
Filipino		2	*	*
Hispanic		716	Very Low 95.4 points below level 3	Maintained -1.2 points
Two or More Races		4	*	*
White		7	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	167	Low 63.6 points below level 3	Maintained -1.8 points
EL - English Learner Only	398	Very Low 112.2 points below level 3	Maintained +0.8 points
English Only	127	Low 94.4 points below level 3	Maintained -2.9 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	22	68.2%	31.8%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Recognizing the levels of our significant groups, there has been good growth with our students with disabilities. We also recognize that the CAASPP has a different format which needs to be introduced and taught to our students.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	70.5%	75.3%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	82.8 points below level 3	82 points below level 3
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Mathematics	93.8 points below level 3	95.3 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Driffill continues to make some growth school wide with our English Learners being the leading sub group.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.5% (32)	1.1% (13)





Conclusions based on this data:

1. Implementation of PBIS, CHAMPS, the use of progressive discipline referral process. There has also been a significant culture change recognizing the specific needs of our students using the Growth Mindset and Jon Gordon's philosophy of the Energy Bus.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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. This continues to be our strength. Driffill still has a focus on our "brand", a positive climate, and a culture of growth, resiliency and a positive focus forward. 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, Fostering Resilient Learners, and Jon Gordon's Energy Bus. Our book studies allow our staff to have a continuous, research base point of reference. 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, CHAMPS (PBIS) and AVID, Driffill has seen significant cultural changes that positively affect student academic outcome. Overall the 2017-18 eighth grade class had 51% of the students achieving at 3.0 or better GPA, 88%, 37 students with a 3.5 to 4.0 and of the AVID students achieving 3.0 or better in their elective for seventh and eighth grades. Our goal now is to see this kind of success being reflective in formal and informal assessments. Driffill has also seen the reduction of referrals, suspension and an increase of positive student attendance.

Being a school with 90% 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, before and after school and teachers following Language Appraisal Team (LAT) to support English Learners and other specific plans. Growth was evident in the large number of students who were reclassified. In 2017-18, 91 students were reclassified. 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 modeling expectations and reinforcing the procedures displayed on the classroom posters. Students are reminded on a daily basis during the morning announcements to be the best "CHAMPS" 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. PBIS was also introduced to the staff as the next step for intervention and positive student performance and achievement. Our goal has consistently been to change the overall culture and to achieve cultural proficiency. In 2017-18 we also developed parent education with conferences and Project to Inspire. 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 350 students who participated in after school sports program. 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. Our sports program has developed student skills, in following directions, collaboration, team effort and commitment. If students don't win, they learn.

In the After School Program, 125 students are provided with a meal at the start of each afternoon. The meal includes a super snack,

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 25 homeless students last year and 45 students this year by the district. In addition, Driffill provides students with school supplies and P. E. uniforms. Operation School Bell assists 40 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. Students must apply by writing an essay. The school provides gowns to those who can't afford promotion expenses. This year our community also assisted us with \$3200 from the Downtown Oxnard Lions for our winter closet, Christmas gifts for 200 families supported by Reiter Berries, Home Depot, and Cal Lutheran collaboration of churches and services.

Staff development has been significant in the last five years to move teachers to a level of using best practices for grade level instruction in both intervention and enrichment in the classroom. Teachers are now utilizing best practices in the classroom, which is evident in the reduction 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 under 150 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 Driffill School. Re-branding is how we have approached 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?

Overall support is needed in math. Specifically in number sense, math facts and problem solving strategies. First instruction has to be specific with mastery of standards for all students. Our English Language Learners and our Long Term English Learners are our students in greatest need. In reviewing data, additional 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.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Driffill School continues to work on the master schedule for the 2018- 2019 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. Interim Assessment Block data has also been added to address our math areas of concern and drive instructional practices. AVID tutors have also been added to address the needs of middle school students.

For our K-2 students we have added the Reading Specialist, who by design will be working with our students with greatest needs. Driffill is fortunate to have two specialist working with our students.

Both staff and grade level meetings will be dedicated to creating a data-driven culture at Driffill. 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 with the addition of an after school AVID club to provide ELD students the opportunity to experience AVID, gain crucial strategies for school success and the introduction of A-G in preparation for High School.

Funding will focus on instructional practices. Classroom assistants will be added to grades 3-5 to assist with math instruction, leadership will attend training on PLC's and how to lead grade level teams and the DLI staff will be given significant time for planning and assessment and data review.

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 Driffill 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 provide small group intervention in English Language Arts and Math. 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 Driffill 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 and college readiness. Some parent education topics will cover growth mindset research, AVID, CHAMPS, Cultural Proficiency, college readiness and information about financial aid at the college/university level. This year we will be sponsoring our second annual parent conference. This year's focus will be " Dreams...on the road to Success." tools and information will be provided so parents can help their children fulfill their dreams to higher education and careers. 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 Driffill 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.

Eight State Priorities 2018-19

- 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)

- 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 2018 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.

Kindergarten teachers will have an opportunity to meet with our Pre-School and TK staff to transition students. Parent meetings will be held to introduce families to kindergarten prior to the first day of school and throughout the year will hold general parent meetings to communicate progress and new goals.

Meetings will also be held for our 6, 7 and 8th grade students to introduce them to middle school, course paths and overall expectations.

8th grade transition meetings will be held with the high school to provide appropriate recommendations for high school placement.

IEPs 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	104,923	0.00
Title III	36,441	0.00
LCFF - Targeted	54,167	0.00
LCFF - Intervention	86,593	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$466,498.00
Goal 2	\$433,937.00
Goal 3	\$15,836.00

Goals, Actions, & Services 2018-19

[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 support to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2017-18 Baseline	2018-19
CAASPP ELA	15.09% of 3rd Grade students met or exceeded standards 20.31% of 4th Grade students met or exceeded standards 25.36% of 5th Grade students met or exceeded standard 19.71% of 6th Grade students met or exceeded standards 18.65% of 7th Grade students met or exceeded standards 11.39% 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 10%.
CAASPP Math	21.69% of 3rd Grade students met or exceeded standards 16.41% of 4th Grade students met or exceeded standards 10.87% of 5th Grade students met or exceeded standards 9.63% of 6th Grade students met or exceeded standards 13.44% of 7th Grade students met or exceeded	The percentage of students on the CAASPP test who have scored met and exceeded will increase by 7%.

	standards 8.13% of 8th Grade students met or exceeded standards	
STAR 360 ELA	29% of K grade students were at or above benchmark 29% of 1st grade students were at or above benchmark 27% of 2nd grade students were at or above benchmark 23% of 3rd grade students were at or above benchmark 19% of 4th grade students were at or above benchmark 20% of 5th grade students were at or above benchmark 14% of 6th grade students were at or above benchmark 11% of 7th grade students were at or above benchmark 6% of 8th grade students were at or above benchmark	The percentage of students on the STAR 360 ELA who are at or above will increase by 10%.
STAR 360 Math	N/A of K grade students were at or above benchmark 58% of 1st grade students were at or above benchmark 41% of 2nd grade students were at or above benchmark 37% of 3rd grade students were at or above benchmark 37% of 4th grade students were at or above benchmark 49% of 5th grade students were at or above benchmark 28% of 6th grade students were at or above benchmark 20% of 7th grade students were at or above benchmark 29% of 8th grade students were at or above benchmark	The percentage of students on the STAR 360 Math who are at or above will increase by 10%.
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.	14% of English Learners meeting reclassification criteria were reclassified as RFEP in 2017-2018	The number of English Learners reclassified to R-FEP will increase by at least 10%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Instructional Assistants will support classroom teachers with supplemental instruction in mathematics: individual, small or large groups.	ELA Math	2018-2019 School Year	Administration Teachers	Para Salary	LCFF - Intervention	50,000
2. Continue grade level collaboration and teaming for core subjects such as ELA, Math, ELD, and Writing. PLCs will be trained and supported by the Leverage Learning Group.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Administration Teachers	Staff Salaries for subs Extra Hours	District Funded Title I LCFF - Intervention	 4,310 5,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Student Behavior Support					
3. Protect Core Curriculum and Instructional Time.	ELA Math ELD	2018-2019 School Year	Administration	No additional cost		
4. Provide Specific DLI training and support for grades TK-4.	Spanish Lang Arts	2018-2019 School Year	District Admin District TOSA	Professional development	District Funded	
				Teacher Extra Hours and subs	Title III	8,699
				Teacher Extra Hours and subs	LCFF - Targeted	11,301
5. Incentive Program will be developed to support and encourage the AR and MyOn reading programs.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Admin Teachers Librarian	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	2018-2019 School Year	Admin	Curriculum	District Funded	
				Staff	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	2018-2019 School Year	Administration Teachers	Assessments	District Funded	
				Extra Hours	LCFF - Intervention	3,000
8. AVID Club specifically designed for ELD students.	ELD	2018-2019 School Year	Administration Teacher	Teacher extra hours	Title III	10,000
				Field Trip	Title III	3,000
				Materials	Title III	1,000
10. Monitor and Support Long Term EL's by writing LAT plans	ELD	2018-2019 School Year	Administration Teachers	Extra Hours	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
and providing before or after school intervention.					LCFF - Intervention	2,500
11. Principal will conduct data/progress monitoring conferences with teachers three times a year to discuss student progress, intervention and assessment results.		2018-2019 School Year	Administration Teachers	Substitute salaries	Title I	3,000
				Substitute salaries	LCFF - Intervention	990
12. Teachers will provide first, second and third grade EL students who have not shown one year growth on ELPAC an after school, hands on science program to develop vocabulary, listening, speaking and writing skills.	ELD	2018-2019 School Year	Administration Teachers	Certificated Salaries	Title III	4,000
				Materials	Title III	1,500
13. Staff and parents 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 Wellness Admin	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Safety	2018-2019 School Year	Administration Teachers Parents	Conferences and Fees	Title I	21,213
				Conferences and Fees	Title III	6,242
				Conferences and Fees	LCFF - Intervention	4,000
14. The Renaissance STAR 360 and Accelerated Reader Programs were purchased to support the assessment and academic program for all students.	ELA ELD	2018-2019 School Year	Administration Teachers	District Contracts	District Funded	
15. The MyOn Program was purchased to support the academic program for all		2018-2019 School Year	Administration Teachers	District contract	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
students.						
16. Before and after school tutoring for students who have not made academic growth based on grade level assessments.	ELA Spanish Lang Arts Math ELD Student Behavior Support	2018-2019 School Year	Administration Teachers	Extra Hours	LCFF - Intervention	20,103
17. Subscriptions and apps will be purchased to support student academic achievement.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Administrators Computer Tech Teachers	Materials Materials	LCFF - Targeted Title I	300 10,000
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 Services	2018-2019 School Year	Administration ORC Counselor Teachers	Subs - certificated staff	Title I	4,000
19. Students will participate in field trips and enrichment activities to support the core content.	ELA Spanish Lang Arts Math	2018-2019 School Year	Teachers	Transportation Fees	Title I Title I	5,000 7,400

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
20. Students will participate in field trips and enrichment activities that support the Science Strand Focus.	Strand Focus	2018-2019 School Year	Teachers	Transportation	LCFF - Targeted	5,000
				Fees	LCFF - Targeted	7,400
21. Students will participate in field trips and enrichment activities that support AVID.	ELA	2018-2019 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					
	Attendance					
22. Purchase supplemental books, supplies and materials to enhance the core curriculum and support state standards.	ELA	2018-2019 School Year	Administration Teachers	Materials and Supplies	Title I	4,000
	Spanish Lang					
	Arts					
	Math					
	ELD					
Strand Focus						
	Student Behavior Support					
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 goals.	ELA	2018-2019 School Year	Administration Teachers	Extra Hours	Title I	2,000
	Spanish Lang			Materials	Title I	1,000
	Arts					
	Math					
	ELD					
	Strand Focus					
24. After School Enrichment activities to include Art, Music, Science, Dance, Book Club, and Sports.	Student Behavior Support	2018-2019 School Year	Administration Teachers ASES	Extra Hours	Title I	36,000
	Attendance			Materials	Title I	2,000
	Safety			Transportation	Title I	2,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Wrap-Around Services			Materials	LCFF - Targeted	5,000
25. Support Staff will be provided by the District: K-2 will have a Reading Specialist (English and Spanish) and grades 6-8 will be supported with a Math and a Science Specialist.	ELA Spanish Lang Arts Math Content Areas	2018-2019 School Year	Teachers	Salary	District Funded	196,820
26. 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	2018-2019 School Year	Administration Teachers	Salaries and Extra Hours	District Funded	
34.						
35.						
37.						

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Data	Suspension Rates for 2017-2018 was .03%	Suspension Rates for 2018-2019 will decrease by 2% of the students suspended.
Attendance Data	Chronic Absenteeism rates for 2017-2018 were 7.9%	Chronic Absenteeism rates for 2018-2019 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2017-2018 were 134 office referrals.	Referral Rates for 2018-2019 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
1. Drifill will have campus supervisors working varied schedules throughout the day to cover before and after school	Student Behavior Support	2018-2019	Admin Playground Staff	Safety	Discretionary	237,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities.	Safety					
3. All new staff will be trained in CHAMPS and PBIS as workshops become available.	Student Behavior Support Attendance Safety Wrap-Around Services	2018-2019 School Year	Admin Teachers Paras Playground Staff	CHAMPS program PBIS PBIS	District Funded District Funded LCFF - Targeted	 1,000
5. Attendance Incentives will be awarded to students who demonstrate positive attendance.	Attendance	2018-2019 School Year	ORC	Materials Outreach Consultant salary	LCFF - Targeted Centralized Services	3,720 49,866
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	3,720 131,961
7. The Music Van will be provided for the 5th grade as an enrichment activity.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Administration 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	2018-2019 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	2018-2019 School Year	Administration ORC Counselor Teachers	Admission and Fees Transportation	LCFF - Targeted LCFF - Targeted	778 838

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 Student Behavior Support Attendance Safety			Materials	LCFF - Targeted	564
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	2018-2019 School Year	Administration Leadership Parents Teachers	Extra Hours	LCFF - Targeted	1,000
14. Materials will be provided for all students during Red Ribbon Week.	Safety	2018-2019 School Year.	Students	Materials	LCFF - Targeted	1,240

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
EL Needs Assessment Survey	Based on the number of E.L. needs Assessment surveys returned in 2017-2018 parent education, enrichment activities and intervention were identified as areas of growth/need.	Goal of 2018-2019 is to increase the number of survey's returned by 10% in order to get a broader sense of area of need.
Average Attendance at ELAC	2017-2018 The average number of attendees at ELAC meetings was 18.	Goal of 2018-2019 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. This number will be used as a Baseline for parent attendance.	2018-19 The number of visitors to back to Back to School Night will increase by 10%.

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.	Student Behavior	2017-2018 School Year	Principal	Messaging system	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Messages provide parents with the school's weekly activities and information for all parent meetings.	Support Attendance Safety Wrap-Around Services					
2. Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset or other topics relevant to student success.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2018-2019 School Year	Administration ORC Counselor Teachers Parents	Contracts and Services Extra Hours Materials and Supplies Contracts and Services Translation Services Babysitting	LCFF - Targeted LCFF - Targeted LCFF - Targeted LCFF - Targeted Discretionary Discretionary	500 836 1,000 1,000 500 500
3. The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distributed to parents.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Administration Teachers	Translation Services	Discretionary	500
5. ELAC, Title I/Cafe con Padres and SSC Meetings are scheduled for the year and are posted on our	Wrap-Around Services	2018-2019 School Year	Admin Teachers Parents	Materials and Supplies Food	Discretionary Discretionary	500 500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
website, connect ed messages, and paper notices will go home with students.						
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	2018-2019 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	2018-2019 School Year	Admin TOSA ORC Counselor Teachers Parents	Extra Hours	LCFF - Intervention	1,000
9. IEPs will be held annually or as requested by parents.	Wrap-Around Services	2018-2019 School Year	Admin Psych Teachers	Substitutes	Discretionary	2,000
10. Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification.	Wrap-Around Services	2018-2019 School Year	Admin Teachers	Materials and Supplies	Donation	3,000
				Materials and Supplies	LCFF - Targeted	3,000
11. Translation Services will be provided at Back to School Night.	Wrap-Around Services	2018-2019 School Year	Admin Teachers	Translators	Discretionary	500
26.						
27.						

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
28.						

Appendix A - 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
Carina Torres	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Esmeralda Guzman	Parent or Community Member
Chantelle Desales	Secondary Student
Fabiola Landeros	Secondary Student
Danna Sanchez	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 B - 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 School 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 15, 2018.

Attested:

Carol A. Flores Beck

Typed Name of School Principal

Signature of School Principal

Date

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.

Driffill School

910 South E Street, Oxnard, CA 93030 (805) 385-1530



La Póliza de Participación Paternal Escolar

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;

Los padres son invitados a asistir a entrenamiento en ayuda de tarea, lectura, y habilidades de matemáticas.

Los padres son invitados a asistir a reuniones para hablar de SBACC y estándares de nivel de grado.

- ✓ a que los padres formen parte 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 Driffill, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Driffill y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal Escolar de Driffill con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)
- ✓ La Escuela Driffill 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 Driffill hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Driffill estará disponible en el sitio Web escolar, en la oficina escolar, repartida en nuestra Noche de Regreso a Clases, y a padres que se registran después del principio del año escolar.
- ✓ La Escuela de Driffill 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 Driffill 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 Driffill 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 Driffill 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 paternos – está en el progreso.PTA
- ✓ Día de Campo
- ✓ Estudiante del Mes
- ✓ 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.

- Consejo de Sitio Escolar
- Comité Asesor de Principiante de Inglés

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, Café con Padres, PTA, SST y la Noche de Regresar a Clases.

Appendix B - 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 School 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

Emeraldy Grzman
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 15, 2018.

Attested:

Carol A. Flores Beck
Typed Name of School Principal

C. Dlorest Bed
Signature of School Principal

10.15.18
Date

[Signature]
Typed Name of SSC Chairperson

Myriam Cervantes
Signature of SSC Chairperson

10.15.18
Date

SPSA Year 2018–19

School Plan for Student Achievement (SPSA) Template

The School 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 September 2018

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 14, 2018

The School's Mission & Vision Statements

Vision...Ensure every student achieves his or her full potential.

Visión.... Asegúrese de que cada alumno alcance su máximo potencial.

Mission...To inspire and challenge students to become resilient, life-long learners who are empowered to be responsible, participating citizens and leaders.

Misión... Inspirar y retar a los estudiantes para que se conviertan en aprendices resilientes y de por vida tener el poder de saber aprovechar todas las oportunidades para convertirse en ciudadanos líderes y responsables.

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 biliterate, bilingual, and bicultural 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 are working to build strong professional learning communities through vertical grade level teams and grade level teams.

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 (K-8) 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. After analyzing our school data, the leadership team identified a continuing downward trend in math scores. To address this need in math, the school team decided to hire a Kamala math coach instead of intervention service providers. The math coach will work with teachers to build the math mindset in students, work to incorporate more problem solving and application of concepts in the classroom, and facilitate analysis of assessments.

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 fifth year and teachers will foster oracy and make connections between the languages for students. Starting with the 2018-2019 school year, all of the Kamala kindergarten classes are biliteracy classes. With these classes, Kamala will become a complete biliteracy program school. 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 in the areas of Careers, Health and Environmental 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!

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	129	142	137	127	141	136	127	141	136	98.4	99.3	99.3
Grade 4	159	119	126	159	119	125	159	119	125	100	100	99.2
Grade 5	153	151	123	153	151	121	153	151	121	100	100	98.4
Grade 6	139	142	147	138	142	145	138	142	145	99.3	100	98.6
Grade 7	125	132	133	122	132	133	122	132	133	97.6	100	100
Grade 8	109	115	128	109	115	126	109	115	126	100	100	98.4
All Grades	814	801	794	808	800	786	808	800	786	99.3	99.9	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2346.4	2342.4	2376.5	4	1.42	9.56	8	9.22	12.50	24	21.99	29.41	65	67.38	48.53
Grade 4	2365.1	2399.9	2423.8	3	6.72	8.00	7	6.72	20.80	15	31.93	26.40	75	54.62	44.80
Grade 5	2439.5	2432.0	2475.9	2	0.66	9.09	16	18.54	33.06	35	23.84	23.97	47	56.95	33.88
Grade 6	2451.2	2443.1	2458.5	4	0.00	1.38	13	14.79	18.62	28	27.46	28.97	55	57.75	51.03
Grade 7	2494.1	2501.4	2497.9	1	4.55	1.50	22	24.24	20.30	37	32.58	45.11	40	38.64	33.08
Grade 8	2491.4	2514.1	2535.0	1	1.74	3.97	18	20.87	30.95	29	40.00	34.92	51	37.39	30.16
All Grades	N/A	N/A	N/A	3	2.38	5.47	14	15.75	22.39	28	29.13	31.55	56	52.75	40.59

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	0.71	12.50	24	32.62	44.85	72	66.67	42.65	
Grade 4	6	8.40	11.20	19	42.02	53.60	75	49.58	35.20	
Grade 5	2	3.31	11.57	44	48.34	52.89	54	48.34	35.54	
Grade 6	7	2.11	6.90	33	35.21	39.31	61	62.68	53.79	
Grade 7	3	10.61	6.77	48	41.67	46.62	49	47.73	46.62	
Grade 8	8	6.96	12.70	34	42.61	49.21	58	50.43	38.10	
All Grades	5	5.13	10.18	33	40.38	47.46	62	54.50	42.37	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	4.26	7.35	35	28.37	38.97	60	67.38	53.68
Grade 4	3	8.40	7.20	30	42.02	53.60	67	49.58	39.20
Grade 5	5	3.97	20.66	48	51.66	47.11	46	44.37	32.23
Grade 6	5	5.63	1.38	43	32.39	34.48	51	61.97	64.14
Grade 7	4	9.85	4.51	62	61.36	57.14	34	28.79	38.35
Grade 8	6	10.43	8.73	41	59.13	50.00	52	30.43	41.27
All Grades	5	6.88	8.02	43	45.38	46.56	52	47.75	45.42

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	4.26	9.56	52	56.74	58.09	44	39.01	32.35
Grade 4	4	5.04	7.20	53	53.78	59.20	43	41.18	33.60
Grade 5	1	3.31	9.09	63	55.63	62.81	36	41.06	28.10
Grade 6	8	4.23	4.83	61	48.59	62.76	31	47.18	32.41
Grade 7	5	4.55	2.26	72	49.24	66.92	23	46.21	30.83
Grade 8	3	5.22	5.56	58	62.61	71.43	39	32.17	23.02
All Grades	4	4.38	6.36	60	54.25	63.49	36	41.38	30.15

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	2.13	8.82	36	40.43	49.26	58	57.45	41.91
Grade 4	3	7.56	8.00	38	47.06	60.80	59	45.38	31.20
Grade 5	7	7.95	15.70	65	41.72	55.37	27	50.33	28.93
Grade 6	9	7.75	13.10	47	39.44	49.66	43	52.82	37.24
Grade 7	12	11.36	9.77	53	48.48	59.40	34	40.15	30.83
Grade 8	10	9.57	21.43	40	54.78	55.56	50	35.65	23.02
All Grades	8	7.63	12.72	47	44.88	54.83	45	47.50	32.44

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	129	142	137	127	142	136	127	142	136	98.4	100	99.3
Grade 4	159	119	126	159	119	124	159	119	124	100	100	98.4
Grade 5	153	151	123	153	151	121	153	151	121	100	100	98.4
Grade 6	140	142	147	139	142	145	139	142	145	99.3	100	98.6
Grade 7	124	132	133	122	132	133	121	132	133	98.4	100	100
Grade 8	109	115	128	109	115	127	109	115	127	100	100	99.2
All Grades	814	801	794	809	801	786	808	801	786	99.4	100	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2367.6	2363.2	2382.2	3	0.70	4.41	9	8.45	22.06	27	30.99	22.06	61	59.86	51.47
Grade 4	2390.7	2396.0	2439.3	3	1.68	0.00	8	3.36	27.42	25	31.09	39.52	65	63.87	33.06
Grade 5	2434.8	2417.9	2455.9	3	0.66	3.31	5	4.64	10.74	33	26.49	39.67	60	68.21	46.28
Grade 6	2444.1	2426.4	2427.5	1	0.70	0.69	6	3.52	4.83	32	23.94	26.90	62	71.83	67.59
Grade 7	2473.3	2479.8	2444.4	0	1.52	0.75	10	12.88	1.50	42	38.64	24.06	48	46.97	73.68
Grade 8	2460.6	2477.6	2483.2	2	3.48	3.94	7	10.43	5.51	17	25.22	27.56	74	60.87	62.99
All Grades	N/A	N/A	N/A	2	1.37	2.16	7	7.12	11.83	29	29.34	29.64	62	62.17	56.36

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	7	3.52	13.24	28	31.69	30.15	65	64.79	56.62	
Grade 4	3	1.68	5.65	18	15.97	41.94	79	82.35	52.42	
Grade 5	4	3.31	5.79	21	15.89	32.23	75	80.79	61.98	
Grade 6	3	2.11	2.07	22	11.97	16.55	75	85.92	81.38	
Grade 7	3	4.55	0.75	27	36.36	16.54	69	59.09	82.71	
Grade 8	3	5.22	3.94	22	25.22	25.20	75	69.57	70.87	
All Grades	4	3.37	5.22	23	22.72	26.72	74	73.91	68.07	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	1.41	8.82	29	38.03	38.24	65	60.56	52.94
Grade 4	3	4.20	4.84	27	30.25	46.77	70	65.55	48.39
Grade 5	3	0.66	3.31	20	27.15	38.02	77	72.19	58.68
Grade 6	1	0.70	0.69	34	26.76	32.41	65	72.54	66.90
Grade 7	0	3.79	1.50	55	47.73	31.58	45	48.48	66.92
Grade 8	5	6.09	10.24	43	33.91	46.46	52	60.00	43.31
All Grades	3	2.62	4.83	34	33.83	38.68	64	63.55	56.49

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	1.41	7.35	54	45.07	50.00	43	53.52	42.65
Grade 4	4	2.52	7.26	33	36.13	54.03	62	61.34	38.71
Grade 5	3	1.32	4.13	43	30.46	48.76	54	68.21	47.11
Grade 6	1	2.11	2.07	55	27.46	31.03	44	70.42	66.90
Grade 7	4	2.27	3.01	58	55.30	44.36	38	42.42	52.63
Grade 8	2	4.35	3.15	44	46.96	48.82	54	48.70	48.03
All Grades	3	2.25	4.45	47	39.83	45.80	50	57.93	49.75

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				9	6		45	38		27	50		18	6	
1				12	15		37	59		35	15		16	12	
2		3		11	18		40	41		33	30		17	8	
3	2	1		10	25		42	48		37	18		9	9	
4	1	4		15	25		56	51		20	18		8	4	
5	1	5		45	40		38	45		12	4		4	5	
6		4		8	37		55	49		28	4		10	6	
7		6		33	36		55	45		10	12		2		
8	3	3		58	56		33	36		3	6		3		
Total	1	3		19	27		44	47		25	16		11	7	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				6	2		18	10		25	28		51	60	
1				12	15		38	59		34	15		17	12	
2		2		11	18		40	40		33	30		17	9	
3	2	1		11	25		41	48		36	18		9	9	
4	1	3		15	24		56	50		20	17		8	5	
5	1	5		45	39		38	45		12	5		4	5	
6		4		8	37		55	49		28	4		10	6	
7		6		34	36		55	45		9	12		2		
8	3	3		58	55		33	34		3	8		3		
Total	1	2		18	24		40	42		25	17		16	14	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Math is a critical area of need for all student groups.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,255	Very Low 0.3%	Declined Significantly -3.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,255	Very Low 0.3%	Declined Significantly -3.3%
English Learners		797	Very Low 0.3%	Declined Significantly -2.8%
Foster Youth		4	*	*
Homeless		20	Very Low 0%	
Socioeconomically Disadvantaged		1,199	Very Low 0.3%	Declined Significantly -3.5%
Students with Disabilities		88	Medium 1.1%	Declined Significantly -6.6%
African American		12	Very Low 0%	Declined Significantly -8.3%
Asian		1	*	*
Filipino		6	*	*
Hispanic		1,213	Very Low 0.3%	Declined Significantly -3.3%
Two or More Races		4	*	*
White		19	Very Low 0%	Maintained 0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		731	High 76.9%	Increased Significantly +10.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.3%	Declined Significantly -2.8%
English Learner Progress (1-12)		High 76.9%	Increased Significantly +10.3%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 77.6 points below level 3	Increased +7.2 points
Mathematics (3-8)		Very Low 102.6 points below level 3	Declined -3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		781	Very Low 71.1 points below level 3	Increased +7.1 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		781	Very Low 71.1 points below level 3	Increased +7.1 points
English Learners		637	Very Low 77.6 points below level 3	Increased +7.2 points
Homeless		15	Very Low 75.3 points below level 3	
Socioeconomically Disadvantaged		749	Very Low 71.9 points below level 3	Increased +7.6 points
Students with Disabilities		58	Very Low 145.7 points below level 3	Declined Significantly -16.4 points
African American		7	*	*
Filipino		2	*	*
Hispanic		761	Very Low 70.9 points below level 3	Increased +6.9 points
Two or More Races		1	*	*
White		10	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	215	Low 24.7 points below level 3	Increased +10.5 points
EL - English Learner Only	422	Very Low 104.5 points below level 3	Increased +9.1 points
English Only	110	Low 59.1 points below level 3	Increased +8.2 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		782	Very Low 99 points below level 3	Declined -3.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		782	Very Low 99 points below level 3	Declined -3.1 points
English Learners		638	Very Low 102.6 points below level 3	Declined -3 points
Homeless		15	Very Low 139.5 points below level 3	
Socioeconomically Disadvantaged		750	Very Low 99.3 points below level 3	Declined -3.2 points
Students with Disabilities		58	Very Low 159.5 points below level 3	Declined Significantly -18 points
African American		7	*	*
Filipino		2	*	*
Hispanic		762	Very Low 98.3 points below level 3	Maintained -2.9 points
Two or More Races		1	*	*
White		10	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	215	Low 68.7 points below level 3	Declined -3.2 points
EL - English Learner Only	423	Very Low 119.9 points below level 3	Maintained -0.5 points
English Only	110	Very Low 95.8 points below level 3	Declined -4.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	66.6%	76.9%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	78.1 points below level 3	71.1 points below level 3
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Mathematics	95.9 points below level 3	99 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3.6% (47)	0.3% (4)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 of which the school is most proud is the gain in the percentage of students who met/exceeded standards in both ELA and math. The percentage of students in all but one grade increased in both subject areas. 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.

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 in the area of math. Although our math scores have increased in grades 3-6, our overall levels are still lower than the county, particularly in our middle grades. After discussing our needs in this area, we are focusing on building strong number sense skills and understanding in the primary grades and continuing to build conceptual understanding of math through all of the grade levels. Many teachers attended the Math Mindset workshops this summer. Math instruction, changes in the way we teach math, and building strong math mindsets in our students are constant conversations in our PLC meetings.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Kamala will use site funds for a math coach. The math coach will focus on building foundation skills and number sense in the primary grades, analyzing data to inform instruction, and provide model lessons and build math mindset with teachers and students. The math coach will conduct model lessons on developing a math mindset, unpacking and solving word problems, and building strong number sense in the primary grades. The math coach will work with teachers to cluster standards for teaching and to identify resources that best support instruction. He/she will also work with teachers to conduct lesson study by grade level and develop strong instructional strategies.

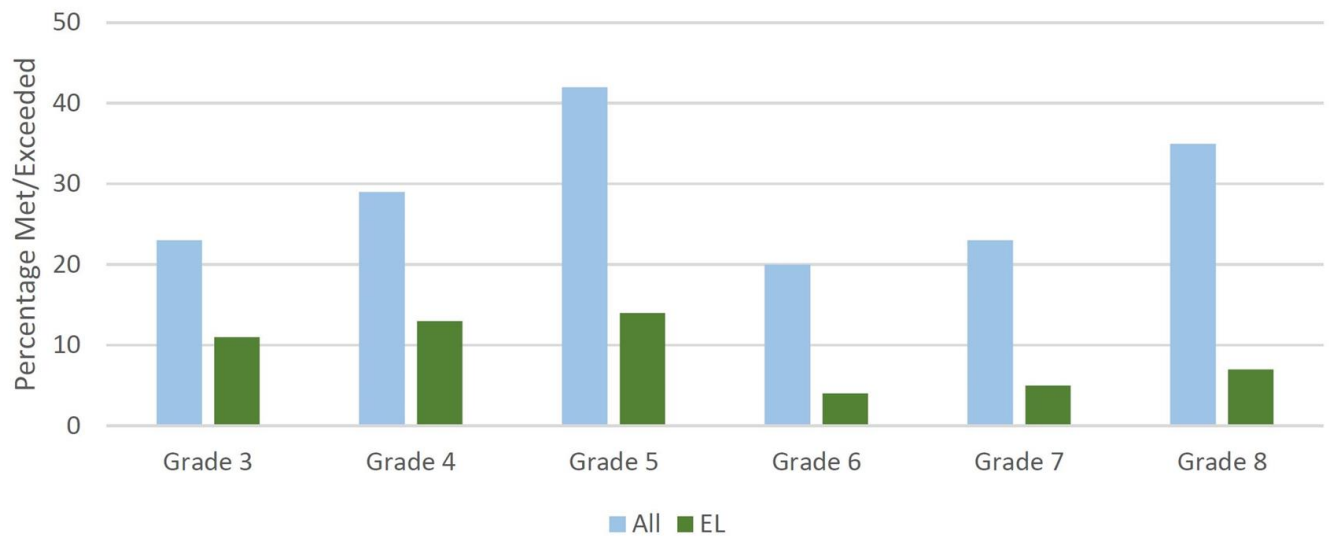
PERFORMANCE GAPS

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.

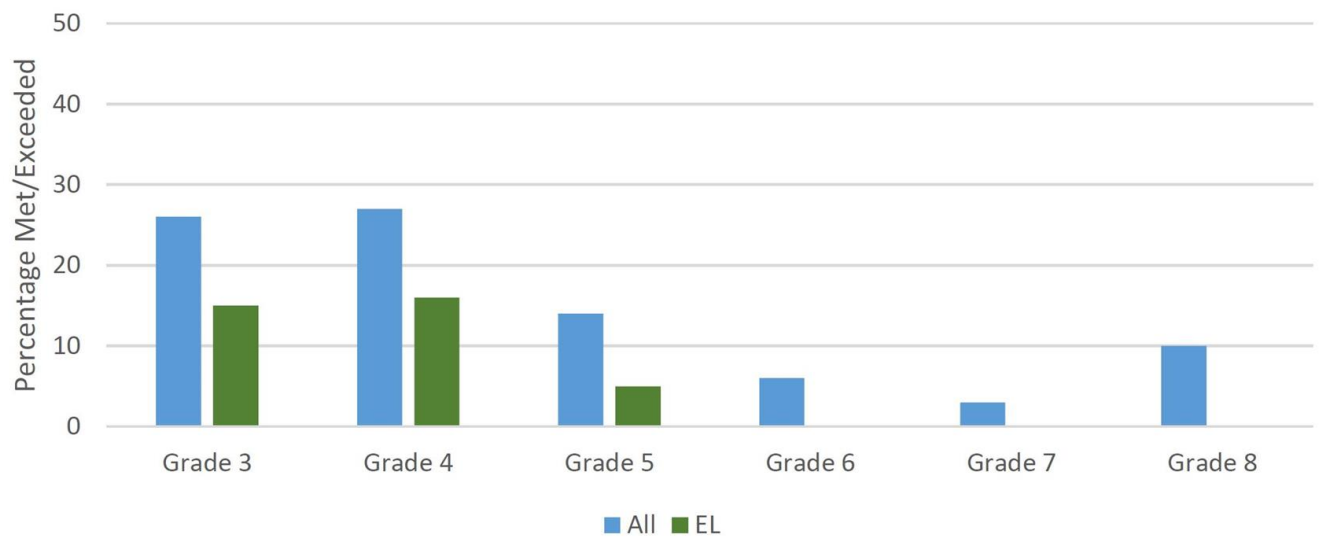
1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

In both ELA and math, English Learners score well below the "all student" level. The gap grows wider in the middle grades in both English Language Arts and Math. The area of math presents with the greatest gap between all students and English Learners. With 63% of our student population identified as English Learners, this statistic is of great concern to our staff.

CAASPP ELA Comparison All Students/English Learners



CAASPP Math Comparison All Students/English Learners



2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Teachers, administrators, math coach and reading specialists 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 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 a site-based math coach, AVID tutors, and conferences for teachers including AVID, CAFE and subject specific workshops as needed. The math coach will focus on building foundational skills and number sense in the primary grades, analyzing data to inform instruction, and provide model lessons and build math mindset with teachers and students. AVID tutors are an integral part of the AVID program supporting students with their learning and continued teacher learning through conferences and workshops develops stronger instructional practices.

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. 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.

Eight State Priorities 2018-19

- 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)

- 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 parenting 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 addressed 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.

2018-19 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: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	358976	0.00
Title I	111643	0.00
Title III	40612	0.00
LCFF - Targeted	100000	0.00
LCFF - Intervention	41600	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$852,487.00

Goal 2 \$244,165.00

Goal 3 \$15,795.00

Goals, Actions, & Services 2018-19

[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

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

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

2017-18 Baseline

Kindergarten: 18% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment
Grade 1: 22% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment
20% 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: 22% met/exceeded ELA CAASPP
26% met/exceeded Math CAASPP
Grade 4 28% met/exceeded ELA CAASPP
27% met/exceeded Math CAASPP
Grade 5 42% met/exceeded ELA CAASPP
14% met/exceeded Math CAASPP

2018-19

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 met/exceeded standards on the math CAASPP will

Grade 6 20% met/exceeded ELA CAASPP
6% met/exceeded Math CAASPP

Grade 7 22% met/exceeded ELA CAASPP
2% met/exceeded Math CAASPP

Grade 8 35% met/exceeded ELA CAASPP
9% met/exceeded Math CAASPP

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	2018-2019 School Year	Principal; Assistant Principals, Math Coach, Reading Specialist, Teacher	Cost of substitutes Reading Specialist Math Coach Math Coach	LCFF - Intervention Centralized Services Title I Discretionary	15635 80667 79925 39367
2. Implement small group early literacy intervention for intensive readers and English Learners in grades K-2.	ELA	2018-2019 School Year	Reading Specialist, teachers	Intervention Materials Reading Specialist (see action #1)	LCFF - Intervention	6163
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	2018-2019 School Year	Librarian and teachers	Cost of materials Cost of materials Cost of materials Publication Charges Librarian Cost of materials (electives & strand focus)	LCFF - Targeted Title I Discretionary Discretionary Centralized Services LCFF - Targeted	19000 7000 9000 2444 61276 6000
4. Students in biliteracy program will learn to read in the targeted languages of Spanish and English in K-4.	Spanish Lang Arts	2018-2019 School Year	Teachers	No additional cost		
5. Administer progress monitoring assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, and interim assessment blocks). Analyze	ELA Spanish Lang Arts Math	2018-2019 School Year	Administrators, Math Coach, and teachers	Math Coach (see action #1)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
data and adjust interventions as needed.	ELD					
6. Teachers will use adopted curriculum in ELA, SLA, ELD and math.	ELA Spanish Lang Arts Math ELD	2018-2019 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	2018-2019 School Year	Administration and office staff, site technician	Cost of supplies and machine maintenance Cost of equipment	Discretionary Discretionary	38638 6435
8. Conduct diagnostic assessment for struggling readers per benchmark data.	ELA Math	2018-2019 School Year	Teachers, Reading Specialist and Math Coach	Assessment Reading Specialist - (see action #1) Math Coach (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.		2018-2019 School Year	Teachers	Teacher hourly salary for tutoring Teacher hourly salary for tutoring	LCFF - Intervention Title III	6615 17438
10. Provide software programs to all students for differentiated learning opportunities (ex. StarFall, IXL, and BrainPop)	ELA Math	2018-2019 School Year	Teachers and Site Technology Technician	Cost of agreements Cost of agreements Site Technology Technician	LCFF - Targeted LCFF - Intervention Centralized Services	20000 5742 66361
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	2018-2019 School Year	Administration and teachers	Cost of substitutes	LCFF - Targeted	2441
12. Conduct meetings with student study team to review cases of students who are not demonstrating sufficient progress	ELA Math	2018-2019 School Year	Administration, teachers, resource teacher, school psychologist,	Floating substitute to release teachers to meet during SST meetings.	LCFF - Targeted	1804

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
on grade level standards and/or students who need additional behavior support.	Student Behavior Support Attendance		speech pathologist, ORC, Counselor	Materials/incentives for ongoing positive behavior support system	LCFF - Targeted	2000
				Incentives to improve student attendance.	LCFF - Targeted	3000
				Incentives to improve student academic performance.	LCFF - Targeted	4000
				Cost of Outreach Consultant	Centralized Services	38684
				Cost of Counselor	Centralized Services	131961
13. Provide access to and encourage participation in Accelerated Reader Renaissance 360 for all students.	ELA	2018-2019 School Year	Administration, teachers, librarian	Cost of AR & STAR 360	District Funded	
				Cost materials/academic incentives - see action 12		
14. Math and Technology mentors will provide professional development for teachers in curricular areas and supportive technology.	ELA Math	2018-2019 School Year	Administration, site math mentor, site tech mentor	Mentor Extra Hours	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	2018-2019 School Year	Administration, teachers, school psychologist, speech pathologist, resource specialist	Cost of substitutes	LCFF - Targeted	6013
16. Support the AVID program with tutors, professional development through attendance at AVID Summer Institute, and field trips in grades 6-8.	ELA Math ELD	2018-2019 School Year	Administration, teachers	Cost of AVID tutors	Discretionary	4592
				Cost of AVID tutors	Title I	4168
				Cost of AVID conference	Title I	15000
				Buses for field trips for AVID students	LCFF - Targeted	1000
				AVID Coordinator	LCFF - Targeted	1804
				AVID Materials	Discretionary	2000
17. Provide MyON program to all students to download books for independent reading at home and at school.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Administration, teachers, site technician	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
18. Provide additional 1 hour of para educator support for the kindergarten DLI classes.	Spanish Lang Arts ELA ELD Math	2018-2019 School Year	Administrator	Cost of para educator for 1 hour/day	Title III	3848
19. Provide opportunities for peer observation, professional development workshops, conferences, lesson study and collaboration with teachers 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 Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Administrator, Teachers, Site TOSA, Tech and Math mentors, teachers	Cost of professional development Cost of substitutes	Title I LCFF - Targeted	5550 5377
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	2018-2019 School Year	Administrators, teachers and SST members	Cost of materials/incentives for ongoing PBIS and MTSS	LCFF - Intervention	5000
21. Use ELPAC and other data to group students for daily ELD instruction.	ELD	2018-2019 School Year	Administrators and Teachers	No additional costs		
22. Use SIOP strategies in the classroom and monitor implementation of ELD.	ELA Math ELD	2018-2019 School Year	Teachers	No additional costs		
23. Provide extended learning opportunities for LTELs in grades 6-8.	ELA Math	2018-2019 School Year	Teachers	Teacher hourly salary for tutoring	Title III	16236
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	2018-2019 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 (assemblies and field trips).	ELA Math	2018-2019 School Year	Administrators and teachers	Entrance fees and transportation for field trips; cost of assemblies	LCFF - Targeted	20100
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	2018-2019 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	2018-2019 School Year	Program Coordinator, Teacher Liaison	Teacher Salary	ASES	
28. Conduct Leadership, Positive Behavior Intervention and Support, Dual Language, and Professional Learning Community meetings to monitor systems and programs in place, analyze school-wide data, and monitor growth.	ELA Math Spanish Lang Arts Student Behavior Support Attendance	2018-2019 School year	Principal, Teachers, Math Coach, Reading Specialist, Te	Cost of Substitutes Counselor Extra Help	Discretionary Discretionary	8695 841
29. Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase	Math	2018-2019 School year	Instructional Specialists, Teachers	Instructional Specialist	Centralized Services	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
student achievement based on the performance indicators on the Dashboard.						
30. In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.	ELA Spanish Lang Arts	2018-2019 School year	Reading Specialist, Teachers	Reading Specialist	Centralized Services	80667
31. In order to improve math achievement, a math coach at Kamala will provide support to teachers and students. The math coach will focus on building foundational skills and building number sense in the primary grades, increasing rigor, building a math mindset. The coach will also assist with analysis of data to improve instruction and identify students in need of additional support. The math coach will model lessons and work directly with teachers to plan instruction.		2018-2019 School Year	Math Coach, Teachers	See action #1		

Goals, Actions, & Services 2018-19

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

2017-18 Baseline

- 190 Office referrals for potentially suspendable offenses
- 27 Student Suspensions in 2017-18
- 19% of 7th grade students have used electronic cigarettes (CHKS data)
- 10% of 7th grade students are currently using electronic cigarettes (CHKS data)

2018-19

- 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	2018-2019 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 will identify areas of need and opportunities to improve PBIS model.	Safety Student Behavior Support Wrap-Around Services	2018-2019 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	2018-2019 School Year	Administration, teachers, campus assistants	Cost of campus assistants Extra Help/Subs for campus assistants	Discretionary Discretionary	230292 6412
4. Provide tobacco prevention education through the "Friday Night Live" program.	Safety Wrap-Around Services	2018-2019 School Year	Administration, school counselor, ORC	Prevention program	TUPE	
5. Safety committee will review and update the Comprehensive Safe School Plan.	Safety	2018-2019 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.		2018-2019 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	2018-2019 School Year	School administrators, 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	2018-2019 School Year	School administrators 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	2018-2019 School Year	All staff	No additional costs		
11. Implementation of the Minnesota Smoking Prevention Program for 6th grade classes	Student Behavior Support Safety	2018-2019 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	2018-2019 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	2018-2019 School Year	Administration, teachers, campus assistants	Cost of supplies Cost of campus assistants (see action #3)	LCFF - Targeted	7461

Goals, Actions, & Services 2018-19

[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

California Healthy Kids Survey (CHKS)- Parent Response

2017-18 Baseline

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

2018-19

- 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) • Mom & Daughter Meetings • Interface "My Body and Me" Classes 	ELA Math ELD Safety	2018-2019 School Year	Administration, Counselor	Child Care Cost of classes Clerical Custodial Extra Help/Subs Child Care	Discretionary Title III Discretionary Discretionary LCFF - Intervention	641 2090 4489 3848 641
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 • A-G Information Meetings • Math Coach Information Meetings for Parents • Parent Nights 	ELA Math ELD Safety	2018-2019 School Year	Administration, teachers, ORC, counselor, Math Coach	Materials for workshops/meetings	Title III	1000
3. Provide adult ESL classes.	Wrap-Around Services	2018-2019 School Year	Administration	Child Care - see action #1		
4. Update the Kamala webpage on a regular basis to inform parents/community of school activities.	Wrap-Around Services Safety ELA Math	2018-2019 School Year	Administration and site technician	No additional costs		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
5. Provide translation and home communication for non-English speaking homes.	Wrap-Around Services	2018-2019 School Year	Administration, office staff, and teachers	Translation services	Discretionary	1282
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	2018-2019 School Year	Administration and office staff	No additional costs		
9. 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 Wrap-Around Services	2018-2019 School Year	Administrations, teachers, program coordinator, teacher liaison, ASP staff	Supplies and refreshments	ASES	
10. Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.		2018-2019 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	2018-2019 School Year	Administration and teachers	Materials - see action #2 Teacher Hourly Salary	LCFF - Intervention	1804
12. Conduct parent conferences to discuss student progress, achievements, and concerns.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance	2018-2019 School Year	Teachers	No additional costs		

Appendix A - 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
Lourdes Ayala	Classroom/Teacher
Melissa Haupt	Classroom/Teacher
Paulina Huerta	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Marcelina Santiago	Parent or Community Member
Patricia Vargas	Parent or Community Member
Claudia Duran	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 B - 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 School 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

Melissa Haupt

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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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.

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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.

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 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 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,
Mission...To inspire and challenge students to become resilient, life-long learners who are empowered to be responsible, participating citizens and leaders./Misión... Inspirar y retar a los estudiantes para que se conviertan en aprendices resilientes y de por vida tener el poder de saber aprovechar todas las oportunidades para convertirse en ciudadanos líderes y responsables.



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- ✓ 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 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

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Appendix B - 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.
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- 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

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- 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

Jodi Nocero
Signature of School Principal

10/19/18
Date

Melissa Haupt
Typed Name of SSC Chairperson

Melissa Haupt
Signature of SSC Chairperson

10/19/18
Date

School Plan for Student Achievement (SPSA) Template

The School 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 29, 2018		
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 14, 2018		

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, 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 Leadership 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 intervention 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.

We have instituted a Academic Strand Focus of Communication, Art and Technology (CAT). We have lessons and units based on these themes in order to expand opportunities for student learning and engagement. Through the Strand Focus Units, students are engaged in creative and innovative activities that allow them to feel successful. This focus also allows students to feel success in a variety of ways. We also have an art teacher who works with our middle school students through an elective course, but also who teaches all of our elementary students through lessons every other week. Once our current construction phase is completed, we will be incorporating new spaces to further expand our communication strand.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the summer institute in order to provide support to our students as we work towards a school wide model. Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-4 in order to promote bilingualism and biliteracy. We follow an 50:50 model (Spanish/English) in all grades. 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.

Additional programs and tools are used 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 Accelerated Math Program and 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 5th 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 have a Reading Specialist who works with students in kindergarten, first and second grades. We use an Instructional Support Provider (ISP) in third, fourth, and fifth grade, allowing for the teacher or the extra support teacher to work with students. Paraprofessionals have been hired to support in our K-2 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. We have also added in remedial electives for Math and Language Arts for our middle school students, as well as a study skills elective.

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 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 lockdowns 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	111	108	89	110	108	89	110	108	89	99.1	100	100
Grade 4	140	105	105	140	105	104	140	105	104	100	100	99
Grade 5	121	104	105	119	104	105	119	104	105	98.3	100	100
Grade 6	102	87	105	102	87	104	102	87	104	100	100	99
Grade 7	80	88	91	79	88	89	79	88	89	98.8	100	97.8
Grade 8	75	69	81	74	69	81	74	69	81	98.7	100	100
All Grades	629	561	576	624	561	572	624	561	572	99.2	100	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2352.9	2356.6	2400.5	3	5.56	12.36	14	11.11	22.47	26	28.70	28.09	57	54.63	37.08
Grade 4	2415.3	2399.7	2392.9	9	5.71	4.81	14	19.05	13.46	28	14.29	20.19	50	60.95	61.54
Grade 5	2447.6	2438.6	2451.9	11	0.96	4.76	17	22.12	24.76	23	25.96	22.86	50	50.96	47.62
Grade 6	2476.7	2456.1	2462.2	4	1.15	0.96	20	16.09	17.31	40	31.03	33.65	36	51.72	48.08
Grade 7	2469.7	2491.7	2467.1	0	4.55	0.00	18	20.45	17.98	33	32.95	28.09	49	42.05	53.93
Grade 8	2460.4	2483.5	2533.6	0	1.45	4.94	9	11.59	28.40	28	34.78	40.74	62	52.17	25.93
All Grades	N/A	N/A	N/A	5	3.39	4.55	15	16.93	20.45	29	27.27	28.50	50	52.41	46.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.48	15.73	32	31.48	52.81	61	62.04	31.46
Grade 4	10	7.62	10.58	46	40.95	37.50	44	51.43	51.92
Grade 5	13	3.85	6.67	34	47.12	52.38	52	49.04	40.95
Grade 6	7	2.30	4.81	46	43.68	47.12	47	54.02	48.08
Grade 7	5	13.64	5.62	42	34.09	39.33	53	52.27	55.06
Grade 8	1	4.35	14.81	28	31.88	51.85	70	63.77	33.33
All Grades	8	6.42	9.44	39	38.50	46.68	53	55.08	43.88

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	1.85	12.36	45	43.52	43.82	54	54.63	43.82
Grade 4	6	0.95	4.81	51	45.71	35.58	44	53.33	59.62
Grade 5	10	7.69	11.43	39	40.38	46.67	50	51.92	41.90
Grade 6	4	3.45	1.92	51	36.78	43.27	45	59.77	54.81
Grade 7	3	4.55	4.49	47	59.09	42.70	51	36.36	52.81
Grade 8	0	1.45	8.64	35	42.03	56.79	65	56.52	34.57
All Grades	4	3.39	7.17	45	44.56	44.41	50	52.05	48.43

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	3.70	11.24	52	58.33	74.16	44	37.96	14.61
Grade 4	7	6.67	3.85	61	43.81	64.42	31	49.52	31.73
Grade 5	10	2.88	8.57	56	65.38	55.24	34	31.73	36.19
Grade 6	7	5.75	4.81	69	64.37	52.88	25	29.89	42.31
Grade 7	4	4.55	1.12	58	57.95	56.18	38	37.50	42.70
Grade 8	0	2.90	7.41	59	65.22	69.14	41	31.88	23.46
All Grades	6	4.46	6.12	59	58.65	61.54	35	36.90	32.34

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	7.41	13.48	45	48.15	61.80	53	44.44	24.72
Grade 4	5	9.52	5.77	54	47.62	42.31	41	42.86	51.92
Grade 5	18	6.73	13.33	56	46.15	44.76	25	47.12	41.90
Grade 6	10	3.45	9.62	72	51.72	62.50	19	44.83	27.88
Grade 7	3	7.95	10.11	58	54.55	46.07	39	37.50	43.82
Grade 8	5	2.90	18.52	41	53.62	55.56	54	43.48	25.93
All Grades	8	6.60	11.54	55	49.91	51.92	38	43.49	36.54

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	111	108	89	110	108	89	110	108	89	99.1	100	100
Grade 4	140	105	105	140	105	104	140	105	104	100	100	99
Grade 5	121	104	105	119	104	105	119	104	105	98.3	100	100
Grade 6	102	87	105	102	87	105	102	87	105	100	100	100
Grade 7	80	88	92	79	88	89	79	88	89	98.8	100	96.7
Grade 8	75	69	81	74	69	81	74	69	81	98.7	100	100
All Grades	629	561	577	624	561	573	624	561	573	99.2	100	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.5	2379.3	2400.8	3	1.85	3.37	23	17.59	31.46	25	29.63	28.09	50	50.93	37.08
Grade 4	2410.8	2415.9	2409.0	0	1.90	0.96	10	18.10	11.54	43	30.48	37.50	47	49.52	50.00
Grade 5	2419.4	2427.6	2436.4	1	1.92	4.76	5	6.73	12.38	24	26.92	20.95	71	64.42	61.90
Grade 6	2444.6	2401.5	2424.2	1	0.00	0.00	9	3.45	0.95	31	12.64	27.62	59	83.91	71.43
Grade 7	2442.6	2462.3	2430.5	0	1.14	0.00	6	9.09	5.62	32	35.23	20.22	62	54.55	74.16
Grade 8	2437.3	2459.0	2479.0	0	2.90	1.23	3	7.25	9.88	18	17.39	27.16	80	72.46	61.73
All Grades	N/A	N/A	N/A	1	1.60	1.75	10	10.87	11.69	30	26.02	27.05	60	61.50	59.51

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	9.26	15.73	37	34.26	43.82	55	56.48	40.45
Grade 4	4	10.48	4.81	25	29.52	27.88	71	60.00	67.31
Grade 5	2	5.77	10.48	16	22.12	19.05	82	72.12	70.48
Grade 6	5	1.15	0.95	21	9.20	17.14	75	89.66	81.90
Grade 7	1	2.27	3.37	30	25.00	14.61	68	72.73	82.02
Grade 8	0	2.90	2.47	22	27.54	30.86	78	69.57	66.67
All Grades	4	5.70	6.28	25	24.96	25.13	71	69.34	68.59

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	5.56	8.99	41	50.93	49.44	50	43.52	41.57
Grade 4	2	2.86	3.85	46	37.14	31.73	52	60.00	64.42
Grade 5	3	0.96	2.86	22	31.73	31.43	76	67.31	65.71
Grade 6	2	0.00	0.95	29	18.39	26.67	69	81.61	72.38
Grade 7	1	2.27	1.12	35	44.32	30.34	63	53.41	68.54
Grade 8	0	2.90	2.47	43	27.54	53.09	57	69.57	44.44
All Grades	3	2.50	3.32	36	35.83	36.30	61	61.68	60.38

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	0.00	6.74	50	50.00	58.43	45	50.00	34.83
Grade 4	3	5.71	3.85	45	43.81	42.31	52	50.48	53.85
Grade 5	2	1.92	2.86	36	32.69	45.71	62	65.38	51.43
Grade 6	5	0.00	0.00	56	28.74	34.29	39	71.26	65.71
Grade 7	0	3.41	1.12	38	51.14	53.93	62	45.45	44.94
Grade 8	1	1.45	2.47	35	40.58	55.56	64	57.97	41.98
All Grades	3	2.14	2.79	44	41.35	47.64	53	56.51	49.56

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	6			11	4		39	30		33	30		11	35	
1		1		24	8		47	36		14	30		15	25	
2		4		9	18		31	49		45	23		14	7	
3		2		17	21		43	49		22	18		18	10	
4	6	3		31	25		42	54		10	13		10	6	
5	2	10		44	46		36	38		12	5		6	2	
6	4	6		47	31		31	40		13	17		4	6	
7		26		24	47		50	15		15	9		12	3	
8		6		8	50		70	38		16	3		5	3	
Total	2	5		25	26		42	42		20	17		11	10	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	1			2	1		14	13		26	28		57	58	
1		1		24	8		47	36		14	29		15	26	
2		4		9	18		31	49		45	23		14	7	
3		2		16	21		43	49		22	18		19	10	
4	6	3		31	25		42	54		10	13		10	6	
5	2	10		44	46		36	38		12	5		6	2	
6	4	6		47	31		31	40		13	17		4	6	
7		26		23	47		51	15		14	9		11	3	
8		6		8	49		70	37		16	6		5	3	
Total	2	5		22	23		38	38		21	19		18	17	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		883	Low 1%	Declined Significantly -2.8%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		883	Low 1%	Declined Significantly -2.8%
English Learners		648	Very Low 0.5%	Declined Significantly -2.6%
Foster Youth		2	*	*
Homeless		21	High 4.8%	
Socioeconomically Disadvantaged		832	Low 1%	Declined Significantly -3.1%
Students with Disabilities		71	Very Low 0%	Declined Significantly -8.5%
African American		2	*	*
American Indian		1	*	*
Asian		1	*	*
Filipino		16	Very Low 0%	Maintained 0%
Hispanic		843	Medium 1.1%	Declined Significantly -2.9%
Two or More Races		2	*	*
White		18	Very Low 0%	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		569	Medium 74.9%	Increased Significantly +10.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.5%	Declined Significantly -2.6%
English Learner Progress (1-12)		Medium 74.9%	Increased Significantly +10.9%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 77.5 points below level 3	Declined -4.2 points
Mathematics (3-8)		Very Low 100.3 points below level 3	Maintained -0.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		548	Very Low 71.6 points below level 3	Maintained -2.8 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		548	Very Low 71.6 points below level 3	Maintained -2.8 points
English Learners		455	Very Low 77.5 points below level 3	Declined -4.2 points
Foster Youth		1	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		520	Very Low 74.1 points below level 3	Maintained -2.9 points
Students with Disabilities		47	Very Low 157.4 points below level 3	Maintained -2.4 points
Asian		1	*	*
Filipino		11	Low 45.3 points below level 3	
Hispanic		535	Very Low 72.3 points below level 3	Maintained -2.6 points
Two or More Races		1	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	113	Low 12.9 points below level 3	Declined -7.3 points
EL - English Learner Only	342	Very Low 98.9 points below level 3	Declined -4.1 points
English Only	56	Low 64.3 points below level 3	Declined -13.3 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		548	Very Low 97.7 points below level 3	Maintained +0.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		548	Very Low 97.7 points below level 3	Maintained +0.6 points
English Learners		455	Very Low 100.3 points below level 3	Maintained -0.3 points
Foster Youth		1	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		520	Very Low 99.2 points below level 3	Maintained +0.8 points
Students with Disabilities		47	Very Low 180.1 points below level 3	Declined Significantly -19.5 points
Asian		1	*	*
Filipino		11	Low 74.3 points below level 3	
Hispanic		535	Very Low 98.2 points below level 3	Maintained +1.3 points
Two or More Races		1	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	113	Low 58.2 points below level 3	Maintained -1.3 points
EL - English Learner Only	342	Very Low 114.3 points below level 3	Maintained -0.6 points
English Only	56	Very Low 106.5 points below level 3	Declined -10.4 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	64.0%	74.9%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	68.9 points below level 3	71.6 points below level 3
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Mathematics	98.3 points below level 3	97.7 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3.8% (37)	1% (9)












Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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. The Wonders/Maravillas ELA program has been used, in English and Spanish, to support the instructional needs of elementary students and teachers in grades K-5. StudySync has been used in 6-8 ELA classrooms. These programs are grounded in the Common Core State Standards and provides students ready access to the grade level standards in English Language Arts. Lemonwood had some significant increased percentages for students in the met/exceeded categories on the 2018 CAASPP in Language Arts, as compared to the 2017 CAASPP. Gains recorded were in 3rd grade (17%), 5th grade (13%) and 8th grade (20%). The MyMath curriculum has been used in elementary classrooms, and the CAASPP Math scores showed increases in 3rd grade (14%) and 5th grade (8%).

English Learners have both designated and integrated English Language Development (ELD) instruction, also grounded in the state's ELD standards. K-5th grade teachers and site administrators were provided with training on foundational reading skills with an emphasis on supporting below grade level students. Lemonwood used Title I and Title III funding to provide paraprofessionals to work in kindergarten and grade 1 classes to support students. This allowed teachers to work with Tier II or Tier III intervention groups and hone in on ELA foundational skills. Teachers in grades 6th-8th have been provided with training on instructional strategies to support ELs within content specific subject areas such as science and social studies. 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.

The number of students reclassified at Lemonwood has been on a steady increase since 2015-2016. Lemonwood reclassified 106 students in 2017-18, having met their CAASPP target and/or their Reading target, as measured from the STAR 360 Reading. 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.

Title I funding was also used to increase classroom libraries to support a focus on reading in all grades. Middle School advisory classes have been designated as Accelerated Reading time where advisory teachers support student progress toward reading goals, with teachers supporting progress through Accelerated Reader goals. Books were purchased in Spanish for Dual Language classes. It was also used to enhance curriculum through the use of field trips for all grade levels, as well as our AVID program college trips. Additional AVID tutors were paid for out of Title I funds as well.

Professional development has become a hallmark of the Oxnard School District. Teachers, Administrators and the EL TOSAs in the Dual Language program have been trained with a focus on how to teach for Spanish literacy. Dual Language teachers received an intensive four days of training in June to develop their skills in teaching for biliteracy. Training was also offered for teachers of 6th-8th grade English Language Arts, ELD, and content areas to support English Learners with integrated and designated ELD.

Positive Behavior Intervention and Support training and implementation are a major focus at Lemonwood this coming year. All teachers in the school have participated in CHAMPS training, a Positive Behavior Support program. Lemonwood is in the 4th year of implementation, and is working to embed CHAMPS throughout the school, including playgrounds, cafeteria, restrooms and classrooms. With construction happening on campus, as we moved into new buildings, it gave opportunities to establish updated routines and refresh skills. Restorative Justice has been adopted by Counselors, Outreach Consultants and other staff as an alternative to punitive discipline.

Professional development also occurred during the summer in the area of Mathematics, and Lemonwood had many teachers attend, who will, in turn, be sharing their Mathematical Mindset knowledge with the rest of the teaching 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?

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 goal was to achieve a student growth percentile (SGP) of 55 in both ELA and Math.. This number compares student growth to that of his or her academic peers nationwide. Lower numbers indicate low relative growth and higher numbers indicate higher relative growth.

For ELA, the students in kindergarten and grade 1 had the lowest student growth percentiles across the school with percentiles of 35 (K - Early Literacy) and 31 (1st - STAR Reading). We also saw lower numbers with 1st grade Early Literacy (40), 4th grade Reading (41), and 6th grade Reading (41).

For Mathematics, students in grade 1 had the lowest SGP across the school with a score of 27. Sixth, Seventh, and Eighth grade students had Growth Percentiles of 35, 39, and 38.

The 2018 CAASPP data for students in grades 3-8 reflects that 49.9% of the students at Lemonwood are not meeting standards in ELA, and 58.9% are not meeting standards in Math.

The 2018 CAASPP data for students in grades 3-8 reflects that 73.7% of English Learners at Lemonwood are not meeting standards in ELA, and 73.2% are not meeting standards in Math.

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 and Mathematics for all students, professional development for our ELA and mathematics will continue. Reading Specialists 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.

Teachers at Lemonwood will continue 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. The site 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.

A math mentor will offer after school trainings for teachers to address math implementation gaps that exist and to support those new to the school site. 6-8th grade teachers will also have the support of a Math Instructional Specialist. 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.

Reading Specialist will focus on supporting ELA instruction for students in Kindergarten, Grade 1, and Grade 2, and will provide reflective feedback to the classroom teachers. Lemonwood's use of paraprofessionals will contribute to more individualized instruction for EL students and allow for effective teaching of foundational skills.

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:

English Learners - 73.6% 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 - 51.1% are not meeting standards on the 2017 ELA CAASPP assessment, and 59.6% 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.

Students with Disabilities - 91.2% are not meeting standards on the 2017 ELA CAASPP assessment. In Math, 93.1% are not meeting standards on the 2017 CAASPP assessment.

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, professional development for our ELA and Mathematics will continue. Reading Specialists 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.

Teacher collaboration time will be allotted at least monthly to discuss student progress and best practices. This time will take place during weekly staff meetings, SIP Days, and release days during the year. Time spent will have a focus on data in order to provide targeted intervention.

The district will monitor the language proficiency of our English Learner (EL) students and long-term ELs. A software system (ELLevations) will aid in monitoring student progress in language development. 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 Reading Specialist will focus on supporting ELA instruction for students in grades K-2. An ISP will be used to support Tier II interventions within the grades 3-5 classrooms. Smaller class sizes in Kindergarten and Grade 1 will contribute to more individualized instruction for EL students. Additional support through remedial electives in ELA and Math will be given to students who qualify in the middle school program. We also have a middle school elective where students work as tutors with our students in Kindergarten and 1st

grade. This allows for additional practice and support with foundational skill practice.

To improve student achievement in English Language Arts and mathematics for all students, professional development for our ELA and mathematics curricula will continue. 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 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 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 homeless and 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.

While our curriculum has been in place for some years now, there are still components that need to be explored in more depth. We continue to provide ongoing support with 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 EL 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.

Another barrier may have been the changes to our Dual Language Program. It has been rolled up as an 80/20 model and has now shifted to a 50/50 model for the 2018-2019 school year. Oxnard School District is supporting with increased professional development as we approach a new model this year.

Eight State Priorities 2018-19

- 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)

- 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 2018-2019 Single Plan for Student Achievement. School Site Council (SSC) reviewed the previous plan and provided input on goals and action steps throughout the 17-18 school year, and the new SSC had the opportunity to continue with revision in the fall of 2018. 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 18-19 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 2017-18 school year and prior to their approval of the 18-19 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
10. PTA Activities

- 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 are 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	265,121.00	0.00
Title I	75,532.00	0.00
Title III	31,282.00	0.00
LCFF - Targeted	40,012.00	0.00
LCFF - Intervention	62,228.00	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$497,482.83

Goal 2 \$416,136.32

Goal 3 \$6,168.85

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
<p>CAASPP</p>	<p>21.1% of students in grades 3-8 achieved "Met Standards" or "Exceeded Standards" on the 2018 Spring CAASPP English Language Arts assessment.</p> <p>13.9% of students in grades 3-8 achieved "Met Standards" or "Exceeded Standards" on the 2018 Spring CAASPP Mathematics assessment.</p>	<p>Improve the Met/Exceeded Percentage by 10% in ELA and Mathematics</p>
<p>STAR 360 Student Growth Percentile Scores</p> <p>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.</p>		<p>The Growth Percentile will meet or exceed 55 SGP for all students in each grade level in Early Literacy, Reading, and Math.</p>

EARLY LITERACY		
GRADE	SGP (Goal of 55)	Scaled Score Growth
Kindergarten	35	161
1	40	136
READING		
GRADE	SGP (Goal of 55)	Scaled Score Growth
1	31	53
2	48	110
3	54	121
4	41	60
5	48	74
6	41	52
7	61	100
8	64	98
MATH		
GRADE	SGP (Goal of 55)	Scaled Score Growth
1	27	117
2	45	112
3	44	89
4	43	68
5	43	62
6	35	33
7	39	39
8	38	21

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Administration will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessments results.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal, Assistant Principals, Teachers	Teacher substitutes - 3 days, 2x/year	Title I	1,085.00
2. The EL TOSA will support teachers in implementing the adopted curriculum, model	ELA	2018-2019 School Year	EL TOSA	Certificated Salaries: EL TOSA salary	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
lessons and provide in-house professional development opportunities.	Math ELD Student Behavior Support Spanish Lang Arts					
3. Teachers will collaborate in grade level meetings to evaluate, analyze results and use information to inform instructional decisions. Collaboration is to occur at least 1x/month through 1/2 day release times, SIP Day, and staff meeting times.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Teachers	Substitute costs for collaboration release days (3x/year)	LCFF - Intervention	9,741.00
4. Grade 6-8 RSP teachers and paraprofessionals will support general education classroom teacher as push-in, Co-Teaching model and provide support to Special Education students in Language Arts and Math.	ELA Math	2018-2019 School Year	6-8 RSP Teacher, 6-8 Teachers, Paraprofessionals	Certificated Salaries	District Funded	
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	2018-2019 School Year	Administration, EL TOSA, Teachers	No funding required		
6. Implementation of Dual Language Program for grades K-4 following the District's EL Master Plan.	ELA Math ELD Spanish Lang Arts	2018-2019 School Year	DLI Teachers, Administration, DLI TOSA, EL TOSA	Substitute costs for DLI collaboration release days (x4)	Title I	4,510.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Monitor 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	2018-2019 School Year	Teachers, 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 and Internet access.	ELA Math Spanish Lang Arts	2018-2019 School Year	Technology Tech, Teachers, Tech TOSA	Site Tech Salary Computer Equipment	Centralized Services Discretionary	80,290.00 10,000.00
9. Materials and supplies will be purchased to support the core instructional programs and strand focus.	ELA Math ELD Strand Focus Spanish Lang Arts	2018-2019 School Year	Administration, Teachers	Materials and Supplies	Discretionary Title I Title III LCFF - Targeted	11,667.00 4,893.89 1,578.51 4,147.00
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	2018-2019 School Year	Principal, Administration, Teachers	Materials and Supplies for academic incentives and Spelling Bee.	LCFF - Targeted	6,000.00
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	2018-2019 School Year	Principal, Teachers	Maintenance Agreements Publication costs Copy Machine Costs Rentals, Leases, Repairs	Discretionary Title I LCFF - Targeted Centralized Services Discretionary	2,724.00 2,000.00 2,000.00 11,637.00 300.00
12. Teachers will have access to classroom printers to use for data analysis and discussion with students, as well as student	ELA Math	2018-2019 School Year	Principal, Teachers	Materials and Supplies - Printers for classrooms	LCFF - Targeted	7,800.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
publishing of written work.	ELD Spanish Lang Arts					
13. Intervention or enrichment will be provided through before or after school enrichment clubs, or tutoring for academic targeted students (Foster Youth, Homeless, ELD subgroups) in grades 1-8.	ELA Math ELD Strand Focus	2018-2019 School Year	Principal, Administration, Teachers	Teacher - Extra Help Salaries	LCFF - Intervention	6,494.56
					Title I	6,735.11
14. Paraprofessionals will be used to support students in grades K and 1 in the areas of ELA, Math, and ELD.	ELA Math ELD Strand Focus	2018-2019 School Year	Principal, Administration, Teachers, Paraprofessionals	Salaries - Paraprofessionals	Title III	25,779.00
					LCFF - Intervention	16,064.00
15. 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 Math ELD Spanish Lang Arts	2018-2019 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 for full day CoST, SST or IEP meetings (2 subs at 2x/month)	Title I	3,247.00
16. All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.	ELA Math ELD Strand Focus Student Behavior Support Safety	2018-2019 School Year	Administration, ORC, Teachers	Field Trips - Transportation	Title I	10,000.00
					Title III	1,000.00
				Field Trip - Entrance Fees	Discretionary	400.00
					Title I	10,000.00
17. K-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads and	ELA Spanish Lang Arts	2018-2019 School Year	Principal, Computer Site Tech, Teachers, Technology Mentor,	Software Licenses (Lexia, BrainPop, MobyMax, Starfall, ESGI, Read Naturally, Accelerated Math, etc.)	Title I	12,000.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
classroom computers. Teachers will be trained on the use of common apps or common technology to support student use by the tech mentor during staff meetings or after school volunteer training meetings.	Math ELD Student Behavior Support Wrap-Around Services			Extra Hours for Tech Mentor	District Funded	
18. Intervention and enrichment materials will be utilized during intervention and tutoring time.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Administration, Teachers	Software licenses, subscriptions, or apps needed for intervention - See Goal #1, Action #17 for software license allocation.		
19. Library Technician will provide access and guidance to all students to check out library books based on reading levels. Books will be purchased to support growing Dual Language program and to update collection.	ELA Spanish Lang Arts	2018-2019 School Year	Library Technician, Teachers	Library Tech - Salary	Centralized Services	64,757.00
				Book purchases for the library	Title I LCFF - Targeted	300.00 4,000.00
20. Teachers will be trained on Mathematical Mindset strategies to support students by the math mentor during staff meetings or after school volunteer training meetings.	Math	2018-2019 School Year	Math Mentor, Administration, Teachers	Extra hours for Math Mentor	District Funded	
21. Teachers provide in school intervention and monitor English Learners through the LAT to ensure Long Term English Learners (LTELs) make adequate academic progress.	ELA ELD	2018-2019 School Year	Teachers, LAT Team, Administration	No funding required		
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.	ELA Math	2018-2019 School Year	AVID Teachers, AVID Coordinator, Administration, AVID Tutors	Binder supplies for AVID binders	LCFF - Targeted	250.00

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Field Trips to Colleges - transportation/fees - See Goal #1, Action #16 for Field Trip allocation		
				AVID Tutor salaries	Title I	6,429.00
					Discretionary	256.32
				Travel and Conference for Professional Development to AVID Conference for two staff members	Title I	3,500.00
23. Extra hours will be given for teacher leaders to reflect on school wide data, plan professional development as it relates to instructional programs and student growth.	ELA Spanish Lang Arts Math ELD Content Areas	2018-2019 School Year	Administration, Teachers	Teacher extra hours	Title I	6,012.00
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	2018-2019 School Year	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	2018-2019 School Year	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.	ELA Spanish Lang Arts Strand Focus Math	2018-2019 School Year	Teachers, Administration	No funding required		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
27. Materials and Supplies will be purchased to support the core instructional programs and strand focus.	ELA	2018-2019 School Year	Administration, Teachers	Warehouse charges to support all instructional programs and parent communication	Discretionary	7,000.00
	Spanish Lang Arts Math ELD Strand Focus				LCFF - Targeted	7,500.00
28. Instructional Support Provider will work with students in grades 3-5 to support Tier II and Tier III instruction in ELA and Math	ELA Math ELD	2018-2019 School Year	Administration, Teachers	Salary for ISP	LCFF - Intervention	29,928.44
29. Remedial Math and ELA electives added to the master calendar for middle school students to support intervention needs	ELA Math	2018-2019 School Year	Administration, Teachers	No funding required		
30. A Reading Specialist will work with students in grades K-2 to support students in foundational and early reading skills.	ELA Spanish Lang Arts	2018-2019 School Year	Administration, K-2 Teachers, Reading Specialist	Salary for Reading Specialist	Centralized Services	110,842.00
31. AVID Strategies will be used in grades 6-8 and teachers will participate in professional development once a month during staff meetings.	ELA Spanish Lang Arts Math ELD Content Areas	2018-2019 School Year	Teachers, AVID Team, Administration	No funding required		
32. Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning	Math Content Areas	2018-2019 School Year	Teachers, Instructional Specialists	Salary for Instructional Specialists	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.						
33. Staff will have the opportunity for professional development focusing on CCSS, NGSS, Content Specific Areas, Dual Language Instruction, ELD and Social Emotional Wellness.	ELA	2018-2019 School Year	Teachers, Support Staff, Library Tech, Administration	Travel and Conference Costs	Title I	2,500
	Spanish Lang Arts				Title III	1,000
	Math				LCFF - Targeted	1,115
Content Areas						

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Rate	In the 2017-2018 school year, we had 34 students suspended for a total suspension rate of 3.92%. Lemonwood had one student expelled for an expulsion rate of 0.12%	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2017-2018, Lemonwood had 4.04% of students with chronic attendance problems (10% or more instructional periods/days missed).	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
2. Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support	Student Behavior Support	2018-2019 School Year	All Staff	Sub costs for PBIS Team for one day	Title I	920.00
				Extra Hours for ORC	Discretionary	320.62
				Extra Hours for Counselor	Discretionary	300.67

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>3. Staff will fully implement our ROAR school wide expectations in all grade levels, using all components for Positive Behavior Support.</p> <p>ROAR stands for being Responsible, an Outstanding Citizen, Always Safe, and Respectful.</p>	Student Behavior Support	2018-2019 School Year	All Staff	Materials and Supplies for classrooms and common areas	LCFF - Targeted	2,000.00
<p>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).</p> <p>Staff will monitor and revise the safety plan annually.</p>	Safety	2018-2019 School Year	Administration, Safety Committee, All Staff	Materials and Supplies	Discretionary	500.00
<p>5. Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly.</p>	Student Behavior Support Wrap-Around Services	2018-2019 School Year	Administration, Teachers, ORC, Counselor	No funding required		
<p>6. The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns.</p>	Student Behavior Support Wrap-Around Services	2018-2019 School Year	Administration, Teachers, ORC, Counselor	No funding required		
<p>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.</p>	Attendance Wrap-Around Services	2018-2019 School Year	Administration, ORC, Counselor, Teachers, Attendance Technician	Materials and Supplies for attendance incentives	LCFF - Targeted	1,000.00
<p>8. Campus Assistants will monitor students before and after school, at lunch, recess, nutrition, and</p>	Student Behavior Support	2018-2019 School Year	Campus Assistants, Administration	Campus Assistant Salaries	Discretionary	223,878.07

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
passing periods.	Safety			Campus Assistant Extra Hours	Discretionary	5,129.96
<p>9. Middle school science teachers will receive training and implement the Minnesota Smoking Prevention Program to 6th grade students.</p> <p>Middle school science teachers will receive training and implement Project Alert to 7th and 8th grade students.</p>	Wrap-Around Services	2018-2019 School Year	Middle School science teachers	<p>Materials and Supplies</p> <p>Professional Development for training</p>	TUPE TUPE	
<p>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.</p> <p>Students also receive Tier I support through classroom lessons given by the school counselor.</p>	Wrap-Around Services	2018-2019 School Year	CoST, Counselor, Teachers, Administration	<p>Counselor Salary</p> <p>Materials and Supplies for additional material needed for Tier I lessons in classrooms</p>	Centralized Services Title I	<p>131,961.00</p> <p>500.00</p>
<p>11. Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies (VCBH, New Dawn, OPD, etc)</p>	Wrap-Around Services	2018-2019 School Year	ORC	ORC Salary	Centralized Services	46,126.00
<p>12. Staff supports PBIS "Caught Being Good" tickets and prizes for positive behavior incentives.</p>	Student Behavior Support	2018-2019 School Year	All staff	Materials and Supplies for behavior incentives and postcards	LCFF - Targeted	1,000.00
<p>13. Student dietary needs are supported through the use of our school salad bar and healthy eating choices.</p> <p>Free Breakfast and Lunch are available to all students.</p>		2018-2019 School Year	CNS Staff, Administration, Teachers	CNS Salary	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
14. Students will utilize play equipment during organized play at recess.	Student Behavior Support	2018-2019 School Year	Campus Assistants, Administration	Materials and Supplies for recess equipment	LCFF - Targeted	2,000.00
15. Students will participate in Red Ribbon (Anti Drug Awareness) Week activities.	Wrap-Around Services	2018-2019 School Year	ORC, Teachers, Administration	Materials and Supplies	LCFF - Targeted	500.00
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	2018-2019 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	2018-2019 School Year	ORC, Teachers, Administration	Materials and Supplies - copies needed	TUPE	
18. Students will be taught Digital Citizenship lessons within their classes.	Student Behavior Support	2018-2019 School Year	Teachers	No funding required		

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

Parent/Family Events

Baseline year to establish data as we look at number of parent/family events for the 18-19 school year.

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 conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.	ELA	2018-2019 School Year	Principal, SSC/ELAC committees	Verbal translation	Title III	1,282.49
	Math			Babysitting Costs	Title III	642.00
	ELD			Refreshments for parent meetings	Title I	500.00
2. Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.	ELA Math	2018-2019 School Year	Principal	Classified Extra Help for translations - See Goal #3, Action #1 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
	ELD			Classified Babysitting - See Goal #3, Action #1 for babysitting allocation Refreshments - See Goal #3, Action #1 for refreshment 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	2018-2019 School Year	ORC, Parents	Classified Salaries - ORC - See Goal #2, Action #11 for ORC allocation Babysitting - See Goal #3, Action #1 for babysitting allocation Refreshments - See Goal #3, Action #1 for refreshment 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	2018-2019 School Year	Administration, Teachers	Materials and Supplies for events	LCFF - Targeted	500.00
5. SST/IEP teams will include parents in order to plan individualized student support for their child.	ELA Math ELD	2018-2019 School Year	SST/IEP Team, including parent	No funding required		
6. The school will communicate CHAMPS goals and objectives at ELAC, SSC, PTA and other special meetings and presentations.	Student Behavior Support	2018-2019 School Year	Administration	Extra Classified Help for translations - See Goal #3, Action #1 for extra help allocation Babysitting - See Goal #3, Action #1 for babysitting allocation Materials and Supplies - See Goal #3, Action #1 for refreshment 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	Wrap-Around Services	2018-2019 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
resources accessible to the 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	2018-2019 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	2018-2019 School Year	Mixteco translator, ORC, Administration, District personnel	Mixteco Translator Salary Materials and Supplies	District Funded District Funded	
10. Reclassification Celebrations will take place during the school year.	ELD ELA Spanish Lang Arts Math	2018-2019 School Year	Teachers, Administration, EL TOSA, TOSA, Parents	Materials and Supplies for awards	LCFF - Targeted	200.00
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	2018-2019 School Year	Teachers, Parents	No funding required		
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	2018-2019 School Year	SSC, Teachers, Parents	No funding required		
13. The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student	ELA Math	2018-2019 School Year	PTA, Parents	No funding required		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
and family events.	Strand Focus					
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	2018-2019 School Year	ASP Staff, Teacher Liaison, Administration, ASP Program Coordinator, Teachers	Extra Hours for Liaison Materials and Supplies for parent nights Refreshments for parent nights	District Funded ASES ASES	
15. The school will offer parent workshops (Project to Inspire) which will focus on leadership skills for parents as a way to build parent engagement.	Wrap-Around Services	2018-2019 School Year	Administration, ORC	Classified Salaries - ORC - See Goal #2, Action #11 for ORC allocation Babysitting - See Goal #3, Action #1 for babysitting allocation		
16. The school will send home positive postcards to students to build home/school communication and support PBIS.	Wrap-Around Services	2018-2019 School Year	Administration, Teachers	Postage	Discretionary Title I	400.00 400.00
17. The school with support families with assistance as needed.	Wrap-Around Services	2018-2019 School Year	Administration, Office Staff	Clerical Sub Cost Clerical Overtime Cost	Discretionary Discretionary	1,282.49 961.87

Appendix A - 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
Irma Cahue	Classroom/Teacher
Randi Culver	Classroom/Teacher
Maria Prado	Classroom/Teacher
Elva Gonzales Nares	Other School Staff
Maria Aspera	Parent or Community Member
Janelle Chairez	Parent or Community Member
Angela Ipatzi	Parent or Community Member
Maria Mendez	Parent or Community Member
Annmary Ramirez	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 B - 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 School 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

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. Elva Gonzales-Nares
Assistant Principal: Ms. Teresa Ruvalcaba



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 School Parent Involvement Form and policies with the students at the beginning of the year. Parents are asked to read and discuss the Lemonwood School Parent Involvement Form with their students and sign and return an acknowledgment form.
- ✓ Lemonwood 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 School will make the School Parental Involvement Policy available to the local community.
- ✓ Lemonwood 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 School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

- ✓ Lemonwood 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 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 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 Resources 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

Assistant Principal: Ms. Allison Cordes

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.

Appendix B - 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 School 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

Sally Wennes

Signature of School Principal

10/29/18

Date

María Prado

Typed Name of SSC Chairperson

Rosa María Torres de Ruiz

Signature of SSC Chairperson

10/29-18

Date

María Prado ←

↓
ELAC Chair

SPSA Year 2018–19

School Plan for Student Achievement (SPSA) Template

The School 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 15, 2018

Superintendent Dr. Cesar Morales

Contact Name and Title Sarah Lepe
Interim Principal

Email and Phone slepe@oxnardsd.org
805-385-1557

The District Governing Board approved this revision of the SPSA on November 14, 2018

The School's Mission & Vision Statements

Mission:

Thurgood Marshall School inspires students to reach their highest potential.

Vision:

Thurgood Marshall School creates and maintains a culture of success. Through the mediums of technology, visual and performing arts we inspire students to reach their highest potential and become leaders in their community.

SCHOOL PROFILE

Marshall School was established in 2003 and is one of 21 schools within the Oxnard Elementary School District. The school prides itself on its foundation of rich culture and values. Demographically, Marshall school is comprised of approximately 81% Hispanic or Latino, 9% White, 6% Asian, 4% African American, less than 1% Pacific Islander and about 1% other ethnicities. In the 2018-2019 school year, Marshall School serves approximately 591 TK/K – 6th 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 for moderate to severe disabilities and Visually Impaired. Thurgood Marshall is currently under construction for its middle school building with an anticipated completion date of January 2019. At that time, we will be scaling up to include middle school which will be housed in the newly completed building. In the next two years, the 6th grade will continue to roll up to complete the grade span of TK-8 by the 2020-2021 school year.

The focus at Thurgood Marshall School is optimal student learning for every student. Our instructional staff regularly reflect 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 reference 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 Reading Specialist supports instruction by focusing on students who are having difficulty in reading.

There are also site technology and math mentors that assist and train teachers teachers to maximize their curricular materials in those areas. Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard. In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

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 (1st -4th Grade), after school tutoring, and educational technology. For targeted students, specific interventions and in class interventions are offered. The CST/SST Team continues to implement and refine our Response to Intervention (RtI) model. Marshall conducts regular Coordinated Services Team (CST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of at risk students.

Thurgood Marshall will offer Transitional Bilingual Programs in 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 collaborate 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. The Accelerated Reader (AR) program 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. Lexia Core 5 supports our students with intervention and enrichment in reading support. CAPIT is used in Kindergarten to help students achieve

literacy on grade level. Technology is utilized by all classes for research, and use of software programs 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 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.

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, family nights, and classroom activities. Opportunities to volunteer are made available throughout the year. Parents are conforming to the Oxnard School District guidelines for volunteers to go through the background clearance process. 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 Parents".

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	67	87	77	67	86	77	67	86	98.7	100	98.9
Grade 4	97	76	64	94	76	64	94	76	64	96.9	100	100
Grade 5	104	94	70	102	93	70	102	93	70	98.1	98.9	100
All Grades	279	237	221	273	236	220	273	236	220	97.8	99.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.0	2366.3	2427.4	6	4.48	27.91	12	19.40	26.74	18	25.37	19.77	64	50.75	25.58
Grade 4	2420.6	2399.7	2441.5	4	7.89	14.06	18	14.47	28.13	32	15.79	23.44	46	61.84	34.38
Grade 5	2490.2	2488.2	2462.0	15	12.90	12.86	28	29.03	17.14	26	34.41	25.71	30	23.66	44.29
All Grades	N/A	N/A	N/A	9	8.90	19.09	20	21.61	24.09	26	25.85	22.73	45	43.64	34.09

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	12	8.96	24.42	29	35.82	44.19	60	55.22	31.40	
Grade 4	6	10.53	14.06	52	43.42	48.44	41	46.05	37.50	
Grade 5	17	20.43	17.14	48	54.84	38.57	35	24.73	44.29	
All Grades	12	13.98	19.09	44	45.76	43.64	44	40.25	37.27	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.96	20.93	29	41.79	48.84	64	49.25	30.23
Grade 4	5	10.53	10.94	47	34.21	53.13	48	55.26	35.94
Grade 5	20	27.96	18.57	50	43.01	40.00	30	29.03	41.43
All Grades	11	16.95	17.27	43	39.83	47.27	46	43.22	35.45

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	4.48	24.42	66	67.16	55.81	27	28.36	19.77
Grade 4	7	5.26	10.94	76	50.00	68.75	17	44.74	20.31
Grade 5	10	9.68	12.86	72	69.89	52.86	19	20.43	34.29
All Grades	8	6.78	16.82	71	62.71	58.64	21	30.51	24.55

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	7.46	32.56	42	50.75	45.35	53	41.79	22.09
Grade 4	4	7.89	20.31	63	44.74	53.13	33	47.37	26.56
Grade 5	28	21.51	21.43	57	54.84	41.43	15	23.66	37.14
All Grades	14	13.14	25.45	55	50.42	46.36	32	36.44	28.18

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	67	87	77	67	86	76	67	86	98.7	100	98.9
Grade 4	97	76	64	94	76	64	94	76	64	96.9	100	100
Grade 5	104	94	70	102	93	70	102	93	70	98.1	98.9	100
All Grades	279	237	221	273	236	220	272	236	220	97.8	99.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2388.0	2384.0	2409.7	7	2.99	9.30	21	17.91	29.07	25	37.31	29.07	47	41.79	32.56
Grade 4	2447.7	2441.3	2433.2	6	5.26	3.13	22	22.37	23.44	43	40.79	37.50	29	31.58	35.94
Grade 5	2476.6	2481.8	2450.5	9	10.75	4.29	18	16.13	15.71	35	40.86	24.29	38	32.26	55.71
All Grades	N/A	N/A	N/A	7	6.78	5.91	20	18.64	23.18	35	39.83	30.00	38	34.75	40.91

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	17	8.96	18.60	33	38.81	40.70	50	52.24	40.70	
Grade 4	11	11.84	14.06	47	32.89	28.13	43	55.26	57.81	
Grade 5	17	16.13	7.14	33	39.78	28.57	50	44.09	64.29	
All Grades	15	12.71	13.64	38	37.29	33.18	47	50.00	53.18	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	11.94	19.77	43	49.25	51.16	46	38.81	29.07
Grade 4	4	13.16	7.81	60	42.11	54.69	36	44.74	37.50
Grade 5	10	13.98	8.57	37	47.31	34.29	53	38.71	57.14
All Grades	8	13.14	12.73	47	46.19	46.82	45	40.68	40.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	4.48	17.44	58	55.22	52.33	37	40.30	30.23
Grade 4	12	6.58	9.38	61	51.32	45.31	28	42.11	45.31
Grade 5	9	13.98	7.14	48	50.54	45.71	43	35.48	47.14
All Grades	9	8.90	11.82	55	52.12	48.18	36	38.98	40.00

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	7						13	33		20	17		60	50	
1		2		18	8		26	33		23	35		33	22	
2		2		13	2		35	45		29	21		23	29	
3	3			11	28		42	34		31	24		14	14	
4	3			32	9		43	55		14	24		8	12	
5				44	27		44	62		7	12		4		
Total	2	1		21	12		36	44		21	24		21	18	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	2						15	15		27	24		56	61	
1		2		19	8		24	33		21	33		36	25	
2		2		13	2		35	43		29	20		23	32	
3	3			14	26		41	32		30	26		14	16	
4	3			32	9		43	55		14	24		8	12	
5				43	27		43	62		11	12		4		
Total	1	1		18	10		31	37		23	24		27	29	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	2
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		597	Very Low 0%	Declined -0.5%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		597	Very Low 0%	Declined -0.5%
English Learners		256	Very Low 0%	Maintained 0%
Foster Youth		3	*	*
Homeless		12	Very Low 0%	
Socioeconomically Disadvantaged		461	Very Low 0%	Declined -0.6%
Students with Disabilities		70	Very Low 0%	Declined Significantly -2.9%
African American		17	Very Low 0%	Maintained 0%
American Indian		4	*	*
Asian		12	Very Low 0%	Maintained 0%
Filipino		14	Very Low 0%	Maintained 0%
Hispanic		491	Very Low 0%	Declined -0.4%
Pacific Islander		1	*	*
Two or More Races		3	*	*
White		55	Very Low 0%	Declined Significantly -2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		211	Very Low 57.8%	Declined -3.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Very Low 57.8%	Declined -3.6%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 60.7 points below level 3	Increased +4 points
Mathematics (3-8)		Low 57.4 points below level 3	Maintained -0.1 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		228	Low 48.2 points below level 3	Declined -4.4 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		228	Low 48.2 points below level 3	Declined -4.4 points
English Learners		106	Low 60.7 points below level 3	Increased +4 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		174	Low 61.3 points below level 3	Declined -4.6 points
Students with Disabilities		26	Very Low 108 points below level 3	Increased +3.7 points
African American		7	*	*
American Indian		3	*	*
Asian		7	*	*
Filipino		6	*	*
Hispanic		191	Low 54.9 points below level 3	Declined -5.3 points
Two or More Races		1	*	*
White		13	Low 20.6 points below level 3	Maintained +2.7 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	26	High 12.4 points above level 3	Increased +14.6 points
EL - English Learner Only	80	Very Low 84.5 points below level 3	Declined -6.6 points
English Only	122	Low 37.4 points below level 3	Declined -9.9 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		228	Low 47.4 points below level 3	Maintained -1.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		228	Low 47.4 points below level 3	Maintained -1.1 points
English Learners		106	Low 57.4 points below level 3	Maintained -0.1 points
Foster Youth		1	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		174	Low 54.9 points below level 3	Maintained +2.6 points
Students with Disabilities		26	Very Low 117.7 points below level 3	Maintained +2.2 points
African American		7	*	*
American Indian		3	*	*
Asian		7	*	*
Filipino		6	*	*
Hispanic		191	Low 53.9 points below level 3	Maintained -1 points
Two or More Races		1	*	*
White		13	Medium 14.4 points below level 3	Declined -8.2 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	26	Medium 2 points below level 3	Increased +4 points
EL - English Learner Only	80	Low 75.4 points below level 3	Declined -7.2 points
English Only	122	Low 38.6 points below level 3	Maintained -1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	61.5%	57.8%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	43.8 points below level 3	48.2 points below level 3
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Mathematics	46.2 points below level 3	47.4 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.5% (3)	0% (0)

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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. Thurgood Marshall continues to build positive relationships with students. The suspension rate remained low in the 2018-2019 school year 0% as measured on California Dashboard. 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. Our PBIS team established CHAMPS bucks this year as a way of rewarding students with good behavior. The CHAMPS store is open twice a month for students to save up and spend. In the area of attendance, we are increasing incentives that motivate students to have regular attendance. Marshall has developed an attendance trophy which is passed around each month to the class that had the best attendance. We will continue to monitor student attendance through use of the SARB process.

Thurgood Marshall School made significant progress in the area of Language Arts on the CAASPP Assessment. We are proud that the CAASPP shows positive growth for our students as described by the following information which summarizes student progress from 2016-17 to 2017-18 assessment year. Overall our ELA scores show a 12% increase in students who met or exceeded the standards from the previous year. Our GATE cluster of students showed that there were 69% of the students who exceeded the standard. Approximately, 52 % of English Language Learners (EL's) in 3rd grade had met and exceeded on the ELA portion of the CAASPP. Socioeconomically disadvantaged students (SED) increased by 17.2% in met and exceeded from the previous year. We continue to make growth in the area of Math on the Smarter Balanced Assessment. For the last three years from the 2015-2018 Marshall has been the top school in the district with the percentage of met and exceeded on the Math portion of the CAASPP assessment. Overall our Math scores show a 2% increase in students who met or exceeded the standards from the previous 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. As we continue to grow and roll up to a K-8 school we will continue to work on continuing to promote a school climate and culture that will benefit all students in grades K-8.

2. Both low income and EL students continue to increase 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. Marshall continues to build upon a culture of collaboration as we continue to move forward with more time and work dedicated to using a Professional Learning environment. Teachers work collaboratively to ensure that data is used to guide instructional practices.

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 overall ELA progress and also support 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?

The greatest area of need after reviewing the data from the 2017-2018 school year is the need to focus on the area of math. Although Marshall has proved to have the most students who are met and exceeded district wide, we only saw a 2% increase from met and exceeded last year. The year prior to that in 2016-2017 there was a 1% decrease in growth in Math. With the help of our Math Mentor at our school site, we will look into ways that we can provide other means of looking at math. This includes Math Mindset workshops with our teachers. We currently have an Intervention Teacher (ISP) working with a group of students specifically in the area of math to help build foundations.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

We plan to give extra support in the area of Math by doing the following:
The Math Mentor will work with teachers to help guide instruction in math. There will be data meetings so that teachers can collaborate to look at data to help drive their instruction. Teachers will also use the IAB (Interim Assessment Blocks) at least three times a year to help determine the needs of instruction for their students in alignment with the CAASPP assessment. Teachers will meet during progress monitoring meetings to look at the data. The ISP (Intervention Support Provider) will provide intervention to a group of student who need intensive math support. Every 6 to 8 weeks students' progress will be monitored through grade level collaboration. 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 classroom teachers. Teachers will look specifically at data from the STAR360, IAB 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 and Math through in class instruction in small groups and differentiated 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 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, 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 an ISP teacher 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.

1. At Thurgood Marshall, one of the greatest challenges has been 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. This was to be done monthly at staff meetings. Due to so many mandated training and topics, this was not consistently completed each month.

2. In order to address this issue, we have made changes to practices to remove barriers and challenges. Teachers will be given at least on staff meeting a month to collaborate and look at data. Title I Funds will help once a trimester to allow grade levels to meet for a half day to progress monitor and do in depth planning of in class interventions and interventions beyond the regular school day. Teachers will also collaborate with ISP (Intervention Support Provider) and the Reading Specialist to help determine and increase interventions throughout the school day. 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.

Eight State Priorities 2018-19

- 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)

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 are given opportunities to suggest action steps and provide input in the school program. The topic of SPSA was covered during SSC and ELAC meetings during Spring 2018 and Fall 2018.

During Spring 2018 and Fall 2018 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 2018 and Fall 2018 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 Parents" 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 2018-19 school year, Family Nights are planned for Mathematics and Music and the Arts.

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. Students transitioning to middle school will be invited with their parents to a 6th grade orientation at the beginning of the school year and at Back to School Night.

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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	168,216	0.00
Title I	38,518	0.00
Title III	12,732	0.00
LCFF - Targeted	29,753	0.00
LCFF - Intervention	34,087	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$262,469.00

Goal 2 \$146,500.00

Goal 3 \$5,550.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
STAR Early Literacy assessment	51% 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	45% of students in grades 1-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades 1-6 who meet or exceed benchmark will increase by 8%.
STAR360 Math	60% of students in grades K-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades K-6 who meet or exceed benchmark will increase by 8%.
Reclassification rates	6% of EL students in grades 3-5 reclassified during the 2017-2018 school year.	The reclassification rate of EL students will increase by at least 8%.
CAASPP Math	29% of students in grades 3-5 met or exceeded the benchmark.	Students in grades 3-6 who meet or exceed benchmark will increase by 5%
CAASPP ELA	43% of students in grades 3-5 met or exceeded the benchmark.	Students in grades 3-6 who meet or exceed benchmark will increase by 8%

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. The Math Mentor will support teachers in implementing Math materials by providing model lessons and support. The district Math Instructional Specialist will support 6th Grade teachers.	Math	2018-2019 School Year	Administration Math Mentor Teachers	Certificated Salary: District Math Instructional Specialist Certificated Salary: Math Mentor	District Funded District Funded	
2. Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. Principal will lead progress monitoring meetings with grade levels. Staff will analyze assessment results from regular assessments such as IAB, STAR 360, Wonders unit assessments, Study Sync, My Math chapter assessments to make instructional decisions.	ELA ELD Math Spanish Lang Arts	2018-2019 School Year	Administration Teachers	Certificated Substitutes	Title I	5,000
3. Dedicated ELD instruction will be provided to students by classroom teachers to EL students 45 minutes daily in grades 1-6. K students will receive 30 minutes of daily ELD instruction.	ELA	2018-2019 School Year	Teachers	Supplemental materials	Title III	1,482
4. Grade 1-2 Transitional Bilingual Education classes will follow District Board policy. 1-2 Grade TBE teachers and administrators will collaborate towards improvement of the TBE model.	ELA Spanish Lang Arts	2018-2019 School Year	Administration EL TOSA	Certificated Salary: EL TOSA	District Funded	
5. ISP (Intervention Support Provider) teacher will provide support and intervention to address the needs of students who need extra help in Language Arts and Math.	ELA Math	2018-2019 School Year	Administration Intervention Support Provider	Certificated Salary: ISP Teacher Certificated Salary: ISP Teacher	LCFF - Targeted LCFF - Intervention	12,384.13 16,416.17
6. Coordinations of Services Team (CST) and Student Success Team (SST) meetings to address the instructional needs of	ELA Math	2018-2019 School Year	Administration Counselor Outreach Consultant	Teacher Substitutes	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
at risk students. Outreach Coordinator (ORC) coordinates SST.	ELD Attendance		Teachers			
7. In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.	ELA	2018-2019 School Year	Administration Reading Specialist	Teacher Salary	Centralized Services	131,213
9. Teachers will analyze curriculum based assessments in ELA, SLA, Math and ELD to progress monitor and to plan and coordinate tutoring for targeted EL students.	ELA ELD Math Spanish Lang Arts	2018-2019 School Year	Administration Teachers	Teachers: Extra Help	Title III	3,850
10. Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-6.	Strand Focus ELA Spanish Lang Arts	2018-2019 School Year	Administration Teachers	Materials	Title I	2,000
11. Accelerated Reader, Star360, myON, CAPIT, Starfall and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment.	ELA	2018-2019 School Year	Administration Teachers	School license for Lexia Starfall site license	LCFF - Intervention LCFF - Intervention	9,500 275
12. Teachers and Staff will have use of the Cannon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials.	ELA Math ELD Strand Focus	2018-2019 School Year	Administration Teachers Staff	Maintenance Agreement	Discretionary	4,565

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Spanish Lang Arts					
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 drive the curriculum instruction aimed at increasing student achievement.	ELA Spanish Lang Arts	2018-2019 School Year	Administration Teachers	No Additional Cost		
14. Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration	No Additional Cost		
15. The Special Education Team will hold timely IEP (Individual Education Plan) meetings to review student progress, goals and review support services which are part of the plan. 504 Plans are also reviewed annually.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration School Psychologist Special Education Teachers General Education Teachers Speech Language Pathologist Counselor Parents	Certificated Substitutes	LCFF - Targeted	4,000
17. Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives.	ELA Spanish Lang Arts	2018-2019 School Year	Administration Teachers	Student Incentives	Title I	1,000
18. Implement My Math lessons that align with the Common Core Standards with support of the Math Mentor. Administration will monitor implementation.	Math	2018-2019 School Year	Administration Math Mentor Teachers	Math Mentor (see goal 1, action 1)	District Funded	
19. Tech Mentor will support integration of technology to promote student learning throughout the curriculum. The Site Technology Technician will maintain equipment and software	ELA Spanish Lang Arts Math	2018-2019 School Year	Administration Tech Mentor Site Technology Technician Teachers	Tech Mentor (see goal 1, action 1)	District Funded	

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	ELD Strand Focus					
20. A Music Teacher for grades K-6 is contracted to teach music twice a week for the school year.	Strand Focus	2018-2019 School Year	Music Teacher K-6 Teachers	Board approved MOU	Title I	11,200
21. To improve use of technology throughout the curriculum and to support instruction of the Common Core through technology, teachers have technology training with the Tech Mentor or the District Technology TOSA.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Teachers Technology Mentor Site Technology Technician District Technology TOSA	Teacher Extra Hours	Title I	4,124.29
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	2018-2019 School Year	Administration Teachers Parents	Conference expenses	Title III	4,500
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	2018-2019 School Year	Administration Library Tech Teachers	Books for library Books in Spanish	Title I Title III	5,193.71 1,500
24. To support implementation of instructional program, classroom materials and supplies will be ordered from the district warehouse and from approved vendors.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Administration Staff	Materials and supplies	Discretionary	19,001
25. Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide	Strand Focus	2018-2019 School Year	Oxnard Scholars 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
learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts to support the school site strand focus.						
26. Technology will be integrated with instruction focusing on Common Core State Standards. The site will provide technology equipment in order to enhance current technology for students.	ELA Math Spanish Lang Arts ELD Strand Focus	2018-2019 School Year	Administration Teachers Site Technology Tech	Headphones Replace Technology	LCFF - Targeted Discretionary	1,000 1,000
27. Teachers will have the opportunity to take students on field trips to enrich academic studies.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Teachers	Field Trip Fees	LCFF - Targeted	8,381.61
28. Professional development from Site Math Mentor and Site Technology Mentor will increase Teacher capacity in Mathematics instruction with the use of Technology as part of the instructional program.	Math Content Areas	2018-2019 School Year	Administration Math Mentor Technology Mentor Teachers	Certificated hourly rate Certificated hourly rate	Title I Title I	2,000 2,000
29. Opportunities for intervention beyond the regular school day will be offered to targeted students.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration Teachers	Certificated hourly rate for tutoring	LCFF - Intervention	5,895.83
30. English Learner TOSA will support instruction of English Learners (EL) and will support implementation of both ELD	ELD	2018-2019 School year	Administration EL TOSA Teachers	Certificated salary: 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 and ELD instruction through observation, modeling, professional development, data monitoring and grade level collaboration.						
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	2018-2019 School year	Administration 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 ELPAC.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration EL TOSA Teachers	EL TOSA (see goal 1, action 30)		
33. Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand	Strand Focus	2018-2019 School Year	Administration Teachers Technology Site Tech	Sound Equipment/Technology	LCFF - Targeted	1,987.26

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Data	Suspension rate was 0%	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rates for 2017-2018 was 7.3%	Chronic Absenteeism rates for 2018-2019 will decrease by 2%
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, 56% indicated academic motivation, 59% of showed strong school connectedness, 87% of 5th grades felt safe at school, 59% reported high levels caring relationship with a teacher, or other adult at school and 58% of had recognition of high expectations of teachers.	California Healthy Kids Survey: The number of students indicating academic motivation will increase by 10% to 66%. The number of students indicating strong school connectedness will increase by 10% to 69%. The number of students who feel very safe at school will increase 5% to 92%. 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 69%. The number of students with recognition of high expectations of teachers will increase by 10% to 68%.

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 setting.	Safety	2018-2019 School Year	Administration All Staff	CHAMPS program	District Funded	
2. Healthy choices will be taught and reinforced with Red Ribbon Week. Grades 3-6 students attend an assembly on the effects of tobacco. Incentives with healthy choice themes are given to students.	Safety	2018-2019 School Year	Administration ORC Counselor Staff	Materials and student incentives	LCFF - Targeted	700
3. Provide students with attendance incentives that promote regular, on time attendance.	Attendance	2018-2019 School Year	Administration ORC Attendance Tech	Incentives	LCFF - Targeted	600
4. Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution.	Wrap-Around Services	2018-2019 School Year	Administration ORC Office Staff	No Additional Cost		
5. Hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.	Attendance	2018-2019 School Year	Administration ORC Attendance Tech Parents	No Additional Cost		
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	2018-2019 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	2018-2019 School Year	Administration ORC Counselor Teachers	No additional cost		
8. The referral system for social emotional student needs is supported by the CST and SST process. All staff trained on updated forms and procedures	Student Behavior Support	2018-2019 School Year	Administration Counselor ORC RSP Teacher 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
such as data collection and data monitoring.			School Psychologist			
9. K-2nd Grade students will receive foundational social skills through Second Step.	Student Behavior Support	2018-2019 School Year	Counselor Teachers	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 Rtl social and emotional support receive individual, and or group counseling lead by Counselor on topics such as divorce, friendship, anger management and trauma.	Safety	2018-2019 School Year	Counselor Staff	Counselor (see goal 1, action 6)		
11. PBIS Committee will monitor student discipline data each trimester for purposes of determining how to further support student behaviors, as well as how to implement school wide Rtl for student behaviors. PBIS Team will meet bi monthly to review the school plan.	Student Behavior Support Safety	2018-2019 School Year	Administration Counselor Teachers PBIS Team	Staff Extra Hours	LCFF - Intervention	2,000
12. The site will promote a "Kindness Challenge" Week in the month of October to promote kindness and address an anti bullying school culture on campus.	Student Behavior Support Safety Wrap-Around Services	2018-2019 School Year	Administration Counselor ORC Teachers	Materials	LCFF - Targeted	700
13. Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.	Student Behavior Support Safety	2018-2019 School Year	Administration Campus Assistants All Staff	Materials and Supplies	Discretionary	500
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.		2018-2019 School Year	Administration Counselor Teachers Parents	Materials and supplies	Title I	1,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. 6th Grade teachers will receive Minnesota Smoking Prevention Program (MSPP) training to educate 6th grade students on tobacco use.	Safety Wrap-Around Services	2018-2019 School Year	Administration Teachers ORC	Materials	District Funded	
16. Campus Supervisors monitor students during recesses and before and after school. They receive ongoing training at weekly meetings.	Safety	2018-2019 School Year	Administration Campus Supervisors	Campus Supervisors	Discretionary	139,500
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	2018-2019 School Year	Administration Safety Committee	Extra staff hours	Title I	1,000
18. Inventory of appropriate safety supplies will be maintained.	Safety	2018-2019 School Year	Administration All Staff	Materials and supplies	Discretionary	500
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	2018-2019 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	2018-2019 School Year	Administration Counselor Teachers Campus Supervisors PBIS Team	No additional cost		
22. CHAMPS assemblies for all grade levels will review program structure after each vacation break and as needed throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure.	Student Behavior Support	2018-2019 School Year	Administration Counselor ORC Teachers Campus Supervisors	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

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

Parent participation in parent meetings: SSC, ELAC, PTA, Coffee with Parents

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 Back to School Night

There were 297 Parents that participated in Back to School Night.

Parent participation at back to school night will increase by 10%.

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 Middle School Orientation and Back to School Night.	Attendance Student Behavior Support	2018-2019 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	2018-2019 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	2018-2019 School Year	Administration Parents	Babysitting	Title III	500
				Light Refreshments	Title III	100
4. Parents are invited to a Spring Reclassification Celebration to honor students in Grades 3-6 who met reclassification requirements during the school year.	ELD	2018-2019 School Year	Administration ORC Teachers Parents	Refreshments	Title III	150
				Supplies for awards	Title III	150
5. Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Connect and school website.	Wrap-Around Services	2018-2019 School Year	Administration All Staff Parents	Supplies	Discretionary	250
6. Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration Teachers Parents	Translators	Discretionary	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
7. Family Nights twice a year give parents opportunities to learn how to support their child in the areas of Math Visual and Performing Arts.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration Math Mentor Technology Mentor Teachers Parents	Teacher Extra Help	Title I	1,000
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	2018-2019 School Year	Administration Teachers Parents	No additional cost		
9. Coffee with Parents gives parents the opportunity to hear more about the school program in an informal setting.	Strand Focus Student Behavior Support Safety Attendance ELA Math ELD Spanish Lang Arts	2018-2019 School Year	Principal Parents	Refreshments	Discretionary	200
				Translation	Discretionary	350
10. Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Administration Parents	Refreshments	Discretionary	350
12. Child care will be provided as needed at Parent Meetings	Safety	2017-2018 School Year	Campus Supervisors	Classified extra help	Discretionary	500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				Child Care	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	2018-2019 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 at least once per trimester.	Wrap-Around Services	2018-2019 School Year	Administration ORC Parents	Training materials	Title III	500
15. PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.	Wrap-Around Services	2018-2019 School Year	Administration Staff Parents	No additional cost		
16. The school administration and parents will jointly develop the school's Parent Compact.	Wrap-Around Services	2018-2019 School Year	Administration Parents	No additional cost		

Appendix A - 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
Sarah Lepe	Principal
Sandy Sloan	Classroom/Teacher
Bonnie Sussman	Classroom/Teacher
Justin Donovan	Classroom/Teacher
Isai Garcia	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
Bertha Zaragoza	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 B - 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 School 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 15, 2018.

Attested:

Sarah Lepe

Typed Name of School Principal

Signature of School Principal

Date

Kimberly Polis

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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School Parental Involvement Policy 2018-19

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



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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.



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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 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.



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- 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.

Política de Involucramiento de Padres 2018-19



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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



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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 compresible 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.



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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 Inglés
- ✓ 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.



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- ✓ 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 B - 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 School 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 15, 2018.

Attested:

Sarah Lepe

 Typed Name of School Principal



Signature of School Principal

10/15/18

 Date

Kimberly Polis

 Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/15/18

 Date



School Plan for Student Achievement (SPSA) Template

The School 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 17, 2018		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Confidence Johnson Principal	Email and Phone	c4johnson@oxnardsd.org 805-385-1584
The District Governing Board approved this revision of the SPSA on	November 14, 2018		

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 full 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 2018-2019 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. In 2018 Ventura County, Soria also received the Dual Language Seal of Excellence Award from the California Association of Bilingual Education (CABE). 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	117	113	90	113	113	89	113	113	89	96.6	100	98.9
Grade 4	147	120	115	144	118	114	144	118	114	98	98.3	99.1
Grade 5	148	147	120	141	147	117	141	147	117	95.3	100	97.5
Grade 6	112	145	144	110	143	144	110	143	144	98.2	98.6	100
Grade 7	112	111	149	108	108	146	108	108	146	96.4	97.3	98
Grade 8	117	113	109	115	112	107	115	112	107	98.3	99.1	98.2
All Grades	753	749	727	731	741	717	731	741	717	97.1	98.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.7	2388.8	2415.2	16	15.04	23.60	18	17.70	19.10	26	21.24	24.72	41	46.02	32.58
Grade 4	2420.4	2440.6	2462.3	9	16.95	24.56	17	23.73	23.68	24	19.49	21.05	49	39.83	30.70
Grade 5	2480.9	2477.2	2477.8	9	12.93	12.82	31	27.21	29.06	27	19.05	23.93	33	40.82	34.19
Grade 6	2520.3	2533.2	2529.4	12	14.69	13.89	34	39.86	40.28	32	31.47	20.83	23	13.99	25.00
Grade 7	2528.5	2521.1	2531.5	8	8.33	10.27	31	32.41	30.82	35	23.15	34.25	26	36.11	24.66
Grade 8	2542.9	2562.1	2554.4	3	8.93	11.21	35	47.32	32.71	42	21.43	29.91	21	22.32	26.17
All Grades	N/A	N/A	N/A	9	12.96	15.48	27	31.44	30.13	31	22.81	25.94	33	32.79	28.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.58	21.35	44	25.66	47.19	43	55.75	31.46
Grade 4	10	16.10	19.30	43	49.15	44.74	47	34.75	35.96
Grade 5	9	19.05	12.07	48	47.62	50.00	44	33.33	37.93
Grade 6	13	13.99	14.58	45	60.84	47.92	43	25.17	37.50
Grade 7	9	16.67	17.81	51	47.22	41.78	40	36.11	40.41
Grade 8	17	25.00	22.43	52	47.32	41.12	30	27.68	36.45
All Grades	12	18.08	17.60	47	46.96	45.39	41	34.95	37.01

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	10.62	15.73	43	46.02	44.94	42	43.36	39.33
Grade 4	7	17.80	23.89	54	46.61	48.67	39	35.59	27.43
Grade 5	16	16.33	25.00	49	49.66	40.52	35	34.01	34.48
Grade 6	17	23.08	22.92	56	54.55	49.31	26	22.38	27.78
Grade 7	16	19.44	15.07	68	50.00	58.22	17	30.56	26.71
Grade 8	12	16.07	18.87	63	59.82	54.72	24	24.11	26.42
All Grades	14	17.41	20.31	55	51.15	49.86	31	31.44	29.83

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.62	20.22	66	63.72	59.55	24	25.66	20.22
Grade 4	6	5.08	18.42	69	63.56	66.67	24	31.36	14.91
Grade 5	12	13.61	12.07	70	61.22	63.79	18	25.17	24.14
Grade 6	13	13.99	15.28	70	69.93	69.44	17	16.08	15.28
Grade 7	17	7.41	9.59	64	57.41	67.81	19	35.19	22.60
Grade 8	6	7.14	13.08	70	79.46	65.42	24	13.39	21.50
All Grades	10	9.99	14.39	68	65.86	65.92	21	24.16	19.69

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	12.39	23.60	39	49.56	57.30	41	38.05	19.10
Grade 4	10	21.19	29.20	47	50.85	45.13	43	27.97	25.66
Grade 5	26	19.05	29.31	61	42.18	42.24	13	38.78	28.45
Grade 6	32	38.46	43.06	58	50.35	45.14	10	11.19	11.81
Grade 7	16	27.78	27.40	58	41.67	53.42	26	30.56	19.18
Grade 8	15	31.25	33.02	59	45.54	47.17	26	23.21	19.81
All Grades	19	25.24	31.51	54	46.69	48.18	27	28.07	20.31

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	117	113	90	113	113	89	113	113	89	96.6	100	98.9
Grade 4	147	120	115	144	117	114	144	117	114	98	97.5	99.1
Grade 5	148	147	120	141	147	118	141	147	118	95.3	100	98.3
Grade 6	112	145	144	110	143	143	110	143	143	98.2	98.6	99.3
Grade 7	112	111	149	108	108	146	108	108	146	96.4	97.3	98
Grade 8	117	113	109	115	112	107	115	112	107	98.3	99.1	98.2
All Grades	753	749	727	731	740	717	731	740	717	97.1	98.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2393.4	2398.5	2405.4	2	5.31	6.74	18	23.01	25.84	46	35.40	30.34	35	36.28	37.08
Grade 4	2423.2	2420.6	2443.7	1	0.85	9.65	17	19.66	21.93	41	35.04	35.09	41	44.44	33.33
Grade 5	2448.0	2440.5	2446.5	3	2.04	3.39	9	6.12	11.86	28	31.97	32.20	60	59.86	52.54
Grade 6	2489.9	2493.1	2496.3	9	8.39	7.69	14	16.78	22.38	41	34.27	29.37	36	40.56	40.56
Grade 7	2485.7	2471.6	2468.4	6	2.78	5.48	14	16.67	8.90	36	26.85	26.71	44	53.70	58.90
Grade 8	2498.1	2498.3	2500.4	6	5.36	6.54	8	11.61	12.15	37	27.68	28.04	49	55.36	53.27
All Grades	N/A	N/A	N/A	4	4.19	6.56	13	15.27	16.74	38	32.03	30.13	45	48.51	46.58

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	11.50	16.85	42	44.25	37.08	48	44.25	46.07
Grade 4	5	5.13	13.16	32	34.19	41.23	63	60.68	45.61
Grade 5	6	3.40	7.63	22	21.77	22.88	72	74.83	69.49
Grade 6	15	14.08	13.29	30	33.10	32.87	55	52.82	53.85
Grade 7	7	6.48	6.16	32	23.15	28.77	60	70.37	65.07
Grade 8	7	5.36	5.61	31	29.46	37.38	62	65.18	57.01
All Grades	8	7.71	10.18	31	30.72	32.91	61	61.57	56.90

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.27	19.10	48	46.02	39.33	45	40.71	41.57
Grade 4	4	6.84	16.67	43	45.30	45.61	53	47.86	37.72
Grade 5	6	4.08	5.08	30	40.14	50.85	65	55.78	44.07
Grade 6	8	11.19	10.49	43	45.45	46.15	49	43.36	43.36
Grade 7	7	4.63	4.79	42	49.07	45.89	51	46.30	49.32
Grade 8	8	10.71	10.28	57	38.39	53.27	36	50.89	36.45
All Grades	7	8.38	10.46	43	43.92	47.00	50	47.70	42.54

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	9.73	11.24	63	52.21	53.93	30	38.05	34.83
Grade 4	7	3.42	14.91	51	46.15	47.37	42	50.43	37.72
Grade 5	4	4.08	2.54	43	42.86	41.53	53	53.06	55.93
Grade 6	9	8.39	11.19	56	51.75	46.15	35	39.86	42.66
Grade 7	9	5.56	6.85	44	51.85	50.68	47	42.59	42.47
Grade 8	4	2.68	8.41	55	51.79	51.40	41	45.54	40.19
All Grades	7	5.68	9.07	51	49.19	48.26	42	45.14	42.68

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				13	11		50	61		38	22			6	
1				17	28		40	47		37	12		6	14	
2	2	3		16	19		44	39		35	33		4	6	
3		8		7	32		67	36		22	17		4	8	
4	6	6		36	39		46	41		8	8		4	6	
5		6		51	32		40	56		9	3			3	
6		4		38	52		52	43		10					
7	6	7		28	67		44	20		11			11	7	
8		6		42	50		58	38						6	
Total	2	4		27	34		49	43		20	12		3	7	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				9	4		24	26		37	43		30	28	
1				17	27		40	45		37	11		6	16	
2	2	3		16	19		44	39		35	33		4	6	
3		8		7	32		67	36		22	17		4	8	
4	6	6		36	38		46	42		8	8		4	6	
5		6		50	32		41	56		9	3			3	
6		4		38	52		52	43		10					
7	11	7		26	67		42	20		11			11	7	
8		6		42	50		58	38						6	
Total	2	4		24	30		45	39		22	17		7	10	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	1
Mathematics (3-8)		5	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,041	Very Low 0.5%	Declined -0.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,041	Very Low 0.5%	Declined -0.4%
English Learners		338	Very Low 0%	Declined -0.6%
Foster Youth		5	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		682	Low 0.6%	Declined -0.3%
Students with Disabilities		75	Medium 1.3%	Increased +1.3%
African American		12	Very Low 0%	Maintained 0%
Asian		6	*	*
Filipino		14	Very Low 0%	Maintained 0%
Hispanic		949	Very Low 0.5%	Maintained -0.2%
Pacific Islander		5	*	*
Two or More Races		6	*	*
White		49	Very Low 0%	Declined Significantly -3.9%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		331	High 82.2%	Increased +9.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.6%
English Learner Progress (1-12)		High 82.2%	Increased +9.9%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 40.8 points below level 3	Increased +8.8 points
Mathematics (3-8)		Low 83 points below level 3	Increased +4.8 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		731	Low 21 points below level 3	Increased +7.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		731	Low 21 points below level 3	Increased +7.7 points
English Learners		328	Low 40.8 points below level 3	Increased +8.8 points
Foster Youth		4	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		481	Low 36.2 points below level 3	Increased +8 points
Students with Disabilities		53	Very Low 124.2 points below level 3	Declined Significantly -39.2 points
African American		10	*	*
Asian		3	*	*
Filipino		13	High 43.6 points above level 3	Increased Significantly +36.1 points
Hispanic		667	Low 24.9 points below level 3	Increased +7.5 points
Pacific Islander		4	*	*
Two or More Races		3	*	*
White		31	High 26.5 points above level 3	Increased Significantly +22.2 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	134	Medium 5.9 points above level 3	Increased +11.8 points
EL - English Learner Only	194	Very Low 73 points below level 3	Maintained +1.4 points
English Only	364	Low 10.9 points below level 3	Increased +8.2 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		731	Low 71.1 points below level 3	Maintained -2.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		731	Low 71.1 points below level 3	Maintained -2.3 points
English Learners		328	Low 83 points below level 3	Increased +4.8 points
Foster Youth		4	*	*
Homeless		3	*	*
Socioeconomically Disadvantaged		481	Low 83.6 points below level 3	Maintained -2.7 points
Students with Disabilities		53	Very Low 161.4 points below level 3	Declined Significantly -24.6 points
African American		10	*	*
Asian		3	*	*
Filipino		13	Medium 13.8 points below level 3	Maintained -2.2 points
Hispanic		667	Low 74.2 points below level 3	Maintained -1 points
Pacific Islander		4	*	*
Two or More Races		3	*	*
White		31	Low 31.3 points below level 3	Declined -6.4 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	134	Low 62.4 points below level 3	Maintained -0.5 points
EL - English Learner Only	194	Very Low 97.2 points below level 3	Increased +5.4 points
English Only	364	Low 64.7 points below level 3	Declined -6.7 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	72.3%	82.2%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	28.7 points below level 3	21 points below level 3
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Mathematics	68.8 points below level 3	71.1 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.8% (9)	0.5% (5)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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) 2017-2018 was 21% which was had an average of five and a half percentage points higher than the county and the state and almost double the district. 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.

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. The focus will be to have rigorous based lesson and instructional shift for both teacher and student actions. Furthermore, teachers and administrators will have the opportunity to attend professional development activities in an effort to gain knowledge and implement best instructional practices.

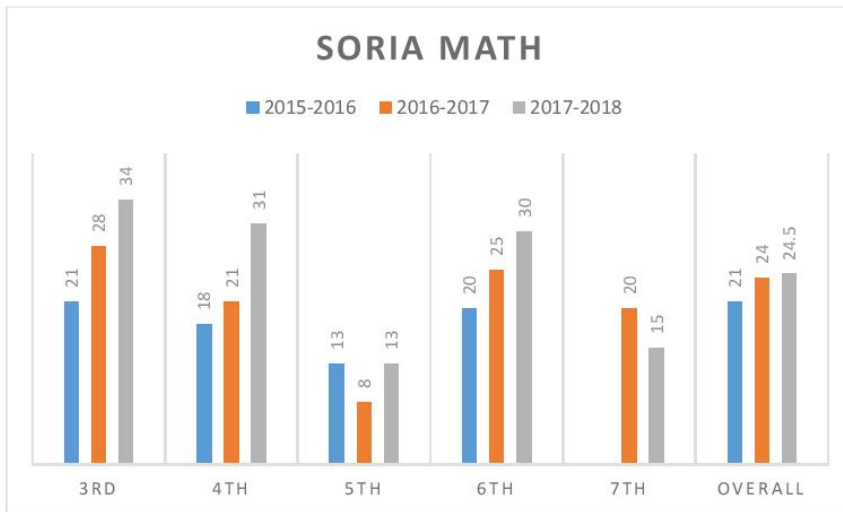
Another area of progress has been the school's climate and the overall safety of the campus. Soria introduced the PBIS/CHAMPS approach in the 2014-2015 school year. Since then, there has been a substantial decrease of office referrals as well as the total amount of suspension days given to students. During the 2017-2018 school year, Juan Soria School office referrals due to the implementation of restorative practices and strategies; a less punitive approach. Similarly, the total student suspensions in 2017-2018 school year was 7.92%. The 2018-2019 school year will continue to place emphasis of classroom and unstructured time restorative practice lessons with representatives from grade level as well as support staff members within our PBIS committee.

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 2017-2018 School Year Smarter Balanced Data is in mathematics and English Language Arts for all grade levels and subgroups. Although we didn't see overall improvement in student scores who met and exceeded the math standards, it did not decrease. Students overall improved by 3% as well as improvement in English Language Arts.



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 and English Language Arts, there will be a greater focus on best practices and professional development in this area. Our leadership team will meet to create an assessment and monitoring student progress schedule. 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. Dedicated time for math intervention will be shared and reviewed with each grade level.

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.

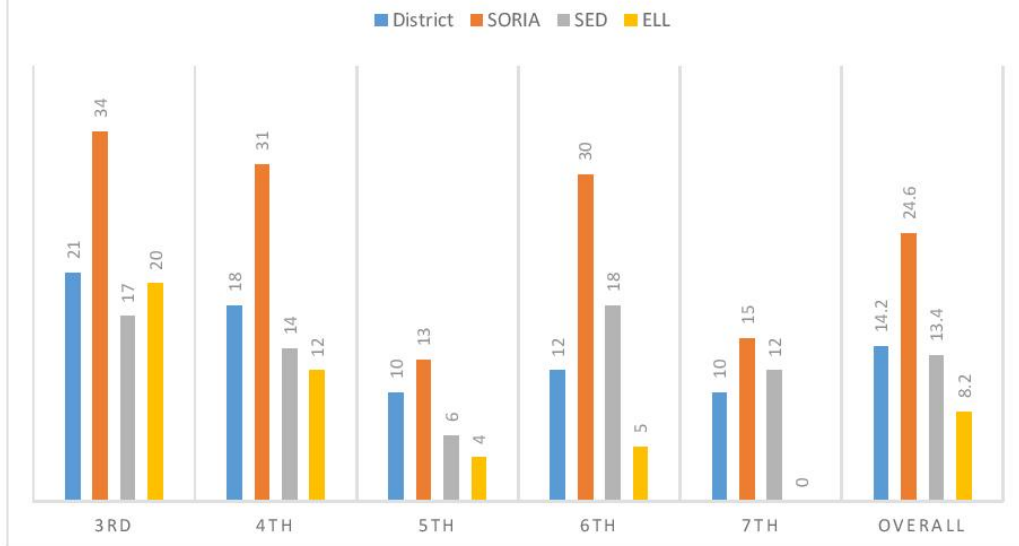
1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

English language learners (EL), 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. Overall in ELA, SEDs are performing higher in comparison to the district however our ELLs are performing below the district. Similarly, socioeconomically disadvantaged students scored 34.4 % met or exceeded the standard, it is below the percentage rate of the overall student population, in English language arts at 46%. In mathematics, SED students scored 13.4 % in comparison to 24.6 % overall school population.

SORIA/DISTRICT ELA SUBGROUPS



SORIA/DISTRICT SUBGROUPS FOR MATH



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.

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 provided by our teachers and support staff, 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?

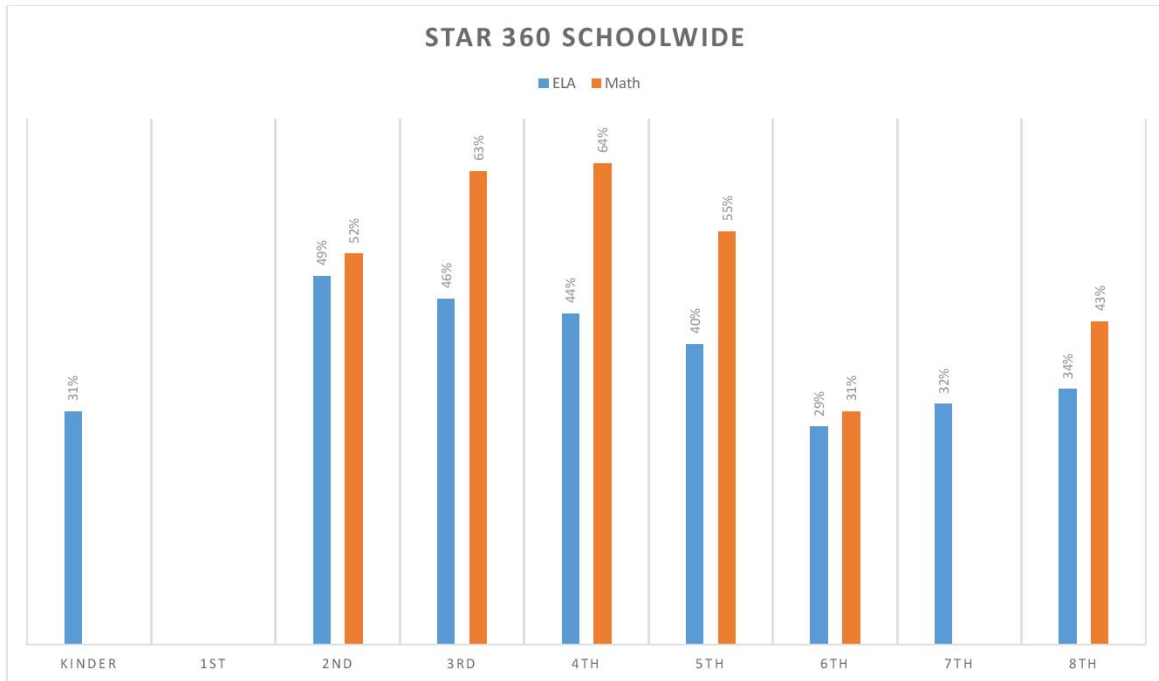
Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

The ELA and math goals for the 2017-2018 school year were not met. Although there were gains in ELA as measured by the CAASPP assessment, there was not sufficient growth in of at least 5% overall. Our school wide STAR 360 Data shows a need in targeted instruction ELA in grades 3, 6, 7, and 8. Mathematics will be a continued focus for all grade levels overall throughout the school year.

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. An Intervention Teacher will be services students in grade K-2 with additional support by an ISP for K-5 to meet 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. Classroom walkthroughs will be conducted by school and staff administration to identify instructional shift and rigor of lesson delivery and implementation appropriate strategies. 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. Meeting times and dates will be provided through a variety of informational means (Teleparent, Peachjar/flyers, Social Media, and signage in office area).



Eight State Priorities 2018-19

- 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)

- 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 2018-2019 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 2018-2019 school year. During the meeting, 2017-2018 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	59383	0.00
LCFF - Targeted	78448	0.00
LCFF - Intervention	46352	0.00
Title III	17068	0.00
Discretionary	312329	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$774,290.00

Goal 2 \$228,369.00

Goal 3 \$27,718.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
<ul style="list-style-type: none"> STAR 360 Early Literacy (K-1st) <p>STAR 360 READING Grades (2-8)</p>	<p>FALL 2018 STAR 360 DATA</p> <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 - 31% First Grade- 49% <p>Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment:</p> <p>Second Grade- 43%</p> <p>Third Grade- 46%</p> <p>Fourth Grade-44%</p> <p>Fifth Grade- 40%</p> <p>Sixth Grade-29%</p>	<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>

	<p>Seventh Grade-32%</p> <p>Eighth Grade-34%</p> <p>Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment:</p> <p>Second Grade- 52%</p> <p>Third Grade- 63%</p> <p>Fourth Grade-64%</p> <p>Fifth Grade- 55%</p> <p>Sixth Grade-31%</p> <p>Seventh Grade- Information not available</p> <p>Eighth Grade-34%</p>	
<p>• ELA/Math CAASPP</p>	<p>Percent of students at or above benchmark as measured by the ELA CAASPP:</p> <ul style="list-style-type: none"> • 3rd grade through 8th grade- 45% <p>Percent of students at or above benchmark as measured by the Math CAASPP:</p> <ul style="list-style-type: none"> • 3rd grade through 8th grade- 23% 	<p>The overall percentage of third through eighth-grade students meeting or exceeding standards as measured by the CAASPP assessment will increase ten percent in ELA and ten percent in math.</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>1. Grade Level Collaboration Meetings:</p> <p>Grade levels will collaborate to analyze data and plan instruction with the focus of incorporating effective practices.</p>	<p>ELA</p> <p>Spanish Lang</p> <p>Arts</p> <p>Math</p> <p>ELD</p> <p>Strand Focus</p>	<p>2018-2019 School Year</p>	<p>Teachers</p> <p>Site Administration</p>	<p>Substitutes</p>	<p>Title I</p>	<p>15000</p>

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Reading Specialists are teachers who are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Teachers Site Administration Reading Specialist	Reading Specialist	District Funded	133951
3. The site will provide professional development for teachers in target content areas.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Site Administration District EL TOSA	District EL TOSA		
4. The site and district will provide support to teachers in the implementation of the new Language Arts adopted materials (McGraw-Hill Wonders/Maravillas).	ELA Spanish Lang Arts	2018-2019 School Year	District Administration	Substitutes for Teachers Extra Teacher Pay	District Funded District Funded	
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	2018-2019 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,	ELA Spanish Lang Arts ELD	2018-2019 School Year	Site Administration Teachers	Yearly subscription to Accelerated Reader 360 Axis 360-Ebooks/ No Additional Expenditure MyOn	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
MyOn and CORE 5.						
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	2018-2019 School Year	Site Administration Technology Mentor Teachers	Purchase academic applications and subscriptions for devices.	LCFF - Targeted	500
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	2018-2019 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 - Intervention LCFF - Intervention Discretionary Discretionary	1500 2000 1000 1000
9. The site will purchase materials and supplies to supplement the core instructional program.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 School Year	Teachers Site Administration	Materials and supplies for students-Office Depot Classroom set of novels Books other than textbooks Butcher Paper	LCFF - Intervention Title I Title I Discretionary	10000 9000 5000 650
10. Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce academic lessons.	ELA ELA Math ELD Strand Focus	2018-2019 School Year	Teachers	Maintenance Agreements/ Printech, Duplo Ink, Masters-Materials Copy Machines Warehouse Charges Publications Shred It Services	Discretionary District Funded Discretionary Discretionary Discretionary	2000 9698 16410 2500 700
11. Teachers and administration will attend academic conferences	ELA	2018-2019 School Year	Teachers	Conference Registration	Discretionary	4400

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
in order to enhance their current practice in the area of Language Arts (CAG, AVID, CABE).	Spanish Lang		District Office	Teacher Extra Pay	Discretionary	4000
	Arts		Site Administration	Hotel Accomodation	Discretionary	3000
	Math			Substitutes	Discretionary	4000
	ELD			Professional Memberships	Discretionary	500
Strand Focus						
12. The site will continue the implementation of a systematic writing process (K-5) based on the California Common Core Writing Standards.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Teachers EST (2-5)	EST (2-5)	District Funded	
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	2018-2019 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	2018-2019 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 District Funded Discretionary	 87188 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	2018-2019 School Year	Site Administration	Extra Clerical Support Clerical Substitutes Office Materials and Supplies- Office Depot Clerical Over Time	Discretionary Discretionary Discretionary Discretionary	5000 2000 10000 7000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Strand Focus Student Behavior Support Safety Wrap-Around Services					
16. Staff will monitor student's academic progress through the administration and data review of site, district and state assessments (STAR 360, CAASPP, CELDT, Curriculum-Embedded Assessments). 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.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration Teachers	Publications- Assessments	Discretionary	1000
17. Teachers and grade levels will implement Universal Access during the school day for their students including EL and Foster Youth Students. Supports for Universal Access include: PE Teacher, ParaEducators, and ESTs	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration Teachers	Materials for Interventions	LCFF - Intervention	5000
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.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration ORC COST Team SST Team School Counselor	Substitutes for the Classroom Teachers School Counselor ORC	Discretionary District Funded District Funded	2000 131961 53756

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<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> <p>LTEs will participate in a focused, push-in model skill-based intervention program before and after school (Instructional Support Provider).</p>	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration Teachers ORC ISP Para-Educator School Counselor	ISP Student Monitoring Substitute Floater	LCFF - Targeted LCFF - Intervention	55000 2100
<p>20. Teachers and the Site Principal will hold meetings with 7th and 8th-grade students who are not meeting proficient academic levels.</p>	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration Teachers ORC	Outreach Resource Specialist /Previously Allocated		
<p>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.).</p>	ELA Spanish Lang Arts ELA Math ELD	2018-2019 School Year	Teachers Site Technology Technician	IXL	Title I	5000
<p>22. Site will provide enrichment programs and activities for GATE students (2-5).</p>	ELA Math	2018-2019 School Year	EST (2-5)	Materials for GATE Clusters	LCFF - Intervention	2000
<p>23. The site will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.</p>	ELA Spanish Lang Arts Math	2018-2019 School Year	Site Administration Special Education Team Parents	Floater Substitute	LCFF - Intervention	2500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
24. The site will hold Awards Assemblies for students each trimester to recognize academic achievements. DLI students will be recognized for meeting biliteracy benchmarks.	ELA Spanish Lang Arts Math	2018-2019 School Year	Site Administration Teachers	Academic Incentives/ Awards Hospitality Honor Roll T-Shirts	LCFF - Intervention LCFF - Targeted	2000 4800
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	2018-2019 School Year	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	2018-2019 School Year	Site Administration ORC Attendance Technician	Attendance Incentives	LCFF - Intervention	1000
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	2018-2019 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 - Intervention District Funded LCFF - Intervention LCFF - Intervention LCFF - Intervention Grant	1500 1000 2500 1500 1552 24987
28. The site will provide teachers the opportunity to take students on field trips to enrich academic	ELA Spanish Lang	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
units of study.	Arts Math ELD					
29. The site will provide kinder through eighth-grade students the opportunity to participate in before/after school enrichment/extracurricular activities (clubs, sports). The site will support an active Association Student Body (ASB). ASB students will participate in the annual CADA Leadership Conference.	ELA Spanish Lang Arts Math ELD Strand Focus	2018-2019 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 - Intervention ASES ASES LCFF - Targeted LCFF - Intervention Grant	2000 4498 700 5500
30. The site will promote reading by creating an AR incentive program.	ELA Spanish Lang Arts ELD	2018-2019 School Year	Site Administration Teachers Library Tech	AR Incentives Library Tech Additional Books for the Library	LCFF - Intervention District Funded Grant	1500 52756 5000
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.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	District Site Administration Teachers	Testing Materials and Data		
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.	ELA Math ELD	2018-2019 School Year	Site Administration District EL TOSA	District Training	District Funded	
33. Teachers, administration and support staff will attend workshops at VCOE in order to improve practice in ELA, ELD, SLD and Math.	ELA Spanish Lang Arts Math	2018-2019 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
	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	2018-2019 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	2018-2019 School Year	Program Coordinator Teacher Liaison	ASP Liasion	ASES	
36. The site's 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	2018-2019 School Year	Site Administration Technology Mentor Math Mentor	Math Mentor/Previously Allocated Technology Mentor/Previously Allocated		
37. Grade levels will collaborate quarterly to analyze data and plan ELD instruction.	ELA ELD	2018-2019 School Year	Teachers District EL TOSA Site Administration	Substitute Teachers/ Previously Allocated	Discretionary	5000
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.	ELA ELD	2018-2019 School Year	District EL TOSA Teachers Site Administration	District 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
<p>1-5 EL students will receive at least 45 minutes of targeted ELD instruction.</p> <p>Middle School EL students will be enrolled in an ELD elective.</p> <p>All EL students will receive integrated ELD instruction during all content areas.</p>						
39. The site and district will make available to teachers professional development in the area of SIOP and ELD.	ELA ELD	2018-2019 School Year	Site Administration Teachers District EL TOSA	District EL TOSA/Previously Allocated Site Academic Coach/Previously Allocated		
40. The site will hold LAT meetings to monitor catch-up plans for all 3rd –8th grade ELL students identified at risk.	ELA ELD	2018-2019 School Year	Site Administration Teachers District EL TOSA School Counselor	Substitute Teachers/ Previously Allocated		
41. The site and district will provide professional development and support for the ELD component of Wonders.	ELA ELD	2018-2019 School Year	District EL TOSA	Site Academic Coach/ Previously Allocated 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	2018-2019 School Year	EST 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	2018-2019 School Year	Teachers	Registration Fees Transportation	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
				Insurance Fees	LCFF - Intervention	2000
44. Materials and supplies will be purchased to support Soria's Te.A.L. Academy.	Strand Focus	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Art Teacher	Artist in the Classroom Fees Art Materials	PTA/PTO ASES	11000
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	2018-2019 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	2018-2019 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	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Site Administration Teachers ORC School Counselor	Teacher Extra Pay Materials for Interventions Materials for DLI intervention Teacher Extra Pay	Title I LCFF - Intervention Title I Title I	15000 2000 2000 2500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>in a focused, skill-based intervention program with a credentialed teacher before and/or after school.</p> <p>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.</p>						
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	2018-2019 School Year	Site Administration Kindergarten Teachers ORC	Teacher Extra Pay Materials	LCFF - Intervention Title I	1000 1000
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	2018-2019 School Year	Site Administration Teachers	Substitutes	Title I	500
53. The site administration 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	2018-2019 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	2018-2019 School Year	Site Administration Teachers	Substitutes	Title I	500
55. The site will assure that all staff members/teachers have the	ELA	2018-2019 School Year	Site Administration	Materials	Title I	1383

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
required tools to effectively perform their professional duties.	Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety Wrap-Around Services		Staff/Teachers	Technology to support staff	Discretionary	4000
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 Math ELD	2018-2019 School Year	Site Administration Staff/Teachers	Substitute-Data Meetings	Discretionary	1000
57. Teachers will be compensated for their time to relocate classrooms.		2018-2019 School Year	Teachers	Teacher Extra Time	Discretionary	1500
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	2018-2019 School Year	Grade Levels	Teacher Extra Time	Discretionary	2000
59. The principal will meet with the site's technology mentor and math mentor on a biweekly basis to determine how to best support student achievement.	ELA Spanish Lang Arts	2018-2019 School Year	Site Administration Technology Mentor Math Mentor	Math Mentor/Previously Allocated Technology Mentor/Previously Allocated		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Math Strand Focus					
60. The site will provide EL and DLI support for teachers in the implementation of best instructional practices.	Spanish Lang Arts ELA ELD Strand Focus	2018-2019 School Year	Site Administration District EL TOSA	District EL TOSA	District Funded	

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
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	2018-2019 School Year	ORC Site Administration	Student Incentives	PTA/PTO	
	Safety			Attendance Incentives/ Previously Allocated Assemblies	PTA/PTO	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	ORC Site Administration Teachers	Materials	TUPE	
7. 7th & 8th-grade teachers will receive training to implement Project Alert (drug and alcohol prevention) to 7th & 8th-grade students.	Safety Wrap-Around Services	2018-2019 School Year	ORC Site Administration Teachers	Resources ORC/ Previously Allocated	TUPE	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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	2018-2019 School Year	ORC Site Administration Teachers	Resources ORC/ Previously Allocated	TUPE	
9. The site will refer students to outside Counseling Services : <ul style="list-style-type: none"> • Interface • New Dawn • Coalition • VCBH 	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Teachers Site Administration School Counselor District Administration VCOE CHAMPS Committee	CHAMPS Training Teacher Extra Hours CHAMPS Materials	District Funded District Funded 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	2018-2019 School Year	Site Administration Teachers ORC School Counselor District Administration PBIS Committee	ORC/ Previously Allocated School Counselor/ Previously Allocated Training for PBIS Committee	District Funded	
12. The site will develop a monthly attendance incentive program in order to promote school	Attendance Wrap-Around Services	2018-2019 School Year	ORC Site Administration	ORC/ Previously Allocated		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<p>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>						
<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	2018-2019 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	2018-2019 School Year	Site Administration Staff Students	After School Director	District Funded	
<p>15. The site's Safety Committee will monitor the School's Safety Plan and make revisions as necessary.</p>	Safety	2018-2019 School Year	Site Administration Safety Committee	No Additional Expenditures		
<p>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.</p>	Student Behavior Support Safety	2018-2019 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
17. School Administration will meet with Elementary Students once every trimester to go over school rules and expectations.	Student Behavior Support Safety	2018-2019 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	2018-2019 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	2018-2019 School Year	Campus Supervisors	Campus Supervisors Contract Positions	Discretionary	207369
				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	2018-2019 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	2018-2019 School Year	Site Administration Site Staff Site Custodian District Maintenance Department	Custodial Extra Help	Discretionary	2000
				Custodial Over Time	Discretionary	1000
22. The site will continue to implement a closed campus policy.	Safety	2018-2019 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	2018-2019 School Year	ORC School Counselor Site Administration	ORC/ Previously Allocated School Counselor/ Previously Allocated		

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					
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	2018-2019 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	2018-2019 School Year	Campus Supervisors Site Administration	Playground Equipment	Discretionary	2000
26. The site will provide the necessary playground student supervision.	Safety	2018-2019 School Year	Site Administration	Campus Supervisors Extra Hours	Discretionary	
27. The site will provide the required administrative support.	Safety	2018-2019 School Year	Site Administration	Teacher In Charge	Discretionary	500
28. All staff will participate in Disaster Preparedness Training.	Safety	2018-2019 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. Administration will work with the After School Director to coordinate similar trainings with the after school staff.	Safety	2018-2019 School Year	Site Administration Staff ORC After School Director	No Additional Expenditure		
30. The site will provide support staff with properly functioning two-way radios.	Safety	2018-2019 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	Safety	2018-2019 School Year	Site Administration Parents/Comunity	No Additional Expenditures		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
plans and objectives.			Teachers			
32. Parent workshops will be offered regarding social skills, behavior and discipline.	Safety	2018-2019 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	2018-2019 School Year	Site Administration Parent Community	No Additional Expenditures		
34. The site will provide additional intervention behavior support to students.	Safety	2018-2019 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	2018-2019 School Year	Site Administration	Door Window Coverings	Discretionary	3000

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

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	2018-2019 School Year	Site Administration	Child Care	LCFF - Targeted	2000
				Interpreting Services	LCFF - Targeted	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
				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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Site Administration Parents	Child Care/ Previously Allocated Interpreting Services/ Previously Allocated		
7. Parent/Teacher Conferences will be held to inform families of students' progress.	ELA Spanish Lang Arts Math	2018-2019 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
	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	2018-2019 School Year	Site Administration Parents	Registration Fees Conference registrations	Discretionary Title III	1000 17068
9. Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives.	Student Behavior Support	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Teachers Site Administrators Parents/Community	No Additional Expenditures		
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	2018-2019 School Year	Site Administration 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
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	2018-2019 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	2018-2019 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	2018-2019 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. Parent groups will be able to define what parent involvement means and looks like for the Soria Community.	ELA Spanish Lang Arts Math ELD Student Behavior Support Attendance Safety	2018-2019 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
	Wrap-Around Services					
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 schoolwork.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Principal teachers Program Coordinator Teacher Liaison ASP Staff	Extra Hours Supplies Refreshments	ASES ASES ASES	
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	2018-2019 School Year	Principal Parents/Community	No Additional Expenditures		
20. Project 2INSPIRE will deliver parent workshops that build leadership capacity and knowledge in order to build the capacity of parents to support their children's educational attainment and respond to school staff's assessment of parent needs.	ELA Spanish Lang Arts Math ELD	2018-2019 School Year	Administration Project 2INSPIRE Parents/Community	Refreshments Babysitting	LCFF - Targeted LCFF - Targeted	1125 1025

Appendix A - 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
Confidence Johnson	Principal
Viviana Cortez	Classroom/Teacher
Cecil Baumgartner	Classroom/Teacher
Jennifer Beckwith	Classroom/Teacher
Esteban Varela	Other School Staff
Patricia Martinez	Parent or Community Member
Mary Ann Rodriguez	Parent or Community Member
Emily Arteaga	Parent or Community Member
Cecil Romero	Parent or Community Member
Amanda Glover	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 B - 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 School 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, 2018.

Attested:

Confidence Johnson

Typed Name of School Principal

Signature of School Principal

Date

Amanda Glover

Typed Name of SSC Chairperson

Signature of SSC Chairperson


Date

Appendix B - Recommendations and Assurances

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- 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

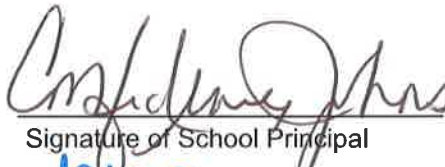


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Attested:

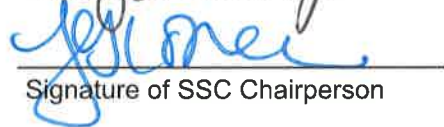
Confidence Johnson
 Typed Name of School Principal



Signature of School Principal

10-17-18
 Date

Amanda Glover
 Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/17/18
 Date



OXNARD SCHOOL DISTRICT

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

www.oxnardsd.org



Juan Lagunas Soria School

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(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)

School Plan for Student Achievement (SPSA) Template

The School 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 16, 2018		
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 14 2018		

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 in 2016-17 we had 1,310 students and in 2017-2018 school year was 1,245. Currently our enrollment at Frank is 1,225.

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 won the prestigious Stem Golden Gear award for our excellent robotics program in the year 2017-2018. Last year we utilized the remaining MSAP dollars to build a STEAM lab. This school year we are excited to announce that we are fully utilizing our STEAM lab with our 6th grade team.

Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	411	429	410	400	406	401	399	405	401	97.3	94.6	97.8
Grade 7	415	436	416	403	414	405	403	414	405	97.1	95	97.4
Grade 8	414	429	405	402	416	400	400	416	398	97.1	97	98.8
All Grades	1240	1294	1231	1205	1236	1206	1202	1235	1204	97.2	95.5	98

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2465.1	2459.1	2461.0	5	3.70	3.99	20	18.77	19.20	29	28.40	31.42	45	49.14	45.39
Grade 7	2494.1	2480.2	2495.5	7	7.73	7.65	26	21.01	25.43	21	21.01	23.70	46	50.24	43.21
Grade 8	2524.5	2505.9	2506.5	5	5.29	7.79	30	25.48	22.61	32	26.20	24.12	34	43.03	45.48
All Grades	N/A	N/A	N/A	6	5.59	6.48	25	21.78	22.43	27	25.18	26.41	42	47.45	44.68

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	8	7.41	7.73	37	43.46	43.14	55	49.14	49.13	
Grade 7	12	11.62	10.62	41	35.35	39.75	48	53.03	49.63	
Grade 8	15	11.11	12.59	47	41.06	36.27	39	47.83	51.13	
All Grades	11	10.06	10.31	41	39.94	39.73	47	50.00	49.96	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	5.94	6.50	41	38.12	35.25	50	55.94	58.25
Grade 7	15	16.79	13.58	42	34.55	45.19	44	48.66	41.23
Grade 8	10	10.90	11.34	50	42.13	40.30	40	46.97	48.36
All Grades	11	11.24	10.48	44	38.27	40.27	45	50.49	49.25

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	7.65	6.00	58	56.30	58.50	34	36.05	35.50
Grade 7	8	5.81	6.17	56	47.22	54.81	36	46.97	39.01
Grade 8	8	7.97	9.07	64	59.90	56.93	28	32.13	34.01
All Grades	8	7.14	7.07	59	54.46	56.74	33	38.39	36.19

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	10.37	15.50	53	45.68	49.75	32	43.95	34.75
Grade 7	16	14.32	17.04	47	41.99	47.65	37	43.69	35.31
Grade 8	13	14.53	15.11	56	44.31	47.86	31	41.16	37.03
All Grades	15	13.09	15.89	52	43.98	48.42	34	42.93	35.69

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	411	429	410	408	421	401	407	421	401	99.3	98.1	97.8
Grade 7	415	436	416	413	428	405	412	428	405	99.5	98.2	97.4
Grade 8	414	429	405	407	424	399	405	424	399	98.3	98.8	98.5
All Grades	1240	1294	1231	1228	1273	1205	1224	1273	1205	99	98.4	97.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2448.4	2435.7	2444.1	5	3.33	4.24	11	8.08	11.47	29	26.37	25.94	54	62.23	58.35
Grade 7	2462.1	2449.0	2446.3	3	4.44	2.22	10	7.24	8.40	31	23.13	25.43	56	65.19	63.95
Grade 8	2470.3	2451.5	2448.7	4	4.72	6.27	8	7.31	6.52	23	19.10	16.54	65	68.87	70.68
All Grades	N/A	N/A	N/A	4	4.16	4.23	9	7.54	8.80	28	22.86	22.66	58	65.44	64.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	4.99	5.99	26	22.80	22.94	66	72.21	71.07
Grade 7	6	7.26	5.94	29	18.27	20.54	64	74.47	73.51
Grade 8	5	5.44	6.02	22	19.86	17.79	72	74.70	76.19
All Grades	7	5.90	5.98	26	20.30	20.43	68	73.80	73.59

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	5.23	5.49	33	26.84	34.91	61	67.93	59.60
Grade 7	5	6.31	2.96	38	32.01	36.54	57	61.68	60.49
Grade 8	7	7.55	9.02	44	25.00	30.83	49	67.45	60.15
All Grades	6	6.36	5.81	38	27.97	34.11	56	65.67	60.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	3.56	5.74	47	35.87	33.17	46	60.57	61.10
Grade 7	7	7.01	2.96	44	39.49	46.17	49	53.50	50.86
Grade 8	4	4.96	6.27	50	37.12	35.34	46	57.92	58.40
All Grades	6	5.19	4.98	47	37.50	38.26	47	57.31	56.76

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	5	5		25	33		41	30		8	15		21	17	
7	7	4		43	27		30	40		12	15		9	15	
8	4	7		35	40		38	28		6	12		17	13	
Total	6	5		33	33		36	33		9	14		16	15	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	5	4		23	31		37	27		8	14		27	24	
7	6	3		39	24		27	36		11	14		18	23	
8	4	6		31	36		34	25		6	10		25	23	
Total	5	5		30	30		33	30		8	13		24	23	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	2
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	4
Mathematics (3-8)		5	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,373	High 8.3%	Declined -0.5%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,373	High 8.3%	Declined -0.5%
English Learners		543	High 10.7%	Declined -2%
Foster Youth		8	*	*
Homeless		28	Very High 25%	Increased Significantly +7.4%
Socioeconomically Disadvantaged		1,151	High 9.3%	Declined -0.6%
Students with Disabilities		154	Very High 13%	Increased +1.9%
African American		10	*	*
American Indian		2	*	*
Asian		26	Very Low 0%	Maintained 0%
Filipino		37	Medium 2.7%	Increased +2.7%
Hispanic		1,259	High 8.8%	Declined -0.6%
Pacific Islander		3	*	*
Two or More Races		6	*	*
White		30	Medium 3.3%	Increased +3.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		502	High 84.3%	Declined -6.9%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 10.7%	Declined -2%
English Learner Progress (1-12)		High 84.3%	Declined -6.9%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 98.7 points below level 3	Declined -14.4 points
Mathematics (3-8)		Very Low 147 points below level 3	Declined -13.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		1206	Low 66.6 points below level 3	Declined -13.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1206	Low 66.6 points below level 3	Declined -13.5 points
English Learners		729	Very Low 98.7 points below level 3	Declined -14.4 points
Foster Youth		3	*	*
Homeless		17	Very Low 140.6 points below level 3	
Socioeconomically Disadvantaged		998	Very Low 79.5 points below level 3	Declined Significantly -16.7 points
Students with Disabilities		114	Very Low 136.5 points below level 3	Declined -4.2 points
African American		9	*	*
American Indian		2	*	*
Asian		22	High 18.3 points above level 3	Increased +4.5 points
Filipino		34	High 31.4 points above level 3	Increased +3.7 points
Hispanic		1106	Very Low 73.2 points below level 3	Declined -13.8 points
Pacific Islander		3	*	*
Two or More Races		6	*	*
White		24	Low 20.6 points below level 3	Declined Significantly -17.8 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	295	Low 37.1 points below level 3	Declined -8.5 points
EL - English Learner Only	434	Very Low 140.6 points below level 3	Declined -11.5 points
English Only	318	Low 31.7 points below level 3	Declined -10.4 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	12	75%	25%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data







Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		1205	Very Low 119 points below level 3	Declined -14.9 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1205	Very Low 119 points below level 3	Declined -14.9 points
English Learners		730	Very Low 147 points below level 3	Declined -13.4 points
Foster Youth		3	*	*
Homeless		17	Very Low 158.1 points below level 3	
Socioeconomically Disadvantaged		998	Very Low 131.9 points below level 3	Declined Significantly -18.2 points
Students with Disabilities		112	Very Low 184.9 points below level 3	Increased +13.5 points
African American		9	*	*
American Indian		2	*	*
Asian		22	Low 25.5 points below level 3	Increased Significantly +15.5 points
Filipino		34	Medium 15.9 points below level 3	Increased +9.9 points
Hispanic		1105	Very Low 125.8 points below level 3	Declined -15 points
Pacific Islander		3	*	*
Two or More Races		6	*	*
White		24	Low 83.1 points below level 3	Declined Significantly -27.6 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	295	Low 94.9 points below level 3	Declined -10.4 points
EL - English Learner Only	435	Very Low 182.4 points below level 3	Declined -9.4 points
English Only	316	Low 86.7 points below level 3	Declined Significantly -17.5 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	12	83.3%	16.7%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	91.2%	84.3%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	53.1 points below level 3	66.6 points below level 3
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Mathematics	104.1 points below level 3	119 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	8.8% (114)	8.3% (114)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

2018-2019 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. RJ Frank had the lowest incidents of chronic absence of all schools within the Oxnard Elementary School District. Our suspension rate was also lower than the average suspension rate for middle school in the Oxnard Elementary School district. Additionally we are proud to announce the building of our Steam lab which is being utilized by our 6th grade team this year which will provide added exposure to 21st century thinking skills which include creativity, collaboration, communication and critical thinking. We started the utilization of collaboration time to allow for teachers to function as a professional learning community where they can discuss data and make adjustments to teaching based on the data. This was the first phase of PLC development and we are planning to grow our PLC's by increasing teacher capacity surrounding effective collaboration.

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, Flocabulary 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 and during the school day. Lastly, EL learners who have been in the country for less than 18 months, have targeted instruction within our Newcomers Academy. We also developed an EL mentoring program where teachers closely monitored the progress of one or two at risk EL learners.

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 allowed Frank to have 5 instructional assistants who work directly with our EL population. Secondly, we hired AVID tutors using Title I funds. This helped 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.

We continued to use Title one funds to support our commitment to having AVID being a school wide endeavor. 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?

On the CAASPP exam 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, 96.24 percent of EL students did not meet standards and in math, 98.37% did not meet standards. For English only students, 61.12% did not meet standards in language arts while 79.19% did not meet standards in math. Overall the percentages of students meeting standards are low for both English only and English learner students. EL students show a considerable gap in performance on both the English and the Math tests when looking at the number of students who meet standards on the CAASPP exam. This gap creates an urgent need given the fact that our EL population hovers around 30% of our total population.

Additionally a growth area districtwide is within the area of math.

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. She 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.

Additionally we will continue our EL mentoring program. The EL mentoring program will allow for close monitoring of EL students who are at risk academically by staff members.

Another change we have made is to restructure our ELD instruction so that one instructor is teaching the majority of the ELD sections. The instructor has extensive history giving professional development to teachers in regards to ELD instruction.

Our newcomer program (which houses our EL students who are in the country for less than a year) has made some major changes to its structure based on best practices. This year the NCA is focused on language development through content. Students are grouped only during ELA/ELD and have the opportunity to exit the academy for grade level math. The 8th grade students ready for content are taking an 8th grade level science class to prepare them for the science test. We have three full time academy teachers and three class periods outside the academy.

Within mathematics we are utilizing our math mentor and math specialist to provide detailed professional development within the areas of addressing the common core standards. In addition we are spending considerable time on the formation and solidification of professional learning communities. This commitment allows for the deep discussion on student data. During collaboration PLC team Math departments will be looking to create common formative assessments which are aligned to common core standards and our interim assessment blocks. The data from the common formative assessments will be used to guide 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

Overall our SBAC scores are below grade level in both English and Math with Math being our greatest area of need. When comparing English Only to English learners there exists an equity trap in performance. Our English language learners perform lower on both English and Math. Additionally our socioeconomic disadvantaged population scored below grade level in both math and English. This is of concern especially when our SES population is over 80% of our school population. This shows a considerable achievement gap for both EL learners and SES disadvantaged in comparison with English only students.

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 continue to utilize 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. Last year we worked to increase teacher self efficacy in the form of high leverage teaching practices from Dr. Hattie's and Dr. Ball's research. In addition to those pedagogical practices we will utilize our collaboration time to create common formative assessments. These assessments will be able to target student deficiencies and allow for teachers to differentiate instruction to meet students needs.

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.

After the first trimester we will be utilizing targeted interventions for students who are just below grade level. Equity traps will be analyzed by literacy level and students will be grouped into intervention strands that will be targeted at their exact deficiency.

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.

Additionally our Newcomer academy (all kids who are in the country for 1 year or less and need academic language support) will go through additional changes. This year the NCA is focused on language development through content. Students are grouped only during ELA/ELD and have the opportunity to exit the academy for grade level math. The 8th grade students ready for content are taking an 8th grade level science class to prepare them for the science test. We have three full time academy teachers and three class periods outside the academy.

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.

Structured collaboration time was a challenge for departments last year. The amount of mandatory topics, managerial tasks and lack of PD on running a PLC contributed to limited time in collaboration on student performance. Additionally we focused on creating capacity amongst our high leverage teaching techniques which took considerable time. In the 2018-2019 school year we will be increasing our practice in this area. The way we plan to do this is to allow time for teachers to see each other utilize these techniques, and to give them time to look at data related to student learning.

In the 2018-2019 school year administration is making a strong effort to eliminate as many managerial tasks from staff meetings. By moving these items to email we plan to have more time for teacher collaboration. We will also focus our SSLT meetings on building teacher leadership capacity through the guidance of our PLC handbook "learning by doing" from Dufour. By increasing our leadership teams PLC capacity we will then be more apt to running PLC's during collaboration time. Our focus during the PLC time will be to create common grading systems and common formative assessments based on the common core standards and 21st century thinking skills. The data discussed from the professional learning communities will be used to modify teaching practices and to create intervention groups. The CFA will be created to mirror the rigor on the IAB's and the CAASPP exam.

Eight State Priorities 2018-19

- 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)

- 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. This year we are utilizing a parent empowerment program called Project 2 Inspire which will focus on increasing the capacity of our parents to be able to navigate the public education systems. . 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.

2018-19 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: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	101311	0.00
Title III	25135	0.00
LCFF - Targeted	110360	0.00
LCFF - Intervention	40000	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$675,273.00
Goal 2	\$64,990.00
Goal 3	\$9,256.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA & MATH, STAR 360 Reading & Math,	2016-2017 CAASPP assessment data by grade level: Current 6th grade students: 22.4% 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: 30.7% 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 47 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 45 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 2018-2019 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 42 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 2018-2019 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 for reclassification.

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 collaboration will be arranged by department for PLCs and new curriculum implementation.	ELA	2018-2019 School Year	Admin Leadership team Instructional Coach Teachers	Substitutes	Title I	1000
	Math			Substitutes	LCFF - Targeted	15000
	ELD			ELD Teachers Substitutes	Title III	2604
	Strand Focus					

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. Use multiple data points to make appropriate course placements.	ELA	2018-2019 School Year	Administration Counselors	School Counselors salaries (2)	Centralized Services	248930
	Math			Counselor extra pay	Title I	2,400
	ELD					
	Strand Focus					
3. Post Language and Content Objectives each day in each classroom.	ELA	2018-2019 School Year	Teachers	No additional cost		
	Math					
	ELD					
	Strand Focus					
4. Increase academic success through the support of the EL TOSA, Math Mentor, and Tech Mentor, including release time for collaboration and professional development.	ELA	2018-2019 School Year	Instructional Coach EL TOSA Math Mentor Tech Mentor Teachers	EL TOSA	District Funded	
	Math			Math and Tech Mentors	District Funded	
	ELD			Substitutes	LCFF - Targeted	6500
	Strand Focus				Title I	5000
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	2018-2019 School Year	Administration Leadership Instructional Coach Teachers	Assessments	District Funded	
	Math					
	ELD					
	Strand Focus					
6. Implement STAR 360 program in all Advisory classes.	ELA	2018-2019 School Year	Administration Teachers	AR contract	District Funded	
	ELD					
7. Teachers will calibrate writing, develop common rubrics, share instructional techniques and review pacing guides.	ELA	2018-2019 School Year	Teachers	No additional cost		
	Math					
	ELD					
	Strand Focus					
8. Monitor the implementation and progress of the SPSA through	ELA	2018-2019 School Year	Administration 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
SSC and ELAC meetings.	Math ELD Strand Focus Student Behavior Support Attendance Safety Wrap-Around Services		SSC ELAC			
9. 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	2018-2019 School Year	EL TOSA Math Mentor Tech Mentor Teachers	EL TOSA, Mentors (see goal 1, action 4) Substitutes	Title I LCFF - Targeted	2200 2400
10. Extra Clerical Support for translation at parent conferences and to process students.	ELA Math ELD Strand Focus Attendance	2018-2019 School Year	Clerical Staff	Extra time for translations Extra time to processing of students grades, attendance	LCFF - Targeted LCFF - Targeted LCFF - Intervention	3500 4800 2560
11. EL TOSA and Newcomer TOSA will work with ELD staff on SIOP strategies and differentiation for EL students.	ELA Math ELD	2018-2019 School Year	EL TOSA Newcomer TOSA	EL TOSA salary (see goal 1, action 4) Newcomer TOSA	 District Funded	
12. Intervention Teachers will work with EL TOSA in order to provide support and interventions for our struggling newcomer program students.	ELA Math ELD	2018-2019 School Year	ISP EL TOSA Teachers	Intervention Teachers EL TOSA salary (see goal 1, action 4)	LCFF - Intervention	6000
13. AVID Tutors will be used to implement the AVID program.	ELA	2018-2019 School Year	AVID tutors	AVID Tutor salaries	LCFF - Targeted	11720

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Tutors will also support the AVID Excel program for EL students.					Title I	4800
				AVID Excel Tutor salaries	Title III	4800
14. Materials/Software will be purchased (Moby Max, Brain Pop, Flocabulary, Lexia) to support intervention and enrichment activities.	ELA Math ELD	2018-2019 School Year	Administration	Technology/software /license	LCFF - Targeted	7500
				Materials/Supplies to support programs	LCFF - Intervention	5000
				LCFF Targeted	LCFF - Targeted	12718
15. After School Tutoring will be offered to provide additional support to students.	ELA Math ELD	2018-2019 School Year	Teachers	Teacher extra pay	LCFF - Intervention	24000
16. Grade and course specific collaboration and data analysis will occur during the school day.	ELA Math ELD Strand Focus	2018-2019 School Year	Administration Teachers	Teacher release time for collaboration	Title I	1000
					LCFF - Targeted	7452
17. Teachers will use ELPAC release questions in preparation for the 2018-2019 ELPAC testing cycle.	ELD	2018-2019 School Year	Teachers	No additional cost		
18. Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test preparation	ELD	2018-2019 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	2018-2019 School Year	Administration Counselors Newcomer TOSA Teachers	Counselors' salaries (see goal 1, action 1) Newcomer TOSA (see goal 1, action 11)		
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	ELA Math ELD	2018-2019 School Year	Administration Counselors Newcomer TOSA	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
and Math.						
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	2018-2019	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	2018-2019 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	2018-2019 School Year	EL TOSA	PD collaboration release time	Title I	2400
24. Use AVID/AVID Excel 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	2018-2019 School Year	Teachers	Professional development for AVID	LCFF - Targeted Title III	2500 1741
25. Continue positive reinforcement of academic and attendance success through AR program.	ELA ELD	2018-2019 School Year	Administration Teachers	Academic Incentives	LCFF - Targeted	7000
26. Students will participate in academic based field trips.	ELA Math ELD Strand Focus	2018-2019 School Year	Administration Teachers	Field Trips	LCFF - Intervention LCFF - Targeted	2440 3910
27. Students will participate in Robotics Competitions.	Strand Focus	2018-2019 School Year	Administration Teachers	Competition, transportation	LCFF - Targeted	2000
28. Students will participate in	Strand Focus	2018-2019	Administration	Transportation	LCFF - Targeted	2000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
oceanography field trips.		school year	Teachers			
29. Bilingual para educator and clerical staff will support EL students.	ELA	2018-2019 school year	Bilingual para educator	Bilingual para educator salary	Title III	15,990
	Math			bilingual clerical support	Title I	48407
	ELD			bilingual clerical support	Title I	29128
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	2018-2019 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	2018-2019 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	2018-2019 school year	Teachers	MyOn contract	District Funded	
33. Math and Science Instructional Specialists provide support to teachers through professional development throughout the year.		2018-2019 school year	Teachers	Professional Development	District Funded	

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Rate	Suspension rate is for 2017-2018 was 7.26%.	Suspension rate will be lowered by 2% to equal a total suspension rate of 5.26%.
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	2018-2019 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	2018-2019 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 1280 3840
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	2018-2019 School Year	Administration	No additional cost		
4. Fire and lock down drills are conducted periodically in order to promote efficient safety practices.	Safety	2018-2019 School Year	Admin All staff	No additional cost		
5. Safety Committee meets periodically to monitor the safety plan and make adjustments as needed.	Safety	2018-2019 School Year	Safety Committee	No additional cost		
6. Attendance Incentives are provided for students who have perfect attendance or show improvement in attendance.	Attendance	2018-2019 School Year	Admin ORC	Perfect Attendance Incentives ORC (see goal 2, action 2)	LCFF - Targeted	3000
7. Campus supervisors are trained in de-escalation techniques.	Safety Strand Focus	2018-2019 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	2018-2019 School Year	Administration Counselors Outreach Consultants Teachers Clerical	Translations	LCFF - Targeted	2560
9. Continued use of the Risk of Sexual Activity Curriculum in Science.	Safety	2018-2019 School Year	Teachers	No additional cost		
10. Continued use of Project ALERT as part of the science curriculum.	Safety	2018-2019 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
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	2018-2019 School Year	Teachers	No additional cost		
12. Utilization of WEB (Where Everyone Belongs)	Student Behavior Support Attendance	2018-2019 School year	Teachers, Counselors	Teacher extra help	LCFF - Targeted	2000
				Counselors extra help	LCFF - Targeted	1400
23.						

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

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	2018-2019 School Year	Administration	No additional cost		
2. Parent compact distributed to all parents.	Student Behavior Support	2018-2019 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	2018-2019 School Year	ORC Clerical staff	Parent Project Material	LCFF - Targeted	3000
	Wrap-Around Services			Extra time for clerical staff		
				Extra time for ORC	Title I	3696
4. Parent conferences are held throughout the year in order to communicate student progress.	ELA	2018-2019 School Year	Teachers, Clerical	Extra time clerical staff	LCFF - Targeted	2560
	Math					
	ELD					
	Strand Focus					
	Student Behavior Support					
5. Staff works in collaboration with parents during IEP and SST meetings.		2018-2019 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	2018-2019 School Year	Admin	No additional cost		
	Math					
	ELD					
7. ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in need.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Counselors	Counselors' salaries (see goal 1, action 2)		
	Math					
	ELD					
	Wrap-Around Services					
9. PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.	Wrap-Around Services	2018-2019 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
10. Project 2 Inspire: Empowerment program for parents.	Wrap-Around Services	2018-2019 School Year	Administration	No additional cost		

Appendix A - 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
Erika Alstot	Classroom/Teacher
Ashley Maeshiro	Classroom/Teacher
Crystal Reagan	Classroom/Teacher
Natalie McCallick	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 B - 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 School 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 16, 2018.

Attested:

Dr. Richard Caldwell
Typed Name of School Principal

Signature of School Principal

Date

Ashley Maeshiro
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



701 North Juanita Avenue, Oxnard, CA 93030
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Póliza Acerca de la Participación de los Padres en la Escuela 2018-2019

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;
- ✓ 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 pólizas 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 la agenda estudiantil, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan la agenda y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar la agenda con sus estudiantes, firmar y devolver el acuse de recibo.
- ✓ La escuela Frank 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 Frank verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela Frank 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 Frank 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 y las oportunidades de participación por parte de los padres y las reuniones

La escuela Frank 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 Frank 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,
- 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 aula y los recursos para padres, tal como el calendario escolar
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.

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.

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.



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Parent Involvement Policy

2018-2019

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.



Richard Caldwell
Frank Academy of Marine Science and Engineering



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 School Plan for Student Achievement	2018-10-17		View	View	27

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[Appendix A - School Site Council Membership](#)

Appendix B - Recommendations and Assurances

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Appendix B - 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 School 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



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 16, 2018.

Attested:

Dr. Richard Caldwell
Typed Name of School Principal



Signature of School Principal

10/22/18
Date

Ashley Maeshiro
Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/22/18
Date

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[Appendix A - School Site Council Membership](#)

Appendix B - Recommendations and Assurances

School Plan for Student Achievement (SPSA) Template

The School 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 24, 2018		
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 14, 2018		

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 2017-2018 school year, Fremont Academy of Environmental Science and Innovative Design served approximately 1100 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 four 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 and STAR 360 Reading 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 by Fremont's teachers 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 2018.

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 and Spring 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 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 emergency bag which includes 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	375	352	390	363	351	387	361	351	387	96.8	99.7	99.2
Grade 7	387	379	362	375	379	361	375	379	361	96.9	100	99.7
Grade 8	382	378	385	377	374	384	373	374	384	98.7	98.9	99.7
All Grades	1144	1109	1137	1115	1104	1132	1109	1104	1132	97.5	99.5	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2462.0	2456.5	2460.1	2	4.84	5.17	18	16.81	17.31	35	24.50	26.87	45	53.85	50.65
Grade 7	2493.4	2474.4	2480.9	6	1.85	3.32	22	18.73	22.71	27	27.70	22.99	45	51.72	50.97
Grade 8	2502.4	2513.9	2502.3	4	6.68	2.34	21	22.19	22.40	28	29.14	31.51	47	41.98	43.75
All Grades	N/A	N/A	N/A	4	4.44	3.62	20	19.29	20.76	30	27.17	27.21	45	49.09	48.41

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	4	6.27	6.98	40	37.32	37.47	56	56.41	55.56	
Grade 7	10	7.65	9.14	35	41.95	36.29	54	50.40	54.57	
Grade 8	10	14.44	7.55	38	37.70	39.58	52	47.86	52.86	
All Grades	8	9.51	7.86	38	39.04	37.81	54	51.45	54.33	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	7.98	6.98	41	32.76	37.21	52	59.26	55.81
Grade 7	14	6.86	11.63	49	45.12	38.50	38	48.02	49.86
Grade 8	10	12.30	5.47	46	43.32	49.22	44	44.39	45.31
All Grades	10	9.06	7.95	45	40.58	41.70	44	50.36	50.35

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	4.84	5.68	69	59.26	57.62	27	35.90	36.69
Grade 7	6	4.22	3.60	59	54.09	55.68	35	41.69	40.72
Grade 8	7	8.29	4.95	57	60.70	59.64	37	31.02	35.42
All Grades	6	5.80	4.77	61	57.97	57.69	33	36.23	37.54

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	9.69	16.02	59	43.30	42.12	31	47.01	41.86
Grade 7	13	6.60	11.63	45	45.12	44.32	42	48.28	44.04
Grade 8	11	13.64	11.72	44	45.19	49.48	45	41.18	38.80
All Grades	11	9.96	13.16	49	44.57	45.32	39	45.47	41.52

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	375	352	390	365	350	387	365	350	387	97.3	99.4	99.2
Grade 7	388	379	362	375	379	361	375	379	361	96.6	100	99.7
Grade 8	382	378	385	377	373	384	375	373	384	98.7	98.7	99.7
All Grades	1145	1109	1137	1117	1102	1132	1115	1102	1132	97.6	99.4	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2439.0	2434.0	2441.9	2	2.86	3.10	7	9.14	10.08	30	23.43	25.84	61	64.57	60.98
Grade 7	2475.0	2458.5	2450.8	7	3.17	2.22	12	8.18	8.59	31	28.23	26.32	50	60.42	62.88
Grade 8	2472.4	2482.7	2466.5	6	10.46	5.47	10	10.19	6.51	23	16.09	22.66	61	63.27	65.36
All Grades	N/A	N/A	N/A	5	5.54	3.62	10	9.17	8.39	28	22.60	24.91	58	62.70	63.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	6.00	4.13	21	19.14	20.93	77	74.86	74.94
Grade 7	10	5.80	5.54	27	24.80	23.82	62	69.39	70.64
Grade 8	9	13.71	5.73	22	20.16	26.04	69	66.13	68.23
All Grades	7	8.54	5.12	23	21.44	23.59	69	70.03	71.29

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	3.43	5.17	30	26.29	38.24	67	70.29	56.59
Grade 7	9	4.49	4.16	35	36.68	36.29	55	58.84	59.56
Grade 8	7	10.22	5.99	49	32.26	39.58	45	57.53	54.43
All Grades	6	6.09	5.12	38	31.88	38.07	56	62.03	56.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	4.86	5.94	52	32.57	35.92	44	62.57	58.14
Grade 7	10	4.22	4.16	46	47.49	47.92	44	48.28	47.92
Grade 8	6	10.22	5.73	46	36.29	39.58	48	53.49	54.69
All Grades	7	6.45	5.30	48	38.96	40.99	45	54.59	53.71

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6				20	16		49	57		24	15		7	12	
7		1		22	33		49	49		21	7		9	9	
8	4			34	35		43	49		7	13		12	3	
Total	1	0		25	26		47	53		17	12		9	8	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6				20	16		49	58		24	15		7	12	
7		1		23	33		47	49		20	7		10	9	
8	4			34	34		42	49		8	12		11	5	
Total	1	0		26	26		46	53		18	12		9	9	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		7	2
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		6	6
Mathematics (3-8)		6	6

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data









Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		1,154	High 10.4%	Declined -1.9%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		1,154	High 10.4%	Declined -1.9%
English Learners		243	Very High 12.8%	Declined Significantly -5.5%
Foster Youth		10	*	*
Homeless		18	Very High 27.8%	Increased +2.8%
Socioeconomically Disadvantaged		887	Very High 12.1%	Declined -1.6%
Students with Disabilities		125	Very High 20%	Declined Significantly -6%
African American		52	Very High 23.1%	Increased +1.8%
American Indian		4	*	*
Asian		20	High 10%	Increased Significantly +4.1%
Filipino		32	Very Low 0%	Declined Significantly -6.1%
Hispanic		957	High 10.5%	Declined -2%
Pacific Islander		3	*	*
Two or More Races		20	High 10%	Declined -2.5%
White		66	Medium 4.6%	Declined -2.9%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		238	High 80.7%	Increased +5.2%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 12.8%	Declined Significantly -5.5%
English Learner Progress (1-12)		High 80.7%	Increased +5.2%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 105.4 points below level 3	Declined -11.6 points
Mathematics (3-8)		Very Low 148.1 points below level 3	Declined -8.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		1074	Low 67.2 points below level 3	Declined -4.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1074	Low 67.2 points below level 3	Declined -4.7 points
English Learners		444	Very Low 105.4 points below level 3	Declined -11.6 points
Foster Youth		6	*	*
Homeless		15	Very Low 89.1 points below level 3	
Socioeconomically Disadvantaged		821	Very Low 80.5 points below level 3	Declined -6.6 points
Students with Disabilities		117	Very Low 154.8 points below level 3	Declined -5 points
African American		47	Very Low 82.6 points below level 3	Declined -5.7 points
American Indian		4	*	*
Asian		17	Medium 4.8 points below level 3	Increased +3.5 points
Filipino		28	High 21.4 points above level 3	Increased Significantly +30.1 points
Hispanic		899	Very Low 75.2 points below level 3	Declined -6.4 points
Pacific Islander		3	*	*
Two or More Races		18	High 19.6 points above level 3	Increased Significantly +28.6 points
White		58	Low 20.7 points below level 3	Maintained -1.6 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	226	Low 62.8 points below level 3	Declined -4.4 points
EL - English Learner Only	218	Very Low 149.5 points below level 3	Declined -12.2 points
English Only	509	Low 50.2 points below level 3	Maintained +1.9 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data








Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		1072	Very Low 108.8 points below level 3	Declined -4.1 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1072	Very Low 108.8 points below level 3	Declined -4.1 points
English Learners		444	Very Low 148.1 points below level 3	Declined -8.6 points
Foster Youth		6	*	*
Homeless		15	Very Low 150 points below level 3	
Socioeconomically Disadvantaged		820	Very Low 124.5 points below level 3	Declined -7.6 points
Students with Disabilities		117	Very Low 198 points below level 3	Maintained -1.5 points
African American		46	Very Low 126 points below level 3	Declined Significantly -16.7 points
American Indian		4	*	*
Asian		17	Medium 24.5 points below level 3	Increased +4.4 points
Filipino		28	Medium 14.8 points below level 3	Increased Significantly +22.7 points
Hispanic		898	Very Low 118.1 points below level 3	Declined -5 points
Pacific Islander		3	*	*
Two or More Races		18	High 4.2 points above level 3	Increased Significantly +28.9 points
White		58	Low 60.1 points below level 3	Maintained -1.7 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	226	Very Low 105.5 points below level 3	Declined -6.2 points
EL - English Learner Only	218	Very Low 192.3 points below level 3	Declined -3.3 points
English Only	507	Low 90.6 points below level 3	Maintained +1.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	75.5%	80.7%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	62.5 points below level 3	67.2 points below level 3
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Mathematics	104.7 points below level 3	108.8 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	12.3% (147)	10.4% (120)

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

2018-2019 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 nearly 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 2017-2018 CAASPP assessment data.

According to 2017-2018 CAASPP assessment data, all assessment claims are an area of significant need. All students declined in the area of mathematics by 2.7 percentage 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 2017-2018 CAASPP data. According to the 2017-2018 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 2017-2018 CAASPP Data, 76.12% of all students Did Not or Nearly Met grade-level standards in ELA. Similarly, 87.98 % 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. An AVID Excel class has been added to build on the skills of the Long Term ELs. 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. A 6th Grade Skills Academy as well as an 8th Grade High School Readiness Academy will be offered. Winter and Spring Intersession will be offered and targeted students will be invited to attend. Saturday Enrichment and Intervention will also be offered to target those students performing at the Not Met level on the CAASPP. 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 2017-2018 school year. Data analysis and collaboration was not consistently supported through teacher and administrator Academic Conferences due to the frequent shortage of sub access. Academic Conferences will 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 2018-2019 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.

Eight State Priorities 2018-19

- 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)

- 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 2018-2019 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	342,054	0.00
Title I	84,058	0.00
Title III	12,623	0.00
LCFF - Targeted	67,980	0.00
LCFF - Intervention	67,980	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$740,137.53

Goal 2 \$278,994.47

Goal 3 \$80,703.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA Assessment	All Students: 25% Met/Exceeded 6th Grade: 22.48% Met/Exceeded 7th Grade: 26.03 % Met/Exceeded 8th Grade: 24.74 % Met/Exceeded	Increase Met/Exceeded percentage by 6% (68 students) for All Students. Decrease the percentage of Nearly Met by 10% (30 students). Decrease the percentage of Not Met by 7% (38 students).
CAASPP Math Assessment	All Students: 14.9% Met/Exceeded 6th Grade: 13.8 % Met/Exceeded 7th Grade: 10.84% Met/Exceeded 8th Grade: 11.98 % Met/Exceeded	Increase Met/Exceeded percentage by 7% (80 students) for All Students. Decrease the percentage of Nearly Met by 10% (28 students). Decrease the percentage of Not Met by 7% (50 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 2017-2018 school year, 63 total EL students were reclassified (30%).

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 Administration and/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. IABs will be used to progress monitor the attainment of selected focus standards.	ELA	2018-2019 School Year	ELA Teachers Math Teachers Math Mentor Administrators	Sub Costs	Title I	10,000
	Math			Math Mentor stipend	District Funded	
2. Hold grade/department collaboration meetings to review data- including STAR 360, CAASPP, IAB data, and CELDT- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction.	ELA Math ELD	2018-2019 School Year	ELA Teachers Math Teachers Math Mentor Administrators	Extra Duty - Certificated Math Mentor salary (see goal 1, action 1)	Discretionary	11,000
3. Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and support writing instruction. District coaches and Administration will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum. The instructional assistant will also be trained on providing support in the classroom.	ELA	2018-2019 School Year	ELA teachers Tech Mentor District Coach Administration Instructional Assistant	Extra Duty - Certificated	Discretionary	6,000
				Professional Development - Study Sync	District Funded	
				Tech Mentor salary (see goal 1, action 1)		
				Instructional Assistants - Salary	Title I	6345
				Sub Costs	Discretionary	4,000

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	2018-2019 School Year	ELA Teachers Math Teachers RSP Teachers	Extra Duty - Certificated Sub Costs	Discretionary Discretionary	3,000 1500
5. Administration and the Math and Tech Mentor will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches.	ELA	2018-2019 School Year	All Teachers Administrators Math Mentor Tech Mentor Library Tech	AR Program Library Tech salary	District Funded Centralized Services	52,935
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	2018-2019 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	11,000
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. The assistant will also assist in the AVID Excel class.	ELD	2018-2019 School Year	Instructional Assistant	Classified salaries - Instructional Assistant	Title III	9137
8. Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including	ELD Math	2018-2019 School Year	ELD Department Core Content Teachers	Professional development Conference Costs - Certificated	District Funded Discretionary	13,794

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
AVID excel.						
9. Administer formative district assessments, including STAR 360 and IABs to collect data for analysis during department collaboration meetings.	ELA Math	2018-2019 School Year	Teachers 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	2018-2019 School Year	AVID Teachers Advisory Teachers Administrators AVID Tutors	AVID materials and supplies AVID Tutor salaries	LCFF - Targeted Title I District Funded	5276 3,000
11. Provide on-going professional development for teachers and staff through staff meetings and attendance at conferences.	ELA Math Strand Focus ELD	2018-2019 School Year	Teachers Administrators	Travel and Conference costs Sub costs Travel and Conference costs	Title I Title I Discretionary	8336 7294 12,000
12. Administration and the 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 IO Education data management system to facilitate data-driven planning.	ELA Math ELD Strand Focus	2018-2019 School Year	Tech Mentor Lab Techs Administrators	Classified Salaries - Computer Lab Techs (2) Extra hours - lab tech Tech Mentor salary (see goal 1, action 1)	Centralized Services LCFF - Intervention	113,627 4,000
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	2018-2019 School Year	Office Staff Administrators Lab Techs	Instructional Supplies/Materials Supplemental materials Classified Salaries - Computer Lab Techs (2) (see goal 1, action 12)	LCFF - Intervention Title I	2,500 4,310.53

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	2018-2019 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 19,308
15. Implement incentive programs for students to recognize academic achievement.	ELA Math ELD	2018-2019 School Year	Outreach Specialist Administrators Teachers	Academic Incentives Classified Salaries - Outreach Specialist	LCFF - Targeted Centralized Services	2500 50,611
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	2018-2019 School Year	Counselors Administrators	Certificated Salaries - Counselors Supplemental materials	Centralized Services Title III	275,468 3486
17. Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	ELA Math ELD Strand Focus	2018-2019 School Year	Office Staff Administrators	Duplo Maintenance Agreements & Xerox Maintenance Agreements	Centralized Services	7112
18. Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.	ELA Math ELD	2018-2019 School Year	Teachers Administrators	Sub Costs	LCFF - Targeted LCFF - Intervention Discretionary	5000 6,000 10426
19. Provide field trips and enrichment opportunities to support and enhance the academy focus.	Strand Focus	2018-2019 School Year	Leadership Team Elective Teachers Administrators	Field Trips-Admission and Transportation Sub costs	LCFF - Targeted LCFF - Targeted	25,000 1000
20. Provide Intervention Academies including 6th Grade Math and Literacy Skills and	ELA	2018-2019 School Year	Teachers Administrators	Extra Hours - Certificated	LCFF - Intervention	7172

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Winter and Spring Intersession for all grades.	Math Content Areas					
21. Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.	Math	2018-2019 School Year	Math and Science Specialists Teachers Administrators	Certificated Salaries- Instructional Specialists	District Funded	

Goals, Actions, & Services 2018-19

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	2017-18 Baseline	2018-19
Suspension Data	A total of 121 students were suspended during the 2017-2018 school year (suspension rate = 10.64%)	Decrease the total number of students suspended during the 2018-2019 school year to 100 (suspension rate = 9 %)
California Healthy Kids Survey	Spring 2018 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 2017-2018 Average Daily Attendance Rate was 95.45%.	Increase Fremont Academy's Average Daily Attendance Rate to 95.75% in 2018-2019.

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. School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus.	Student Behavior Support	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	ORC Administrators	Attendance Incentives	LCFF - Targeted Discretionary	1000 4500
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	2018-2019 School Year	Campus Supervisors Administrators	Classified salaries - Campus Supervisors Extra hours - Campus supervisors	Discretionary Discretionary	170,461 5,000
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	2018-2019 School Year	ORC Counselors Teachers Administrators	Extra Duty hours ORC (see goal 1, action 15) Counselor (see goal 1, action 16)	Discretionary	6000
8. Survey students and staff regarding school climate and		2018-2019 School Year	PBIS Team Administrators	Extra Hours - Certificated Staff	Discretionary	5,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
utilize feedback to guide the CHAMPS and PBIS Committees in developing plans for ensuring an environment conducive to teaching and learning			Teachers	Supplemental materials	Discretionary	4,000
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	2018-2019 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	2018-2019 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	2018-2019 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	2018-2019 School Year	Counselors Elective Teachers WEB Coordinators	Extra hours - Certificated staff	Discretionary	12,000
				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	2018-2019 School Year	Outreach Specialist Teachers Administrators	Character Incentives	LCFF - Targeted	3488
14. Provide a variety of extracurricular options to increase student connectedness, including sports, ASB, MESA club, and Art	Attendance	2018-2019 School Year	Club Sponsors Athletic Director and coaches ASB Staff	Extra hours - Certificated staff	Title I	8572.47
	Student Behavior			Supplemental materials	Discretionary	29,873

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Club.	Support					
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	2018-2019 School Year	Office Staff Custodians Administrators	Clerical substitutes, Extra Help, and Overtime	Discretionary	4,000
	Attendance Wrap-Around Services			Custodial Extra Help	Discretionary	6,000
16. School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.	Safety	2018-2019 School Year	Office Staff Custodians	Supplies	Discretionary	9,000

Goals, Actions, & Services 2018-19

[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

2017-18 Baseline

2018-19

Attendance at parent meetings/workshops

No data available

2018-19 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	2018-2019 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 parents to strengthen home-	Wrap-Around Services	2018-2019 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
school partnerships.						
3. Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.	Student Behavior Support	2018-2019 School Year	Teachers Principal Outreach Coordinator Counselors	Supplies	Discretionary	2500
4. Schedule "Coffee with the Principal" meetings with parent to improve home-school partnerships.	Content Areas	2018-2019 School Year	Principal Office Staff ORC	Supplies	Discretionary	4,000
5. Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members.	Strand Focus	2018-2019 School Year	Administrators Teachers AVID Teachers	Extra Hours - Certificated Staff	Title I	7300
6. Tech mentor and Administrators will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.	Strand Focus	2018-2019 School Year	Tech mentor Administrators	Extra Hours - Certificated Staff	Discretionary	7000
7. Host campus tours and parent orientation events to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.	Strand Focus	2018-2019 School Year	Counselors ORC Administrators Elective Teachers WEB Coordinators	Extra Hours - Certificated Staff Extra Hours - Classified Staff	Title I Title I	6500 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	2018-2019 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	2018-2019 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.	Student Behavior Support Content Areas	2018-2019 School Year	Principal Teachers Office staff Parents	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.	Content Areas Attendance	2018-2019 School Year	Counselors Administrators Outreach Specialist	No additional cost		
12. Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, and Parent Project.	Student Behavior Support Wrap-Around Services Content Areas	2018-2019 School Year	Counselors Administrators Outreach Specialist	No additional cost		

Appendix A - 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
Samuel Reveles	Classroom/Teacher
Paul Brown	Classroom/Teacher
Joan Hoskins	Classroom/Teacher
Bill Milton	Classroom/Teacher
Cecily Pelayo	Secondary Student
Brooklyn Young	Secondary Student
Owen Gonzalez	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 B - 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 School 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 10-24-18.

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

Appendix B - 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 School 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
- 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 10-24-18.

Flannia Zaul
Signature

Attested:

<u>Chantal Anderson Witherspoon</u>	<i>Chantal A Witherspoon</i>	<u>10-24-18</u>
Typed Name of School Principal	Signature of School Principal	Date
<u>Sylvia Carrillo</u>	<i>Sylvia Carrillo</i>	<u>10/24/18</u>
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 convenes regular meetings to inform parents of the following:

Fremont Academy

1130 North M Street • Oxnard, CA 93030

Phone: (805) 385-1539 • Fax: (805) 485-2486 • fremont.oxnardsd.org



-
- ✓ 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

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Política de Participación de Padres de la Escuela

DECLARACIÓN DE PROPÓSITO

La participación de los padres y miembros de la comunidad es un componente esencial para criar a los estudiantes. Se hace cada esfuerzo por invitar y considerar la aportación de los padres y de la comunidad para así poder asegurar el éxito de nuestros estudiantes. Un equipo de padres, miembros del personal y administradores desarrolló la siguiente Política de Participación de Padres.

La participación de los padres significa la participación de los padres en una comunicación regular, de doble vía y significativa relacionada con el aprendizaje académico del estudiante y otras actividades escolares, incluyendo el asegurarse que:

- ✓ Los padres jueguen una función integral en el aprendizaje de sus hijos mediante la revisión de la agenda estudiantil diaria, la supervisión de los grados / progreso a través de *Parent Connect* y / o *Student Connect*, la comunicación con los maestros de su hijo, y la asistencia a las conferencias de padres y maestros, Noche de Regreso a la Escuela, y juntas de padres.
- ✓ Se anime a los padres a participar activamente en la educación de sus hijos en la escuela a través de recibirlos como voluntarios en el salón y como visitantes y participar en el PTA.
- ✓ Los padres sean 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 por medio de las reuniones del Consejo Escolar (SSC), las reuniones del Comité Consultivo del Idioma Inglés (ELAC), las reuniones del Comité Consultivo de Padres (PAC), las reuniones informativas para padres e invitarles a reunirse con los administradores de la escuela.

La información sobre las políticas escolares y las oportunidades de participación se comunican a través del contacto directo con los padres de la siguiente manera:

- ✓ La Política de Participación de los Padres de la Escuela y del Convenio Escuela-Padres se distribuyen anualmente a los padres y estudiantes e información adicional se distribuye a los estudiantes y padres de familia en la Agenda/Manual del Estudiante, al principio del año escolar. Los maestros repasan la Agenda/Manual del Estudiante y políticas con los estudiantes al principio del año. Se les pide a los padres que lean y discutan la Agenda/Manual del Estudiante con sus estudiantes y firmen y devuelvan un formulario de reconocimiento.
- ✓ Academia Fremont notifica a los padres acerca de la Política de Participación de los Padres de la Escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuye esta política a los padres en un idioma que los padres puedan entender. Academia Fremont pondrá a disposición de la comunidad local la Política de Participación de los Padres de la Escuela y también en la página web de la escuela.
- ✓ Academia Fremont actualiza periódicamente la Política de Participación de los Padres de la Escuela para satisfacer las necesidades de los padres y de la escuela.
- ✓ Academia Fremont ha adoptado el Convenio Escuela-Padre como un componente de su Política de Participación de los Padres de la Escuela.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN Y REUNIONES

Academia Fremont regularmente convoca reuniones para informar a los padres de lo siguiente:

- ✓ Que la escuela de su hijo participa en el Título I,
- ✓ Sobre los requisitos del Título I, y
- ✓ De sus derechos a participar.

Adicionalmente, Academia Fremont ofrece oportunidades para involucrar a los padres y al personal en el desarrollo y acuerdo conjunto de la Política de Participación de los Padres de la Escuela.



Se les proporciona a los padres una descripción y explicación del plan de estudios actual en la escuela, las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan.

- ✓ Los recursos de Padres y de la Comunidad incluyen:
 - Política de Participación de los Padres de la Escuela
 - Calendario de Escuela/Reuniones
 - Agenda/Manual del Estudiante
 - Aplicaciones e Información de Voluntarios
 - Información sobre la evaluación de todas las clases y Evaluaciones Estatales
 - Descripción del plan de estudios para todas las clases
- ✓ La página web de la escuela proporciona información sobre el personal, las actividades de las clases y recursos para padres.
- ✓ La página web de la escuela proporciona un enlace a los estándares que se enseñarán en cada grado.
- ✓ Los mensajes semanales *ConnectEd* (llamadas telefónicas automatizadas), el calendario de eventos en la marquesina y las cartas a los padres proporcionan información para los padres.

Si lo solicitan los padres, se discutirán oportunidades para reuniones regulares para formular sugerencias y para participar, según corresponda, en decisiones relativas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible. Se les dará a los padres y miembros de la comunidad respuestas de manera oportuna a sus preocupaciones y sugerencias. El director realiza llamadas telefónicas automatizadas semanales para informar a los padres de eventos y actividades. El personal administrativo mantiene una política de puertas abiertas para discutir cualquier pregunta o preocupación que los padres puedan tener.

El Convenio Escuela-Padres es parte de la Política de Participación de los Padres de la Escuela. El convenio ha sido desarrollado por los miembros del personal, padres y administradores. En él se describen las responsabilidades de la escuela, padres y estudiantes para mejorar el desempeño de los estudiantes y los medios para poder hacerlo.

La creación de capacidad para la participación de padres/comunidad aparece en la Política de Participación de Padres del Distrito. Las actividades específicas incluyen:

- ✓ Reuniones de Padres
 - ELAC/DELAC
 - Consejo Escolar
 - PTA
 - Reuniones de Título 1
 - Comité Consultivo de GATE
 - Comité Consultivo de Padres
- ✓ Asambleas de Reconocimiento Estudiantil
- ✓ Evaluación de Necesidades Anuales
- ✓ Oportunidades de voluntariado para padres



School Plan for Student Achievement (SPSA) Template

The School 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 17, 2018		
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 14, 2018		

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 throughout the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Haydock's enrollment has increased to over 900 students since becoming an academy.

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, two Moderate to Severe classes, four Resource teachers who provide academic support in a co-teaching model and Resource classes in 6th grade, 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. Academic intervention and support is offered to students before, during, or after school.

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 students at EL 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 Tech Mentor to further their professional growth and effectively utilize technology.

- * Student Incentives: Haydock rewards student academic success, improvement, attendance, and behavior on a weekly, monthly and trimester 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, mariachi, drama and art through elective classes.

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 2018-2019 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.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	300	312	325	295	309	324	295	309	324	98.3	99	99.7
Grade 7	273	296	311	269	294	308	266	294	308	98.5	99.3	99
Grade 8	274	279	293	265	277	293	265	277	293	96.7	99.3	100
All Grades	847	887	929	829	880	925	826	880	925	97.9	99.2	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2455.2	2441.0	2431.3	3	0.65	1.23	18	11.33	10.80	24	31.39	26.23	56	56.63	61.73
Grade 7	2485.2	2473.4	2464.3	3	3.74	1.95	21	17.01	18.18	30	27.89	25.32	46	51.36	54.55
Grade 8	2499.4	2492.5	2495.6	4	2.17	4.44	22	20.22	20.48	25	29.96	24.23	49	47.65	50.85
All Grades	N/A	N/A	N/A	3	2.16	2.49	20	16.02	16.32	26	29.77	25.30	50	52.05	55.89

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	3	2.27	3.40	35	40.78	34.88	62	56.96	61.73	
Grade 7	6	8.84	6.82	41	39.12	34.42	53	52.04	58.77	
Grade 8	9	7.58	8.87	38	37.18	33.11	52	55.23	58.02	
All Grades	6	6.14	6.27	38	39.09	34.16	56	54.77	59.57	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	1.29	1.54	37	36.57	27.16	56	62.14	71.30
Grade 7	10	6.80	6.49	50	43.54	41.88	39	49.66	51.62
Grade 8	8	3.97	6.83	40	43.68	39.25	52	52.35	53.92
All Grades	8	3.98	4.86	42	41.14	35.89	49	54.89	59.24

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	2.59	2.78	60	53.07	50.31	35	44.34	46.91
Grade 7	5	5.44	3.57	62	47.96	41.23	32	46.60	55.19
Grade 8	5	3.97	10.58	58	63.18	51.54	37	32.85	37.88
All Grades	5	3.98	5.51	60	54.55	47.68	35	41.48	46.81

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	5.50	6.17	57	41.75	44.14	31	52.75	49.69
Grade 7	8	10.88	8.44	53	42.86	42.53	40	46.26	49.03
Grade 8	10	11.91	14.68	48	44.77	45.05	42	43.32	40.27
All Grades	10	9.32	9.62	53	43.07	43.89	37	47.61	46.49

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	300	312	324	295	309	316	295	309	316	98.3	99	97.5
Grade 7	273	296	310	266	293	304	265	293	304	97.4	99	98.1
Grade 8	274	279	293	265	277	284	263	277	284	96.7	99.3	96.9
All Grades	847	887	927	826	879	904	823	879	904	97.5	99.1	97.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2435.8	2422.0	2422.4	3	1.29	0.95	8	5.50	7.28	24	23.95	22.15	65	69.26	69.62
Grade 7	2460.4	2447.7	2441.2	2	4.78	3.29	13	6.83	9.54	30	24.57	21.71	55	63.82	65.46
Grade 8	2473.2	2461.2	2458.1	6	3.61	4.93	12	8.66	7.39	18	19.49	18.31	64	68.23	69.37
All Grades	N/A	N/A	N/A	4	3.19	2.99	11	6.94	8.08	24	22.75	20.80	61	67.12	68.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	2.27	2.53	20	16.83	18.99	74	80.91	78.48
Grade 7	5	7.51	5.59	31	17.06	19.08	65	75.43	75.33
Grade 8	11	7.22	5.63	19	19.49	19.37	69	73.29	75.00
All Grades	7	5.57	4.54	23	17.75	19.14	69	76.68	76.33

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	2.27	0.95	32	29.13	28.16	65	68.61	70.89
Grade 7	4	5.46	5.26	43	34.13	35.53	53	60.41	59.21
Grade 8	8	4.33	8.80	43	25.99	35.21	48	69.68	55.99
All Grades	5	3.98	4.87	39	29.81	32.85	56	66.21	62.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	1.29	4.11	41	33.98	28.48	54	64.72	67.41
Grade 7	6	5.80	3.29	45	44.71	44.74	49	49.49	51.97
Grade 8	5	5.78	5.99	44	40.07	33.45	51	54.15	60.56
All Grades	5	4.21	4.42	43	39.48	35.51	52	56.31	60.07

School and Student Performance Data Forms





Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	3	2		22	26		50	45		16	12		9	15	
7	7	5		38	48		34	27		12	14		8	6	
8	6	5		45	43		32	38		11	12		5	2	
Total	5	4		35	37		39	37		13	13		8	9	

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
6	4	2		21	26		49	45		16	12		10	15	
7	7	5		38	48		34	28		12	14		8	6	
8	6	5		45	43		32	38		11	12		5	2	
Total	6	4		34	37		39	38		13	13		8	9	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
Grades 9-12	N/A	N/A	N/A
Ungraded Elementary and Secondary	N/A	N/A	N/A

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		948	Medium 3%	Declined -2.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		948	Medium 3%	Declined -2.2%
English Learners		341	Medium 4.1%	Declined -2.5%
Foster Youth		13	Very High 23.1%	
Homeless		21	Very High 19.1%	
Socioeconomically Disadvantaged		858	Medium 3.3%	Declined -2.2%
Students with Disabilities		133	Medium 5.3%	Declined -0.4%
African American		8	*	*
Asian		1	*	*
Filipino		10	*	*
Hispanic		898	Medium 3%	Declined -2.1%
Pacific Islander		3	*	*
Two or More Races		3	*	*
White		25	Medium 4%	Declined Significantly -3.1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		367	Very High 85.3%	Declined -4.2%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.1%	Declined -2.5%
English Learner Progress (1-12)		Very High 85.3%	Declined -4.2%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Very Low 99.7 points below level 3	Declined Significantly -15.6 points
Mathematics (3-8)		Very Low 142.8 points below level 3	Declined -11.7 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		851	Very Low 79.6 points below level 3	Declined -10.4 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		851	Very Low 79.6 points below level 3	Declined -10.4 points
English Learners		548	Very Low 99.7 points below level 3	Declined Significantly -15.6 points
Foster Youth		7	*	*
Homeless		19	Very Low 119.8 points below level 3	
Socioeconomically Disadvantaged		773	Very Low 81.9 points below level 3	Declined -11.6 points
Students with Disabilities		102	Very Low 167.4 points below level 3	Declined -7.3 points
African American		8	*	*
Filipino		8	*	*
Hispanic		809	Very Low 80.6 points below level 3	Declined -10 points
Pacific Islander		3	*	*
Two or More Races		3	*	*
White		20	Low 20.1 points below level 3	Increased +13.2 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	257	Low 59.5 points below level 3	Declined Significantly -23.9 points
EL - English Learner Only	291	Very Low 135.3 points below level 3	Declined -12.1 points
English Only	192	Very Low 72.6 points below level 3	Maintained -1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	14	0%	92.9%	7.1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data






Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		850	Very Low 122.6 points below level 3	Declined -11.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		850	Very Low 122.6 points below level 3	Declined -11.3 points
English Learners		547	Very Low 142.8 points below level 3	Declined -11.7 points
Foster Youth		7	*	*
Homeless		18	Very Low 166.1 points below level 3	
Socioeconomically Disadvantaged		772	Very Low 124.7 points below level 3	Declined -11.9 points
Students with Disabilities		102	Very Low 217.7 points below level 3	Declined Significantly -18.7 points
African American		8	*	*
Filipino		8	*	*
Hispanic		808	Very Low 123.6 points below level 3	Declined -10.9 points
Pacific Islander		3	*	*
Two or More Races		3	*	*
White		20	Low 93.7 points below level 3	Increased +7.1 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	257	Very Low 103 points below level 3	Declined Significantly -22.8 points
EL - English Learner Only	290	Very Low 178 points below level 3	Declined -5.8 points
English Only	192	Very Low 117.4 points below level 3	Declined -5.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	14	28.6%	71.4%	0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	89.5%	85.3%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016	N/A	N/A	N/A
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For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	69.2 points below level 3	79.6 points below level 3
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Mathematics	111.4 points below level 3	122.6 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts	N/A	N/A
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Mathematics	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	5.1% (47)	3% (28)

















Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

2018-2019 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 demonstrated growth in the number of students scoring "Standard Met" or "Standard Exceeded" in 8th grade English Language Arts based on 2017-2018 CAASPP assessment data. These results closed the gap between Haydock Academy and the overall Oxnard School District performance from a 5% deficit in 16-17 to only a 2% deficit in 17-18.

In addition to gains made in 8th grade from year to year, last year's 8th grade cohort demonstrated growth from 21% of students scoring "Standard Met" or "Standard Exceeded" on the 7th grade ELA CAASPP assessment in 2016-2017 to 25% of students scoring "Standard Met" or "Standard Exceeded" on the 8th grade ELA CAASPP assessment in 2017-2018. Similar gains were evident with last year's 7th grade cohort, which demonstrated growth from 12% of students scoring "Standard Met" or "Standard Exceeded" on the 6th grade ELA CAASPP assessment in 2016-2017 to 20% of students scoring "Standard Met" or "Standard Exceeded" on the 7th grade ELA CAASPP assessment in 2017-2018.

Haydock's increased focus on Accelerated Reader and improving students' reading comprehension has had a positive impact on student performance. In 2018-2019, Haydock Academy will continue to grow and strengthen our Accelerated Reader program through both ELA and Advisory classes, with the goal of further closing the gap with overall Oxnard School District scores. Student achievement in Accelerated Reader will continue to be incentivized to encourage maximum student effort and commitment.

Actions that positively impacted low SES, Foster youth and English learners include our focus on Accelerated Reader. Title 1 funds were utilized to provide books for classroom libraries as well as the school library to ensure that high interest books at a variety of reading levels were available to students. Access to reading materials is critical for the Accelerated Reader program to positively impact student achievement. Students identified as Foster youth, McKinney-Vento and English learners were prioritized for before- and after-school homework and targeted math support.

Haydock Academy has focused actions to support academic achievement for our English learner students. An instructional assistant position was funded to support 7th and 8th grade ELD classes during the 2017-2018 school year. This position allowed for increased in-class support for students in ELD classes to help students make continued growth toward language proficiency. Content teachers attended subject-specific ELD trainings to further develop pedagogical practices that enhance English language development while supporting full access to content curriculum. These supports helped Haydock Academy exceed the district average for reclassification of English learners during 2017-2018 school year. Haydock Academy reclassified 46 students, or 14.6% of English learners.

PIQE classes for parents, funded by Title 1, were integral in increasing parent involvement in the educational process. Title 1 funds were used to provide opportunities for teacher collaboration in both ELA and math for the purpose of analyzing data to drive instructional decisions and allow for greater targeting of specific gaps in student learning. This collaboration time also resulted in the development of common trimester assessments in math and ELA to allow for greater data analysis by departments and during data conferences.

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 2017-2018 CAASPP assessment data and 2017-2018 STAR 360 Reading assessment data.

According to 2017-2018 CAASPP assessment data, all assessment claims are areas of significant need.

Claim 1 (Reading): 42.5% of students scored above or near standard, while 57.5% of students scored below standard. Over 50% of students were below standard in each grade level.

Claim 2 (Writing): 41.4% of students scored above or near standard, while 58.6% of students scored below standard. Nearly 50% of 6th and 8th grade students scored above or near standard in this claim, while nearly 70% of 7th grade students score below standard.

Claim 3 (Listening): 52.1% of students scored above or near standard, while 47.9% of students scored below standard. More than 50% of 6th and 7th 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. Scores in this claim were consistent across all grade levels, with more than 50% of students in each grade scoring above or near standard.

STAR 360 Reading data from 2017-2018 shows similar need in the area of reading.

6th grade students demonstrated scale score growth of 71 points, a .4 Independent Reading Level growth from 3.7 to 4.1, and a Student Growth Percentile of 53.

7th grade students demonstrated scale score growth of 101 points, a .7 Independent Reading Level growth from 4.1 to 4.8, and a Student Growth Percentile of 47.

8th grade students demonstrated scale score growth of 70 points, a .5 Independent Reading Level growth from 4.5 to 5.0, and a Student Growth Percentile of 48.

Student achievement in Math has been identified as another area of need based on 2017-2018 CAASPP assessment data and 2017-2018 STAR 360 Math assessment data.

2017-2018 CAASPP assessment data identified all claims as areas of need.

Claim 1 (Concepts & Procedures): 23.7% of students scored above or near standard, while 76.3% of students scored below standard. All grade levels had more than 70% of students performing below standard.

Claims 2 & 4 (Problem Solving & Data Analysis): 34.3% of students scored above or near standard, while 65.7% of students scored below standard. More than 40% of 8th grade students scored above or near standard in this claim.

Claim 3 (Communicating Reasoning): 40.2% of students scored above or near standard, while 59.8% of students scored below standard. This claim represented the highest scores in all three grade levels, with nearly 40% of 6th and 7th grade students scoring above or near standard and nearly 50% of 8th grade students scoring above or near standard.

STAR 360 Math data from 2017-2018 also identifies math as an area of need.

6th grade students demonstrated a scale score growth of 26 points and a Student Growth Percentile of 54.

7th grade students demonstrated a scale score growth of 40 points and a Student Growth Percentile of 44.

8th grade students demonstrated a scale score growth of 23 points and a Student Growth Percentile of 44.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Haydock Academy is increasing teacher collaboration time for the 2018-2019 school year, identifying growth of professional learning communities as key to academic achievement. Through increased collaboration, teachers will have the opportunity to develop and utilize common assessment data to make data-driven decisions about classroom instruction, targeting specific areas of need. Increased collaboration will allow for further identification of students needing intervention and students prepared to make gains in achievement. Data conferences between ELA and math teachers and administrators will be held to review student data and instructional plans to address learning gaps.

Haydock Academy has restructured the daily Advisory period for the 2018-2019 school year. 60% of class time will be dedicated to supporting growth in reading. All students will participate in the Accelerated Reader program, with increased access to reading materials through both school and classroom library growth and MyOn reading materials, as well as access to non-fiction reading material through NewsELA. ELA and Advisory teachers will monitor student growth through progress toward independent reading goals, utilizing ZPD ranges to identify appropriate reading materials. A school-wide incentive program will reward students meeting identified reading targets on a trimester basis. An ISP position has been funded to support increased math achievement and progress toward meeting standards.

Providing students with an increased skillset of positive academic behaviors will increase overall achievement in all areas. AVID strategies, including goal-setting and binder checks, are being implemented school-wide through the Advisory program. Team-building through Advisory is focused on enhancing student connectedness and overall school climate, so students are increasingly comfortable and supported at school. A CHAMPS/PBIS approach will continue to be developed and implemented to support school climate goals.

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 2017-2018 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 2017-2018 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 2017-2018 CAASPP assessment data. The EL sub-group at Haydock during the 2017-2018 school year included 252 students, or 27.3% of the student population. Students in this sub-group had an average performance level of 1.1 on the 2017-2018 CAASPP assessment in ELA. The SED sub-group during the 2017-2018 school year included 837 students, or 90.6% 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 2017-2018 CAASPP assessment data. Students in the EL sub-group had an average performance level of 1.0 on the 2017-2018 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. The instructional assistant position supporting designated ELD classes will be expanded to support an additional ELD period to provide added in-class support and further gains in English language proficiency. An AVID Excel course for 7th grade has been added this year to provide increased access to AVID strategies for English learners through a designated ELD course.

The Socio-Economically Disadvantaged (SED) sub-group represents 92.5% of students in the current school year. Students have access to academic support through tutoring opportunities, designated ELD courses, and core content classes. An enhanced SST process is being utilized to provide greater teacher involvement for struggling students. 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 2018-2019 CAASPP assessment in both ELA and Math.

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 class sections for the instructional assistant position supporting designated ELD courses as outlined in the Plan Summary: Performance Gaps section. This is funded by Title 1.

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 McKinney-Vento. Academic support includes math tutoring, teacher-provided support before or after school, After School Program homework support, and the CLU TRIO program. After-school clubs and various sports teams are offered 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 are 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. Access to reading materials is available through MyOn, as well as through the 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 2018-2019 school year to determine program effectiveness. Prior gains are described in the Plan Summary: Greatest Progress section.

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, student achievement in both ELA and math for both sub-groups remain areas where growth is needed. Opportunities for prior collaboration have been limited through substitute teacher constraints. This year, additional time for collaboration and data analysis will be made available after school, with added focus on a data-driven PLC model. Data conferences will be integrated to reinforce PLC work and analyze specific successes and struggles, identifying support administration can provide for classroom teachers.

Eight State Priorities 2018-19

- 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)

- 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 and programs supporting English learners. 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 this council approves the school 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. 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, including A-G requirements, 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.

2018-19 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2018-2019 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2018-19

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	289805	0.00
Title I	84159	0.00
Title III	17507	0.00
LCFF - Targeted	86659	0.00
LCFF - Intervention	27221	0.00
Centralized Services		

Summary of Expenditures in this Plan: (By goal)

Goal 1	\$748,952.00
Goal 2	\$214,967.00
Goal 3	\$36,737.00

Goals, Actions, & Services 2018-19

[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	2017-18 Baseline	2018-19
CAASPP ELA Assessment	2017-2018 CAASPP assessment data by grade level: Current 6th grade students: 19.5% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 7th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 8th grade students: 21.3% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data will increase by 5% in each grade level. 24.5% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data. 17.5% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data. 26.3% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.
CAASPP Math Assessment	2017-2018 CAASPP assessment data by grade level: Current 6th grade students: 10.1% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 7th grade students: 8.9% of students scored	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data will increase by 5% in each grade level. 15.1% of current 6th grade students will score "Met

	<p>"Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 8th grade students: 13.3% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p>	<p>Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data. 13.9% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data. 18.3% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2018-2019 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 53 based on the April 2018 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 April 2018 administration of the STAR 360 Reading assessment.</p>	<p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 60 during the 2018-2019 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 54 based on the April 2018 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 44 based on the April 2018 administration of the STAR 360 Math assessment.</p>	<p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 60 during the 2018-2019 school year on the STAR 360 Math Assessment.</p>
<p>ELPAC Assessment</p>	<p>2017-2018 CAASPP assessment data by grade level: Last year's 6th grade cohort: 9% of students scored an Overall Level 1, 23% of students scored an Overall Level 2, 52% of students scored an Overall Level 3 and 16% scored an Overall Level 4 based on 2017-2018 ELPAC assessment data. Last year's 7th grade cohort: 17% of students scored an Overall Level 1, 35% of students scored an Overall Level 2, 43% of students scored an Overall Level 3 and 5% scored an Overall Level 4 based on 2017-2018 ELPAC assessment data.</p>	<p>Based on 2018-2019 ELPAC assessment data, 100% of English learners taking the ELPAC assessment will increase by one Overall Level or remain at an Overall Level 4.</p>
<p>Reclassification Data</p>	<p>In 2017-2018, 14.6% of English learners were Reclassified.</p>	<p>In 2018-2019, the Reclassification rate will increase by 2% to a 16.6% of English learners.</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 professional development opportunities for ELA teachers to be trained to effectively utilize the curriculum and support writing instruction. The Tech Mentor will provide tech support to fully access the curriculum.	ELA	2018-2019 School Year	ELA Teachers Tech Mentor	Professional Development-Horizons Extra Hours- Tech Mentor	District Funded District Funded	
2. ELA and Math teachers will select and administer common interim assessments (IABs) reflecting the rigor of CAASPP assessments three times yearly, allowing for data analysis and data-driven planning in all grade levels. The Tech and Math mentors will support test administration preparation and accessing data for analysis.	ELA Math	2018-2019 School Year October Assessment December Assessment March Assessment	ELA Teachers Math Teachers Math Mentor Tech Mentor	Extra Hours- Math Mentor Extra Hours- Tech Mentor	District Funded District Funded	
3. Provide collaboration time for ELA and Math teachers (supported by the Tech and/or Math Mentor) to select 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	2018-2019 School Year November Data Conferences January Data Conferences	ELA Teachers Math Teachers Tech Mentor Math Mentor Administrators	Sub Costs	Title I	8262
4. Administer the STAR 360 ELA and Math assessments three times yearly to monitor student growth and progress toward standards.	ELA Math	2018-2019 School Year September January March	ELA Teachers Math Teachers 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	ELA	2018-2019 School Year Incentives once per trimester	All Teachers Administrators	Books for Classrooms Books for Library AR Incentives	Title I Title I LCFF - Targeted	2000 2000 4000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
implemented to reward and encourage students to meet reading goals.				Classified Salaries- Library Tech	Centralized Services	53399
6. The Tech Mentor and administrator will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes.	ELA	2018-2019 School Year October/November	All Teachers Tech Mentor Administrators	Extra Hours- Tech Mentor	District Funded	
7. Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math in 7th and 8th grades. Utilize both co-teaching and pull-out instructional models to support students with IEP services in both ELA and Math in 6th grade.	ELA Math	2018-2019 School Year	ELA Teachers Math Teachers Resource Teachers	Extra Hours- Teacher Collaboration	Title I	2000
8. Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction, focusing on the Math Mindset. The Math Mentor will provide on-site curriculum support and the Tech Mentor will provide tech support to fully access the curriculum.	Math	2018-2019 School Year	Math Teachers Math Mentor Tech Mentor	Professional Development- CMP3/Math Mindset	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	2018-2019 School Year January-August	Counselors Administrators	Extra Hours- Counselors	Discretionary	12002
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	2018-2019 School Year	Instructional Assistant	Classified Salaries- Instructional Assistant	Title III	13088
				Classified Salaries- Instructional Assistant	LCFF - Intervention	13088

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
11. Provide professional development for teachers to support ELD in all content areas through AVID Excel strategies.	ELD	2018-2019 School Year November/December	AVID Team	AVID Excel Training	District Funded	
12. Implement district-adopted ELD curriculum, including AVID Excel, and provide professional development opportunities for ELD teachers with the support of the district EL Coach.	ELD	2018-2019 School Year	ELS Department ELD Teachers EL Coach	Professional Development- English 3D Certificated Salaries- EL Coach	District Funded District Funded	
13. Integrate ELD instruction into all content areas to support English Learners.	ELD Content Areas	2018-2019 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 Tech Mentor.	ELA ELD	2018-2019 School Year	ELA Teachers Tech Mentor EL Coach	Extra Hours- ELA Teachers Extra Hours- Tech Mentor	Title III District Funded	648
15. Provide on-going professional development for teachers and staff through staff meetings and attendance at conferences.	ELA Math ELD Academy Focus Content Areas	2018-2019 School Year	Teachers Administrators Counselors	Travel and Conference Costs Sub Costs	Title I Title I	10000 5401
16. Support arts integration to enhance learning, the offering of elective courses (including band, chorus, art, piano, dance and mariachi), materials to support the arts programs (art, band, piano, drama), extra duty hours to elective teachers supporting after-school programs, and access to arts programs through the Oxnard Scholars After School Program.	Academy Focus	2018-2019 School Year	Elective Teachers ASP Liaison Oxnard Scholars Staff	Extra Hours- Elective Teachers After School Program Extra hours- ASP Liaison Arts Programs Materials	Title I ASES ASES LCFF - Targeted	5833 11000
17. Develop the AVID program through two AVID elective classes and one AVID Excel class and the	ELA	2018-2019 School Year August Summer	AVID Teachers Advisory Teachers Administrators	Materials for AVID Elective Classes	LCFF - Targeted	500

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 Institute.	Math ELD	Institute Binder Checks Weekly Goal-Setting Bi-weekly	AVID Tutors	Incentives for School-wide AVID Classified Salaries- AVID Tutors Professional Development- Summer Institute	LCFF - Targeted District Funded District Funded	500
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	2018-2019 School Year	Cal Lutheran TRIO Staff Administrators	TRIO Staff- no cost		
19. Provide opportunities for additional academic support through teacher office hours/tutoring, math tutoring with pre- and post-assessment analysis, and the Oxnard Scholars After School Program. Additional support will target English learners (including LTELs), students identified as at-risk, and Homeless/Foster youth.	ELA Math Content Areas	2018-2019 School Year	Teachers Administrators ASP Staff	Extra Hours- Math Tutoring/Certificated Staff	LCFF - Intervention	7777
20. The 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 IO data management system to facilitate data-driven planning.	ELA Math ELD Academy Focus Content Areas	2018-2019 School Year	Tech Mentor Lab Techs	Classified Salaries- Lab Techs Extra Hours- Tech Mentor	Centralized Services District Funded	118752
21. Provide collaboration time and training supported by site staff, and a supply budget for continued implementation of Project-Based Learning opportunities for all students.	Academy Focus Content Areas	2018-2019 School Year	Site Staff	Subs/Extra Hours - PBL Collaboration PBL Materials and Supplies PBL Materials and Supplies	Title I LCFF - Targeted Title I	1800 15000 5315

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
22. 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. Headphones will be utilized with subscriptions supporting ELD classes. Agendas will be utilized to support organization.	ELA	2018-2019 School Year	Office Staff Administrators Lab Techs	Technology/Supplies	LCFF - Targeted	10000
	Math			Materials/Supplies	Discretionary	45000
	ELD			Technology/Apps/Subscriptions	LCFF - Targeted	6000
	Academy Focus			Agendas/Materials/Scholastic/Focabulary	Title I	9400
	Content Areas			Copy Machines	District Funded	7112
				Technology/Headphones	Title III	1871
23. Implement incentive programs for students to recognize academic achievement.	ELA	2018-2019 School Year	Outreach Specialist Administrators	Academic Incentives	LCFF - Targeted	5000
	Math			Classified Salaries- Outreach Specialist	Centralized Services	49136
	ELD					
	Content Areas					
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	2018-2019 School Year Each trimester	Counselors Administrators	Certificated Salaries- Counselors	Centralized Services	266906
	Math					
	ELD					
	Content Areas					
25. Provide field trips and enrichment opportunities to support and enhance the academy focus.	Academy Focus	2018-2019 School Year	Leadership Team Elective Teachers Administrators	Field Trips- Admission and Transportation	LCFF - Targeted	11917
				Sub Costs	LCFF - Targeted	5401
26. Provide appropriate operating costs to ensure full access to equipment and services to support the instructional program, including duplo machines, equipment repairs, and instrument repairs.	ELA	2018-2019 School Year	Office Staff Administrators Music Teacher	Instrument Maintenance & Repair	Discretionary	3000
	Math			Instrument Maintenance & Repair	LCFF - Targeted	2000
	ELD			Maintenance Agreements	Discretionary	3000
	Academy Focus			Publications, Services	Discretionary	3500
	Content Areas			Office Services	Discretionary	1000
				Office Supplies	Discretionary	5000
27. Instructional Specialists will support math and science	Math	2018-2019 School Year	Instructional Specialists	Certificated Staff- Instructional Specialists	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.	Academy Focus		Math Teachers Science Teachers	Extra Hours- Math and Science Teachers	District Funded	
28. Hire an ISP to provide push-in math support targeting students meeting and nearly meeting state standards.	Math	2018-2019 School Year November-April	Intervention Teacher Math Teachers	Certificated Staff- ISP	LCFF - Intervention	6356
				Certificated Staff- ISP	Title I	13088
29. Provide class sets of high interest, culturally relevant novels and Scholastic Storyworks magazines to support ELD classes.	ELD	2018-2019 School Year	ELD Teachers	Books for ELD Classrooms	Title III	1000
				Scholastic Subscription	Title III	900

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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	2017-18 Baseline	2018-19
Suspension Data	Suspension Rates for 2017-2018 were 9.84%.	Suspension Rates for 2018-2019 will decrease to 8%.
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 2017-2018 CHKS data: 39% of students feel a high level of school connectedness. 40% of students perceive the school as very safe or safe. 40% of students have experienced chronic sadness or hopelessness.	The following Key Indicators will be monitored based on 2018-2019 CHKS data: The number of students feeling a high level of school connectedness will increase by 10% to 49%. The number of students perceiving the school as very safe or safe will increase by 10% to 50%. The number of students experiencing chronic sadness or hopelessness will decrease by 10% to 30%.
Attendance Data	2017-2018 attendance data identified attendance as an area for growth. 15.2% of students had Chronic Absenteeism based on 2017-2018 attendance data.	Attendance data for 2018-2019 will be monitored with the following goal: The number of students with Chronic Absenteeism will decrease by 5% to 10.2% based on 2018-2019 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 PBIS Committee identifying next steps for school-wide CHAMPS implementation.	Student Behavior Support	2018-2019 School Year	All Teachers PBIS Committee Administrators	CHAMPS Signs	Title I	500
2. Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.	Safety	2018-2019 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	2018-2019 School Year	PBIS Committee	Extra Hours- PBIS Committee/Certificated Staff	District Funded	
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	2018-2019 School Year	Safety Committee Administrators School Resource Officer	No additional costs		
5. Develop and utilize a site-specific MTSS behavior plan and district discipline matrix to support positive student behavior.	Student Behavior Support	2018-2019 School Year	Administrators	No additional costs		
6. Provide professional development in topics that impact school climate, including Restorative Justice, CHAMPS and NCPI.	Student Behavior Support Safety	2018-2019 School Year	Teachers Campus Assistants Instructional Assistants Administrators Counselors	Professional Development	District Funded	
7. Provide class-wide and individual attendance incentives to encourage daily and timely	Attendance	2018-2019 School Year Monthly	Outreach Specialist Administrators	Attendance Incentives	LCFF - Targeted	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
attendance by all students to all classes.		Incentives for Attendance				
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	2018-2019 School Year	Campus Assistants Administrators	Classified Salaries- Campus Assistants	Discretionary	190942
9. Utilize COST and SST processes to identify students' needs and develop strategies for supporting students.	Wrap-Around Services Student Behavior Support Attendance	2018-2019 School Year	Outreach Specialist Counselors Teachers Administrators	Subs Costs	Title I	1800
10. Survey students and staff regarding school climate and utilize feedback to guide the PBIS committee in developing plans for ensuring an environment conducive to teaching and learning.	Student Behavior Support Safety Attendance	2018-2019 School Year	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. Counseling groups will support students in areas such as middle school transition and social interactions.	Wrap-Around Services	2018-2019 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	2018-2019 School Year	Administrators PBIS Committee	No additional costs		
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	Wrap-Around Services	2018-2019 School Year January-May	Counselors AVID Teachers Administrators	Extra Hours- Certificated Staff Extra Hours- Classified Staff (see goal 3, action 14)	Title I	1200

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
school orientation events, and continued pathways in programs such as AVID.						
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	2018-2019 School Year December-May	Counselors Elective Teachers WEB Coordinators	Promotional Items	LCFF - Targeted	1000
				Extra Hours- Certificated Staff	LCFF - Targeted	2700
				Extra Hours- WEB Coordinators	LCFF - Targeted	8641
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	2018-2019 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	2018-2019 School Year Monthly activities through ASB	ASB Coordinators Leadership Teacher	Extra Hours- ASB Coordinator (see goal 2, action 18)		
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	2018-2019 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, STEAM-related clubs, and After School Program groups including sports teams.	Academy Focus	2018-2019 School Year	Club Sponsors ASP Staff	Extra Hours- Certificated Staff	Title I	5184
19. Develop an intramural sports program during lunchtime to	Safety	2018-2019	Administrators Campus Assistants	Sports Equipment	Discretionary	1000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
encourage positive interactions and team-building.						

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[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	2017-18 Baseline	2018-19
EL Needs Assessment Survey	2017-2018 EL Needs Assessment data: 78.6% of parents always feel welcome at the school. 71.4% of parents feel they are considered partners in their child's education. 50% of parents feel the school has high academic standards for all students, including English learners. 50% of parents feel that they are fully informed about their child's academic progress and their level of English proficiency.	Based on 2018-2019 EL Needs Assessment data, each indicator will increase by 5%: 83.6% of parents will always feel welcome at the school. 76.4% of parents will feel they are considered partners in their child's education. 55% of parents will feel the school has high academic standards for all students, including English learners. 55% of parents will feel that they are fully informed about their child's academic progress and their level of English proficiency.
Average Attendance at ELAC	Based on sign-in rosters, average attendance at ELAC meetings in 2017-2018 was 12.3.	Attendance at ELAC meetings will increase by 20% to 14.8 based on 2018-2019 ELAC sign-in rosters.
Parent Attendance at Fall Conferences	Based on teacher reporting, parent/guardian attendance at Fall Conferences in 2017-2018 was 92%.	Parent/guardian attendance at Fall Conferences will increase by 3% to 95% based on 2018-2019 teacher reporting.

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 workshops that focus on positive parenting skills. The Outreach Specialist will disseminate information regarding parent workshop opportunities and promote parent participation, including in the Strengthening Our Families event.	Wrap-Around Services Safety	2018-2019 School Year	Outreach Specialist	PIQE Contract	Title I	6000
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.	Academy Focus	2018-2019 School Year March Vision Expo	Administrators Teachers AVID Teachers	Extra Hours- Certificated Staff	Title I	3376
3. The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Haydock. Social media accounts will include Twitter and Facebook. Lab techs will regularly update the school website with current pictures and information.	Academy Focus	2018-2019 School Year	Social Media Team Administrators Lab Techs	No additional cost		
4. Host campus tours and parent orientation events to promote Haydock Academy, introduce parents to educational programs and encourage parent involvement.	Academy Focus	2018-2019 School Year	Counselors Outreach Specialist Administrators Elective Teachers WEB Coordinators Administrators	Extra Hours- Certificated Staff (see goal 2, action 14) Extra Hours- Classified Staff (see goal 3, action 14)		
5. Update the Student-Parent Compact and Parent Involvement Policy with feedback from	Wrap-Around Services	2018-2019 School Year	Administrators School Site Council	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
stakeholders and distribute to parents.						
6. Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.	Student Behavior Support Attendance ELA Math Content Areas	2018-2019 School Year November Conferences February Conferences	Teachers Administrators Office Staff	No additional cost		
7. Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.	ELA Math ELD Content Areas	2018-2019 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	2018-2019 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	2018-2019 School Year May Celebration	Administrators	Reclassification Celebration	LCFF - Targeted	1000
10. Encourage parent participation in meetings to discuss student performance, including parent conferences, IEPs, SSTs and promotion meetings.	ELA Math ELD Student Behavior Support Attendance	2018-2019 School Year	Administrators Special Education Teachers Outreach Specialist Counselors	No additional cost		
11. Seek parent feedback about academic programs, EL needs and school climate through surveys including the EL Needs	Attendance Safety	2018-2019 School Year	Administrators	CHAMPS Survey	District Funded	

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Assessment survey and CHAMPS survey.						
12. The Outreach Specialist will coordinate support for grocery distribution for families at monthly MICOP meetings hosted at Haydock.	Wrap-Around Services	2018-2019 School Year	Outreach Specialist	No additional cost		
13. Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, and A-G requirements.	Attendance	2018-2019 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. Provide additional certificated support at school events and with school functions.	Wrap-Around Services	2018-2019 School Year	Clerical Staff Classified Staff Administrators	Extra Hours- Classified Staff	Discretionary	21760
				Extra Hours- Certificated Staff	Discretionary	3601

Appendix A - 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
Mendez, Lauren	Classroom/Teacher
Steiner, Eric	Classroom/Teacher
Ramirez, Kimberlee	Other School Staff
Sanchez, Cristina	Parent or Community Member
Deal Garcia, Elizabeth	Parent or Community Member
Garcia, Aracely	Parent or Community Member
Carrillo, Jessica	Parent or Community Member
Cabrera, Elodia	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 B - 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 School 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 10-17-18.

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 B - 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 School 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 10-17-18.

Attested:

Greg Brisbine

Typed Name of School Principal



 Signature of School Principal

10/25/18
 Date

Suzanne Dempsey

Typed Name of SSC Chairperson



 Signature of SSC Chairperson

10/25/2018
 Date



HAYDOCK ACADEMY

f ARTS & SCIENCES

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 Student Association (PTA)

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 Parental 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. Registration for volunteers is completed at the Oxnard School District Human Resources Department.
- Student-Led Conferences—Give parents an opportunity to discuss their student's education, strengths and weaknesses with their teachers.
- PTA—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.



Póliza de Participación de Padres en la Escuela

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 nuestros 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 en la Escuela 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 en 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:

- La escuela de su estudiante participa 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 y Estudiantes (PTSA).

También la Academia Haydock realiza una encuesta anual de padres y miembros de la comunidad para que estén más involucrados en el desarrollo escolar, y de acuerdo con la Póliza de Participación de Padres de la Escuela.



HAYDOCK ACADEMY

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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," PTA, 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 en la Escuela. 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 los más afectados 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.
- PTA—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 PTA.

Regular Board Meeting
April 18, 2018

The Board of Trustees of the Oxnard School District met in regular session at 5:07 p.m. on Wednesday, April 18, 2018, at the Educational Service Center. CALL TO ORDER

A roll call of the Board was conducted. Present were President Debra M. Cordes, and Trustees, Ernest “Mo” Morrison, Veronica Robles-Solis, Denis O’Leary, and Monica Madrigal Lopez. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Janet Penanhoat, Robin I. Freeman and Dr. Jesus Vaca, and Executive Assistant Rose Chaparro. ROLL CALL

Bohdan Luttrull, 5th grader in Ms. Lucinda Harrel’s class, led the audience in the Pledge of Allegiance. PLEDGE OF ALLEGIANCE

Julian Pachon, 5th grader in Ms. Sandy Sloan’s class read the District Mission and Vision in English; Melanie Guerrero, 5th grader in Ms. Sandy Sloan’s class read the District Vision and Mission Statements in English and Spanish. DISTRICT’S VISION AND MISSION STATEMENTS

Dr. Marlene Breitenbach provided a presentation to the Board on Marshall School of Visual & Performing Arts programs, events and activities. She showed pictures and videos from several activities and events at Marshall. Mrs. Breitenbach highlighted the growth of PTA and parent involvement. She also commented on the data driven instruction plan and shared some academic data on STAR 360, instructional strategies. She highlighted the PBIS committee work and commented on Restorative Justice, 2017-18 Sports Program, Read Across America Day, African American Discourse Exposition, Battle of the Books, Marshal 15th Anniversary. PRESENTATION BY HAYDOCK ACADEMY OF ARTS & SCIENCES

President Cordes presented a token of appreciation to the students that participated and thanked students, parents and staff present at the Board Meeting.

A.5 Changes to the agenda were noted:
▪ A.8 2. Removal/Suspension/expulsion of a student Case No. 17-14 was moved to the next Board Meeting. ADOPTION OF THE AGENDA

On Motion by Trustee Madrigal Lopez, seconded by Trustee Morrison and a roll call vote of 5-0 the agenda was approved, as amended.

A.6 Ms. Robin I. Freeman introduced Mrs. Mary Curtis, Director of Curriculum, Instruction, and Accountability, who presented a data review on STAR 360, myON And Accelerated Reader programs. STUDY ACHIEVEMENT PRESENTATION

ANNOUNCEMENTS PRIOR TO CLOSED SESSION April 18, 2018:
After any public comments on the Closed Session agenda items, the Board will be recessing to Closed Session to consider the following: CLOSED SESSION

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9:

- ANTICIPATED LITIGATION – one (1) case
- EXISTING LITIGATIONS: two (2 cases)
 - Office of Administrative Services Case No: 2017120168
 - J.R. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM

Secondly, REMOVAL/SUSPENSION/EXPULSION OF STUDENTS (*Education Code* 48912; 20 U.S.C. Section 1232g)

- Case No. 17-12 (Action Item)
- *Case No. 17-14 (Action Item) was moved to the next Board Meeting*

Thirdly, READMIT EXPELLED STUDENT under *Education Code* 48912

- Case No. 15-14 (Action Item)

Fourthly, for CONFERENCE WITH LABOR NEGOTIATORS under *Government Code*, Sections 54957.6 and 3549.1.

The District negotiator is the Assistant Superintendent, Human Resources & Support Services and the employee organizations are OEA, OSSA, CSEA; and all unrepresented personnel – administrators, classified management, confidential.

Fifthly, for CONFERENCE WITH REAL PROPERTY NEGOTIATORS under *Government Code*, Section 54956.8:

- Property: Parcel located on Teal Club Road, North of Teal Club Road, South of Doris Avenue; Agency Negotiators: Superintendent/Deputy Superintendent, Business & Fiscal Services/Garcia Hernandez & Sawhney, LLP/Caldwell Flores Winters, Inc.

Finally, under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- PUBLIC EMPLOYEE(S) DISCIPLINE/DISMISSAL/RELEASE

President Cordes read the Rules for Individual Presentations in English and Spanish. There were no requests to approach the Board. PUBLIC COMMENT

Trustees convened to closed session at 6:13 p.m. until approximately 7:05 p.m. to discuss items on the closed session agenda. CLOSED SESSION

On motion by Trustee O’Leary, seconded by Trustee Robles Solis and carried a roll call vote of 5-0, the Board approved the settlement agreement on OAH case #2017120168. REPORT ON CLOSED SESSION (Motion # 17-106)

President Cordes reported the Board deliberated on student matters and took action on open session.

On motion by Trustee Morrison, seconded by Trustee O’Leary and carried a roll call vote of 3-2, being Trustees Robles-Solis and Madrigal Lopez the nay (Motion # 17-107)

votes, the Board approved the enforcement of previously approved Order of Expulsion by the Board on March 21, 2018 Case No.17-12.

On motion by Trustee Morrison, seconded by Trustee Madrigal Lopez and carried a roll call vote of 5-0, the Board denied readmission of expelled student Case No. 15-14. (Motion # 17-108)

A.11 Ms. Penanhoat, Assistant Superintendent of Business and Fiscal Services, introduced Mr. Pedro Chavez, Measure D Bond Oversight Committee Chair, who presented the Bond's Oversight Committee first annual report to the Board of Trustees. MEASURE D BOND OVERSIGHT COMMITTEE ANNUAL REPORT

A.12 The Board of Trustees recognized Juan Soria School for the 2018 Seal of Excellence Award received from the California Association for Bilingual Education. The Members of the Board Dr. Cesar Morales, Dr. Ana DeGenna and Ms. Robin I. Freeman congratulated Soria School and its leaders. Ms. Fox accepted the recognition, and she thanked the Board, the Cabinet and Dr. Morales for organizing the event for Soria and also thanked the leaders at the OSD and, Soria's teachers and parents for their support. RECOGNITION BY CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION, 2018 SEAL OF EXCELLENCE AWARD TO SORIA SCHOOL

B.1 Trustee Morrison read the Rules for Individual Presentations in English and President Cordes in Spanish. PUBLIC COMMENT
- Camila Solis: Little Free Library
- Gina B.: Absent
- Mr. H.M. Hutton: Requested to create a forum to provide information regarding D.A.C.A.
- Suggested to crate a program before school for families that need information on D.A.C.A.

B.2 Ms. Janet Penanhoat introduced Mr. Brian Mauleon from Cumming Corporation to answer questions regarding the recommendation to reject all bids submitted for RFQ/RFP # 17-05 Phase 2 Led Lighting Retrofit in compliance with proposition 39 requirements. PUBLIC HEARING – REJECTION OF BIDS FOR RFQ/RFP #17-05 PHASE 2 LED LIGHTING RETROFIT (Motion# 17-109)

No public comments were received.

On motion by Trustee Morrison, seconded by Trustee Madrigal Lopez and carried a roll call vote of 5-0, the Board approved the rejection of all bids.

B.3 Ms. Janet Penanhoat Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, presented the recommendation to the Board of Trustees to adopt Resolution #17-33 and approve Agreement #17-294 with EMCOR Services Mesa Energy Systems Inc. to provide HVAC Design-Build Services at four (4) school sites in the amount not to exceed \$1,160,000.00, to be paid with Prop 39 Funds. She introduced Mr. Brian Mauleon of Cummings Corporation to answer any questions regarding the process. PUBLIC HEARING - ADOPTION OF RESOLUTION #17-33 AND APPROVAL OF AGREEMENT #17-294 WITH EMCOR SERVICES MESA ENERGY SYSTEMS INC. FOR HVAC DESIGN
No public comments were received.

On motion by Trustee Morrison, seconded by Trustee Robles-Solis and carried a roll call vote of 5-0, the Board adopted Resolution # 1733 and approved Agreement #17-294.

BUILD SERVICES – PROP
39 PHASE2
(Motion # 17-110)

B.4 Ms. Janet Penanhoat Assistant Superintendent, Business & Fiscal Services presented Mr. Larry Ferchaw, from Cooperative Strategies, who provided a presentation on the Schools Facilities Needs Analysis.

New residential development projects will be assessed a fee of \$4.06 per square foot of assessable space for new residential construction. For the period of one year after the adoption of this Resolution, the Level II fee will supersede any Level I residential developer fees that may have been adopted. This Resolution does not affect the Level I commercial fees.

No public comments were received.

On motion by Trustee Robles-Solis, seconded by Trustee Morrison and carried a roll call vote of 4-1; being the nay vote Trustee O’Leary; the Board adopted Resolution #17-36.

ADOPTION OF
RESOLUTION # 17-36
APPROVING SCHOOL
FACILITIES NEEDS
ANALYSIS, ADOPTING
ALTERNATIVE SCHOOL
FACILITIES FEES IN
COMPLIANCE WITH
GOVERNMENT CODE
SECTIONS 65995.5,
65995.6, & 65995.7 AND
SECTION 17620 OF THE
EDUCATION CODE AND
MAKING RELATED
FINDINGS AND
DETERMINATIONS.
(Motion #17-111)

B.5 Ms. Janet Penanhoat Assistant Superintendent, Business & Fiscal Services presented Mr. Larry Ferchaw, from Cooperative Strategies, who provided a presentation on the Schools Facilities Needs Analysis.

Resolution No. 17-37, increasing the statutory school fees imposed on new residential and commercial/industrial development projects pursuant to Education Code Section 17620, in order for the District's Level 1 Fees to become effective on June 18, 2018, 60 days after the adoption date at the public hearing.

No public comments were received.

On motion by Trustee Morrison, seconded by Trustee Robles-Solis and carried a roll call vote of 4-1, being the nay vote Trustee O’Leary; the Board adopted Resolution #17-37.

ADOPTION OF
RESOLUTION #17-37 OF
THE BOARD OF
TRUSTEES OF THE
OXNARD SCHOOL
DISTRICT TO INCREASE
STATUTORY SCHOOL
FEES IMPOSED ON NEW
RESIDENTIAL AND
COMMERCIAL/INDUSTRI
AL DEVELOPMENT
PROJECTS PURSUANT TO
EDUCATION CODE
SECTION 17620
(Motion # 17-112)

The following items on the Consent Agenda were approved, as presented, on motion by Trustee O’Leary, seconded by Trustee Morrison, and carried on a roll call vote of 5-0.

CONSENT AGENDA
(Motion # 17-113)

- C.1 Accepted the following gifts: (Gift Acceptance)
- From Oxnard Educators Association, a donation of \$1,200.00 to purchase new books for each school library in the Oxnard School District in honor of Read Across America 2018.
 - From Farmers Insurance, a donation of \$100.00 to Juan Lagunas Soria School purchase supplies.
 - From MJP Technologies Inc., a donation of \$500.00 to Juan Lagunas Soria School to support the school.

- C.2 Approved the following agreements: (Approval of Agreements)

Enrichment:

- #17-286 with Oxnard College, for use of facilities for Lemonwood School's 8th Grade Promotion Ceremony, on June 11, 2018; amount not to exceed \$2550.00, to be paid out of the General Fund.
- #17-292 with Oxnard Performing Arts & Convention Center, for use of facilities for Haydock Academy of Arts & Sciences Spring Showcase, on June 7, 2018; amount not to exceed \$3,748.00, to be paid with School Site Funds.
- #17-298 with All for KIDZ, Inc., to provide a school-wide character education program that centers around 45-minute assembly called The NED Show for students at Ritchen School, on April 30, 2018; no fiscal impact.
- 18-02 with Oxnard Performing Arts Center, for use of facilities for the 2018 SIP Day Orientation that will be held at the PAC, on August 14, 2018; amount not to exceed \$3,008.00, to be paid out of the General Fund.

Facilities:

- Agreement of Field Contract #FC-P18-04177 with Criterion Environmental Inc., to provide Environmental Testing Services for HVAC Upgrade Projects at five (5) school sites pursuant to the Uniform Public Construction Cost Accounting Act; amount not to exceed \$7,440.00, to be paid with Deferred Maintenance funds.

Special Education:

- #17-283 with Staff Rehab, to provide supplemental staffing including Speech Language Therapist, Occupational Therapist and Psychologist, to the Oxnard School District from April 19, 2018 through July 20, 2018, on an "as needed" basis; amount not to exceed \$40,000.00, to be paid with Special Education funds.
- #17-284 with Autism Learning Partners LLC, to work with the Special Education Services Department to provide 1:1 Behavior Support Services to students, parents, and staff during the 2017-2018 academic year; amount not to exceed \$10,000.00, to be paid with Special Education funds.
- #17-285 with Actum Clinical & Behavioral Services, to work with the Special Education Services Department as an Independent Educational Evaluator to provide ecological behavior assessments including document review, school and home visits, and interviews with relevant school staff and family; amount not to exceed \$30,000.00, to be paid with Special Education funds.
- #17-300 with Two Trees Physical Therapy, to provide vision therapy services and complete vision assessments as an Independent Education Evaluator for the Special Education Services Department during the 2017-2018 academic year; amount not to exceed \$10,000.00; to be paid with Special Education funds.

Support Services:

- #17-293 with CFW Advisory Services, LLC – Financial Advisory Services, to provide financial consulting and advisory services in connection with the issuance of General Obligation Bonds and other financial transactions (TRANS, COPs and other related financial transactions). As a result, the extension of the Contract does not affect the District’s General Fund.
- #17-299 with Clinicas Del Camino Real Inc., to provide dental preventative services to students in grades TK-8. Oxnard School District may refer students and their families to Clinicas Del Camino Real Inc. for services including, but not limited to, dental care, from April 19, 2018 through June 30, 2019; no fiscal impact.
- #18-01 with Durham School Services for Pupil Transportation Services, from July 1, 2018 through June 30, 2023; amount not to exceed \$18,214,141.00, to be paid out of the General Fund.

C.3 Ratified the following agreements:

(Ratification of Agreements)

Facilities:

- Amendment No. 003 to Agreement #15-89 with CSDA Design Group to provide additional architectural and engineering services to complete the design for the Marshall New School Project; amount not to exceed \$16,010.44, to be paid out of Master Construct & Implementation Funds.

Personnel:

- #17-290 with National University, will partnership with OSD for the purpose of providing contractual services for students, or state-supposed K-12 educational service unit and to offer internship credential programs, from January 30, 2018 through June 30, 2022; no fiscal impact.
- #17-291 with National University, to provide fieldwork experiences to students enrolled in various authorized credential programs for public school service. The partnership will deliver services in support of the programs that meet the regulations and standards of the California Commission on Teacher Credentialing, from July 1, 2017 through June 30, 2022; no fiscal impact.

Special Education:

- Amendment No. 1 to Agreement #17-56 with Lindamood-Bell Learning Processes for 1:1 sensory-cognitive instruction services for the 2017-2018 school year, in the amount not to exceed \$100,000.00. Amendment #1 in the amount of \$80,000.00 will increase the number of service hours for students, for a revised total contract amount of \$180,000.00; to be paid from Special Education Funds.

Support Services:

- #17-273 with Crown Castle Fiber/Sunesys per RFP #17-03, for Wide Area Network Digital Transmission Services E-Rate 2018-2019, effective July 1, 2018 through June 30, 2021; amount not to exceed \$183,600.00 per year, to be paid \$165,240.00 from E-Rate & \$18,360.00 to be paid out of the General Fund.
- #17-274 with Frontier Communications per RFP #17-03, for Internet Access Services/Internet Service Provider, effective July 1, 2018 through June 30, 2023; amount not to exceed \$23,051.40 per year, to be paid \$20,746.26 from E-Rate & \$2,305.14 to be paid out of the General Fund.
- #17-289 with Digital Promise/United2 Read, to participate in a research study funded by the U.S. Department of Education working with the United 2 Read team to improve students’ reading outcomes and close achievement gaps for high-need students using Learning Ovations’ ESSA Strong Evidence A2i

software, teacher coaching, and community involvement support. From August 2018 through June 2021; no fiscal impact.

- C.4 Received the Summary of Sales Election of 2016, Series B General Obligation Bonds. (Summary of Sales, Election of 2016, Series B, General Obligation Bonds)
- C.5 Approved Change Order No. 010 to Agreement #15-198 with Swinerton Builders to provide Construction Services related to the Lemonwood Elementary School Reconstruction Project; amount not to exceed \$493,573.25, to be paid out of the Master Construct and Implementation Funds. (Approval of Change Order No. 010 to Construction Services Agreement #15-198 with Swinerton Builders to Adjust costs for the Lemonwood K-8 School Reconstruction)
- C.6 Awarded bid #17-03 for roof replacement at various sites; amount not to exceed \$520,920.00, to be paid from Deferred Maintenance Funds. (Award Formal Bid #17-03 and approval of Agreements #17-287 & #17-288 for Roof Replacement 2018-Various Sites)
- C.7 Approved the Notice of Completion and filing of such notice with the County Recorder's Office, for RFP #16-52, Lighting Retrofit Services at Nineteen (19) District sites with ReGreen Inc. (Approval of Notice of Completion, Lighting Retrofit Services at Nineteen (19) District Sites, RFP# 16-52)
- C.8 Approved the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #16-04, Chavez School HVAC Modernization with Ardalan Construction Company. (Approval of Notice of Completion, Chavez School HVAC Modernization, Bid # 16-04)
- C.9 Appointed Ms. Socorro Castro as the Senior Citizens' Organization representative to the Measure D Bond Oversight Committee. (Appointment of Representative to Fill Vacancy – Measure D Bond Oversight Committee)
- C.10 Approved the Out of State National Association of School Nurses'2018 Annual Conference; amount not to exceed \$3,250.00, to be paid out of Pupil Services, Nursing funds. (Approval of out of state Conference, National Association of School Nurses'2018 Annual Conference)

- C.11 Approved the 2017-18 Quarterly Report on Williams Uniform Complaint, third quarter, as presented. (Approval of the 2017-18 Quarterly Reports on Williams Uniform Complaint, third quarter)
- C.12 Approved the attached Reading Specialist, K-2 and Instructional Specialist, K-8 job descriptions, as presented. (Approval of Reading Specialist K-2 and Instructional Specialist, K-8 Job Descriptions)
- C.13 Approved the out-of-state instructional observation, as outlined; amount not to exceed \$5,000.00, to be paid out of Human Resources and Bilingual Budget. (Approval of Out-of-State Instructional Observation: Puerto Peñasco)
- C.14 Approved the establishment, increase, and reduction of the positions, as presented. (Established/Abolished/Increase/Reduce Hours of Positions)
- C.15 Approved the personnel actions as presented. (Personnel Actions)
The following certificated individuals to be employed in the capacities and for the terms indicated; their salaries to be determined in accordance with salary regulations of the District. (CERTIFICATED)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Christian, Laura	Speech Therapist	03/22/2018
Differ, Amy	Teacher SPED M/S	03/15/2018
Nikjoo, Sarah	Psychologist	02/28/2018
Ortega, Patricia	Psychologist	04/16/2018
Mendoza Barbara	Substitute Teacher	2017/2018 School Year
Naranjo, Nataly	Substitute Teacher	2017/2018 School Year
Ruiz, Aileen	Substitute Teacher	2017/2018 School Year
Russi, Steven	Substitute Teacher	2017/2018 School Year
Shuman, Tasha	Substitute Teacher	2017/2018 School Year
<u>Intervention Services Provider (less than 20 hours per week not to exceed 75% or 135 days a year)</u>		
Douglas, Melissa	Drifill	03/13/2018
<u>Deceased</u>		
Orosco, Mark	Chavez	June 16, 2018

The following classified individuals to be employed in the capacities and for (CLASSIFIED)
the terms indicated; their salaries to be determined in accordance with salary
regulations of the district, it being understood that substitute classified personnel
and regular classified personnel performing substitute duties will be assigned by the
administration and paid in accordance with salary regulations governing the
specific assignment:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Ayala, Erika	Paraeducator II (B), Position #2113 Special Education 5.75 hrs./183 days	04/10/2018
Capulong, Gilbert	Paraeducator III, Position #2362 Special Education 5.75 hrs./183 days	03/21/2018
Cruz, Mariana	Paraeducator III, Position #7509 Special Education 5.75 hrs./183 days	03/19/2018
Gutierrez, Stephanie P	Speech Language Pathology Assistant (B), Position #8152 Special Education 8.0 hrs./183 days	03/08/2018
Nuckolls, Betty L	Paraeducator II, Position #8614 Special Education 5.75 hrs./183 days	04/09/2018
Soria, Roxanne	Paraeducator I (B), Position #7280	03/08/2018
<u>Exempt</u>		
Mendez, Nellie	Campus Assistant	01/22/2018
Nunez, Edward	Campus Assistant	02/20/2018
<u>Limited Term</u>		
Ancona, Michelle	Paraeducator	03/16/2018
Arevalo, Vanessa	Clerical	03/01/2018
Armstrong, Guadalupe M	Paraeducator	03/15/2018
Bailey, Steven	Interim Director Classified Human Resources	03/12/2018
Banuelos, Johnny	Paraeducator	03/09/2018
Barajas, Jessica M	Clerical	02/23/2018
Carmona, Jacqueline S	Paraeducator	03/26/2018
Diaz, Juan	Paraeducator	03/05/2018
Escobedo, Sonia	Paraeducator	03/12/2018
Esquivel Jr., Sergio	Paraeducator	03/16/2018
Flores, Daisy	Paraeducator	03/19/2018
Garcia, Rozina D	Clerical	02/05/2018
Grange, Gabriela I	Paraeducator	03/09/2018
Huan, Patrizia M	Clerical	03/05/2018
Lopez, Frank	Paraeducator	03/14/2018
Lopez, Itzel	Paraeducator	03/20/2018
Lovos-Bonilla, Stephanie M	Paraeducator	02/20/2018
Lucking, Alison N	Paraeducator	03/16/2018
Luna, Jazmin	Clerical	02/22/2018
Medina, Jazmin	Paraeducator	03/15/2018
Mendez, Shannon M	Paraeducator	04/02/2018

Passno, Sarah B	Paraeducator	03/15/2018
Roque, Jessica	Paraeducator	03/14/2018
Sosa, Marleen S	Paraeducator	03/26/2018
Valencia, Alejandra G	Clerical	02/05/2018
Wilson, Tanya	Health Care Technician	03/19/2018

Increase in Hours

Olague, Hilda	Paraeducator II (B), Position #1324 Special Education 5.75 hrs./183 days	04/09/2018
	Paraeducator II (B), Position #1324 Special Education 5.5 hrs./183 days	
	Site Technology Technician, Position #2836 Frank 8.0 hrs./246 days	

Transfer

Gonzales, Julieta	Child nutrition Worker, Position #2854 Ramona 5.0 hrs./185 days	04/09/2018
	Child nutrition Worker, Position #92 Driffill 5.0 hrs./185 days	

Murrieta, Nancy C.	Child Nutrition Worker, Position #202 Freemont 5.5 hrs./185 days	03/12/2018
	Child Nutrition Worker, Position #2140 Curren 5.0 hrs./185 days	

Rodriguez Gaytan, Edmundo	Child Nutrition Worker, Position #288 Ramona 5.5 hrs./185 days	03/12/2018
	Child Nutrition Worker, Position #2854 Ramona 5.0 hrs./185 days	

Sanchez Oviedo, Maria L	Child Nutrition Worker, Position #389 Brekke 4.5 hrs./185 days	04/09/2018
	Child Nutrition Worker, Position #2057 Itinerant 5.0 hrs./185 days	

Valerio, Marisa S	Child Nutrition Worker, Position #2140 Curren 5.0 hrs./185 days	04/09/2018
	Child Nutrition Worker, Position #6409 Curren 5.0 hrs./185 days	

Voluntary Demotion

Paz, Lorena D	Office Assistant II (B), Position #970 Brekke 7.0 hrs./203 days	03/19/2018
	School Office Manager (B), Position #734 Lemonwood 8.0 hrs./210 days	

Medical Layoff

2309

Paraeducator I, Position #7178

03/08/2018

Resignation

Jimenez, Marco

Instructional Assistant SH (B), Position #1001
Special Education 6.0 hrs./183 days

03/08/2018

D.1 Ms. Robin I. Freeman, Assistant Superintendent, Educational Services, introduced Dr. Marlene Batista, who presented the updates to the English Learners Master Plan (ELMP)

ENGLISH LEARNERS
MASTER PLAN
(Motion# 17-114)

D.2 On motion by Trustee Morrison, seconded by Trustee Madrigal Lopez and carried a roll call vote of 5-0; the Board of Trustees approved Amendment # 1 to the Lease-Leaseback Agreements # 17-209, # 17-210 and 17-211, with Viola Inc, to provide construction services related to Brekke Kindergarten Project.

APPROVAL OF
AMENDMENT #1 TO
LEASE-LEASEBACK
AGREEMENTS #17-209,
#17-210, y #17-211
BETWEEN THE
OXNARD SCHOOL
DISTRICT AND VIOLA
INC TO PROVIDE
LEASE-LEASEBACK
CONSTRUCTION
SERVICES FOR THE
BREKKE
KINDERGARTEN
PROJECT
(Motion# 17-115)

The project, under Master Construct and Implementation Funds Program, utilizing the Lease/Leaseback method to deliver, pursuant to Section 17406 of the California Education Code, amount no to exceed \$737,009.12, to be paid out of the Master Construct and Implementation Funds.

D.3 On motion by Trustee O’Leary, seconded by Trustee Robles-Solis and carried a roll call vote of 5-0; the Board of Trustees approved Amendment # 1 to the Lease-Leaseback Agreements # 17-212, # 17-213 and #17-214, with Viola Inc, to provide construction services related to McAuliffe Kindergarten Project.

APPROVAL OF
AMENDMENT #1 TO
LEASE-LEASEBACK
AGREEMENTS #17-212,
#17-213, y #17-214
BETWEEN THE
OXNARD SCHOOL
DISTRICT AND VIOLA
INC TO PROVIDE
LEASE-LEASEBACK
CONSTRUCTION
SERVICES FOR THE
McAULIFFE
KINDERGARTEN
PROJECT
(Motion# 17-116)

The project, under Master Construct and Implementation Funds Program, utilizing the Lease-Leaseback method, pursuant to Section 17406 of the California Education Code, amount no to exceed \$836,826.71, to be paid out of the Master Construct and Implementation Funds.

D.4 On motion by Trustee O’Leary, seconded by Trustee Madrigal Lopez and carried a roll call vote of 5-0; the Board of Trustees approved Amendment # 1 to the Lease-Leaseback Agreements # 17-218, # 17-219 and #17-220, with Viola Inc, to provide construction services related to Ritchen Kindergarten Project

APPROVAL OF AMENDMENT #1 TO LEASE-LEASEBACK AGREEMENTS #17-218, #17-219, y #17-220 BETWEEN THE OXNARD SCHOOL DISTRICT AND VIOLA INC TO PROVIDE LEASE-LEASEBACK CONSTRUCTION SERVICES FOR THE RITCHEN KINDERGARTEN PROJECT (Motion# 17-117)

The project, under Master Construct and Implementation Funds Program, utilizing the Lease-Leaseback method, pursuant to Section 17406 of the California Education Code, amount no to exceed \$783,053.18, to be paid out of the Master Construct and Implementation Funds.

F.1 First reading of Board Policies

Revision BP 6162.5(a)	Instruction STUDENT ASSESSMENT	Freeman
Revision BP 6162.5(b)	Instruction STUDENT ASSESSMENT	Freeman

FIRST READING OF BOARD POLICIES, ADMINISTRATIVE REGULATIONS AND BYLAWS

G.1 Superintendent Announcements

Dr. Cesar Morales

- Congratulated Juan Laguna Soria School for their accomplishment and gave a brief explanation about the Summer School Program.
- Highlighted the parent leadership opportunities like Project 2 Inspire and other.
- Reported that the day before the graduation of 48 parents from the PIQUE project took place.
- Thanked the Community Commission for the invitation to the panel discussion regarding withdrawal risk and juvenile delinquency at the PACC.

SUPERINTENDENT ANNOUNCEMENTS

Ms. Monica Madrigal Lopez:

- Congratulated Juan Soria School again.
- Reported she attended El Concilio Latino Leadership Awards. Highlighted Lillian Velo work.
- Reported she attended to MICOP fundraiser activity.
- Reported she attended Cesar Chavez march.
- The previous Monday she attended the panel discussion on withdrawal risk and juvenile delinquency at the PACC.
- Thanked Fremont ASB for the anti-bulling calendar.
- Requested to hear soon what had been done in regards of the A-G requirements, the plans for the end of the year and near future.

TRUSTEE ANNOUNCEMENTS

Mr. Denis O’Leary:

- Reported he attended the CAFE conference a few weeks before and congratulated Juan Soria’s student, teachers and parents for the award Soria received.
- Reported he attended the Cesar Chavez march. He was happy to see teachers and students.
- He expressed he was looking forward for the school celebration of Cesar Chavez.

Mrs. Veronica Robles Solis:

- Expressed her satisfaction for the new program being used for the Board Meetings.
- Thanked Frank teachers for putting together the robotics competition. Indicated it should be spread district wide.
- Requested an update on Peachjar.
- Congratulated Soria community for the award they received.

Mr. Ernest Morrison:

- Congratulated Superintendent Dr. Morales for the recognition received from the City of Oxnard.
- Recognized the PIO for her work on the positive publicity for Oxnard.
- Indicated he appreciated the anti-bullying calendar and the efforts of teachers and administrators regarding that subject.

Mr. Debra Cordes:

- Expressed she really enjoyed the calendar.
- Congratulated Dr. Morales for the recognition received.
- Reported she attended Cesar Chavez march and enjoyed it.
- Reported she attended the presentation at Haydock, wished there had been more participants because information provided there was important.
- Reported she attended the PCC with the Community Relations Commission. Congratulated Dr. Morales for his participation. It was a recommitment to our youth.
- Congratulated Juan Soria the “Dream Team”

There being no further business, on motion by Trustee Morrison, seconded by Trustee Robles-Solis, President Cordes adjourned the meeting at 9:26 p.m.

ADJOURNMENT

Respectfully Submitted,
DR. CESAR MORALES

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this _____ day of _____, 20____, the Governing Board of the Oxnard School District approves the Minutes of the Regular Board meeting of April 18, 2018; on motion of Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Regular Board Meeting
May 2, 2018

The Board of Trustees of the Oxnard School District met in regular session at 5:04 p.m. on Wednesday, May 2, 2018, at the Educational Service Center. CALL TO ORDER

A roll call of the Board was conducted. Present were President Debra M. Cordes, and Trustees, Ernest “Mo” Morrison, Veronica Robles-Solis, Denis O’Leary, and Monica Madrigal Lopez. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Janet Penanhoat and Robin I. Freeman, and Executive Assistant Rose Chaparro. ROLL CALL

Ms. Mary Arias Elizondo, Principal at Christa McAuliffe School introduced Nathan James Matson, 5th grader in Ms. Keli Marcicek’s class, led the audience in the Pledge of Allegiance. PLEDGE OF ALLEGIANCE

Alyssa Ruiz, 4th grader in Ms. Nancy Diaz’ class read the District Mission and Vision in English and Spanish. DISTRICT’S VISION AND MISSION STATEMENTS

Mrs. Mary Arias Elizondo provided a presentation to the Board on Christa McAuliffe School events and activities. She highlighted that this school has 3 STC classes and there are 9 languages represented on the campus. She showed pictures and shared that McAuliffe students have participated on the Million Words Readers, Spelling Bee, African American Speech Exposition (1st place), Math Competition (2nd Place), Cesar Chavez Writing Competition (1st place). She commented that nothing could be done without the parent participation. PTA is very strong and valued at McAuliffe. Mrs. Arias Elizondo invited everyone to the Family STEAM hands on night on May 24, 2018. Future plans include Support for students that are falling behind, re-evaluation of SPSA, increment of parent participation, making students feel safe at school and making parent know they count. Construction is going on without problems. PRESENTATION BY HAYDOCK ACADEMY OF ARTS & SCIENCES

President Cordes presented a token of appreciation to the students that participated in the Board Meeting.

A.5 On Motion by Trustee Madrigal Lopez, seconded by Trustee Robles-Solis and a roll call vote of 5-0 the agenda was approved, as presented. ADOPTION OF THE AGENDA

A.6 Dr. Cesar Morales introduced Mr. Emilio and Ernesto Flores and Mr. Rick Norman who provided a presentation on the status update on the State Aid, and the State Aid Strategy. STATE AID PRESENTATION BY CFW

ANNOUNCEMENTS PRIOR TO CLOSED SESSION May 2, 2018:
After any public comments on the Closed Session agenda items, the Board will be recessing to Closed Session to consider the following: CLOSED SESSION

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9:

- ANTICIPATED LITIGATION – one (1) case
- EXISTING LITIGATIONS: one (1 cases)
 - Office of Administrative Services Case No: 2017120168
 - J.R. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM

Secondly, REMOVAL/SUSPENSION/EXPULSION OF STUDENTS (*Education Code* 48912; 20 U.S.C. Section 1232g)

- Case No. 17-14 (Action Item)

Thirdly, for CONFERENCE WITH LABOR NEGOTIATORS under *Government Code*, Sections 54957.6 and 3549.1.

The District negotiator is the Assistant Superintendent, Human Resources & Support Services and the employee organizations are OEA, OSSA, CSEA; and all unrepresented personnel – administrators, classified management, confidential.

Fourthly, for CONFERENCE WITH REAL PROPERTY NEGOTIATORS under *Government Code*, Section 54956.8:

- Property: Parcel located on Teal Club Road, North of Teal Club Road, South of Doris Avenue; Agency Negotiators: Superintendent/Deputy Superintendent, Business & Fiscal Services/Garcia Hernandez & Sawhney, LLP/Caldwell Flores Winters, Inc.

Finally, under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- PUBLIC EMPLOYEE(S) DISCIPLINE/DISMISSAL/RELEASE

President Cordes read the Rules for Individual Presentations in English and Spanish. PUBLIC COMMENT

There were no requests to approach the Board.

Trustees convened to closed session at 6:27 p.m. until approximately 7:11 p.m. to discuss items on the closed session agenda. CLOSED SESSION

President Cordes reported the Board deliberated on student matters and took action on open session. REPORT ON CLOSED SESSION

On motion by Trustee Madrigal Lopez, seconded by Trustee Morrison and carried a roll call vote of 5-0, the Board approved student expulsion on Case No.17-14. (Motion # 17-118)

A.11 Recognition of the students that read one million or more words from Driffill, Chavez and Curren; with a t-shirt stating “I read 1,000,000 words; what’s your super power?” was moved to a future date to be determinate. The students that surpassed the million word will receive a backpack. RECOGNITION OF OXNARD SCHOOL DISTRICT’S MILLION WORD READERS –

DRIFFILL, CHAVEZ,
AND
CURREN SCHOOLS

A.12 Resolution # 17-39 in Recognition of Teacher appreciation Week 2018 was read and on motion by Trustee O’Leary, seconded by Trustee Robles-Solis and carried a roll call vote of 5-0, the Board adopted Resolution # 17-39 and declared the week of May 7th – 11th to be observed as “Teacher Appreciation Week 2018”.
ADOPTION AND PRESENTATION OF RESOLUTION #17-39 IN RECOGNITION OF “TEACHER APPRECIATION WEEK 2018”
(Motion # 17-119)

A.13 Resolution # 17-35 in Recognition of National School Nurse Day was read and on motion by Trustee Morrison, seconded by Trustee Robles Solis and carried a roll call vote of 5-0, the Board adopted Resolution #17-35 and May 9th was recognized as “National School Nurse Day”.
ADOPTION AND PRESENTATION OF RESOLUTION #17-35 “NATIONAL SCHOOL NURSE DAY - MAY 9, 2018”
(Motion # 17-120)

B.1 Trustee Morrison read the Rules for Individual Presentations in English and President Cordes in Spanish. PUBLIC COMMENT

No comments were received.

The following items on the Consent Agenda were approved, as presented, on motion by Trustee Robles-Solis, seconded by Trustee Madrigal Lopez and carried a roll call vote of 5-0. CONSENT AGENDA
(Motion # 17-121)

C.1 Agreements:

Enrichment:

- #17-301 with All for KIDZ, Inc., to provide a school-wide character education program, that centers around a 45-minute assembly called The NED Show for students at Elm School on Monday, April 30, 2018, no fiscal impact.

Support Services:

- #18-03 with enVision Consulting Group, to provide families with important information and notifications related to District procedures and policies which are updated annually, the Annual Parent Rights Notification Handbook, and also provides translation services for the handbook; amount not to exceed \$3,000.00, to be paid out of the General Fund.

(Agreements)

C.2 Ratification of Agreements:

Academic:

(Ratification of Agreements)

- #17-304 with Our Lady of Guadalupe School, Oxnard School District will provide services to Our Lady of Guadalupe School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient Student Program. Funded under the Elementary and Secondary Education Act, Title III, Part A for the 2017-2018 school year; Title III Allocation to Our Lady of Guadalupe School, in the amount of \$1,912.00.

Enrichment:

- #17-303 with Focus on the Masters, provided two Learning to See residencies, each with one lesson for eight weeks per semester, for Ms. Castro's 7th grade Creative Writing class; amount not to exceed \$1,000.00, to be paid with School Site Funds, Non-Targeted.

Special Education:

- #17-295 with Casa Pacifica School, for Non-Public School services for Student IH081410, 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, amount not to exceed \$15,138.00, to be paid with Special Education Funds.
- #17-296 with Assistance League, Non-Public School services for Students AV100514, GB013114, and JS100214, for the 2017-2018 school year, beginning February 2018 and including Extended School Year. The Non-Public School will provide a program of instruction, which is consistent with the pupils' individual educational plan as specified in the individual service agreement, amount not to exceed \$11,900.00, to be paid with Special Education Funds.
- #17-302 with Ventura County Office of Education for the 2017-2018 school year, to provide exceptional services to special education students (OL083008, AC070205, RR103108, and IR033009) that consist of support from Special Circumstances Paraeducators, including Extended School Year, amount not to exceed \$65,297.40; to be paid from Special Education Funds.

C.3 Scheduled for May 16, 2018 the Public Hearing for OSSA and the District's proposals.

In accordance with Article 22, Term, of the current collective bargaining agreement between the Oxnard Support Services Association (OSSA) and the Oxnard School District (District), the District and OSSA would like to enter into contract negotiations for the 2018-2019 school year and any additional years as may be mutually agreed upon by the parties. Pursuant to the provisions of Government Code Section 3547, OSSA and the District are submitting their intent to meet the public notice provision of the Educational Employment Rights Act.

(Approval to set date for Notice of Public Hearing re: Sunshine of the Oxnard supportive services association (OSSA) and the Oxnard School District's (district) Initial Proposals for 2018-2019 Negotiations, pursuant to *Government Code* section 3547)

C.4 Approved Resolution #17-40 as presented.

In conjunction with the Ventura County Schools Self-Funding Authority (VCSSFA), the Administration has submitted a Request for Public Assistance (RPA) to the Governor's Office of Emergency Services (OES) to obtain federal

(Approval of Resolution #17-40: Designation of Applicant's Agent

and state financial assistance made available as a result of the 2017 California Wildfires. The OES requires that the Board of Trustees designate via resolution those agents authorized to act on behalf of the District for all matters pertaining to federal and state financial assistance. Said agents will execute all necessary documents for and on behalf of the Oxnard School District. Resolution for Non-state Agencies)

C.5 Approved the personnel actions, as presented.

(Personnel Actions)

The following certificated individuals to be employed in the capacities and for the terms indicated, their salaries to be determined in accordance with salary regulations of the District. (CERTIFICATED)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Alvarado, Kayla	Teacher	08/14/2018
Becerra, Guadalupe	Teacher SPED M/M	08/14/2018
Carter, Kaitlin	School Psychologist	08/04/2018
Kernochan, Brian	Teacher SPED M/M	08/14/2018
Leon, Almacynthia	Teacher SPED M/M	08/14/2018
Reyes Rodruigues, Wendy	Teacher SPED M/S	08/14/2018
Larson, Patricia	Substitute Teacher	2017/2018 School Year
Rodriguez, Maria	Substitute Teacher	2017/2018 School Year
Smithson, Arnett	Substitute Teacher	2017/2018 School Year
Wells, Ryan	Substitute Teacher	2017/2018 School Year

Resignation

Guerrero, Noheli	Psychologist SPED	June 22, 2018
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The following classified individuals to be employed in the capacities and for the terms indicated; their salaries to be determined in accordance with salary regulations of the district, it being understood that substitute classified personnel and regular classified personnel performing substitute duties will be assigned by the administration and paid in accordance with salary regulations governing the specific assignment. (CLASSIFIED)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hire</u>		
Ayala, Elizabeth	Paraeducator III, Position #7999 Special Education 5.75 hrs./183 days	04/09/2018
<u>Limited Term</u>		
Acevedo, Maria D	Child Nutrition Worker	04/09/2018
Diaz, Juan	Paraeducator	03/05/2018
Hernandez, Olivia	Paraeducator	04/09/2018
<u>Transfer</u>		
Cortez, Claudia	Secretary (B), Position #922 Enrollment Center 8.0 hrs./246 days Intermediayte School Sercretary (B), Position #933 Frank 8.0 hrs./192 days	04/09/2018
Santos, Alejandra	Family Liaison (B), Position #8180 Special Education 8.0 hrs./180 days Family Liaison (B), Position ##6405 Ramona 6.0 hrs./180 days	03/12/2018
<u>Resignation</u>		
Pina Robles, Mayra	Paraeducator I (B), Position #7378	04/27/2018
<u>Retirement</u>		
Bribiesca Sifuentes, Isidro	Custodian, Position #2399	03/08/2018
Vargas, Jennie	Speech Language Pathology Assistant, Position#2858	

D.1 Approved Contingency Allocation No. 001 to Construction Services Agreement #17-117 with Bernards, for additional items of work related to the Marshall New Classroom Building Project, in the amount of \$ 32,714.00.

On motion by Trustee Madrigal Lopez, seconded by Trustee O’Leary and carried a roll call vote of 5-0; the Board approved the Contingency Allocation.

APPROVAL OF A
CONTRACTOR
CONTINGENCY
ALLOCATION NO. 001
TO THE MARSHALL
NEW CLASSROOM
BUILDING PROJECT’S
CONTRACTOR
CONTINGENCY FOR AN
INCREASE OF COST
FOR THE WORK
ASSOCIATED WITH THE
PROJECT
(Motion # 17-122)

F.1 Ms. Robin I. Freeman presented to the Board Policies, Regulations and Bylaws to be approved for First Reading.

FIRST READING OF
BOARD POLICIES,
ADMINISTRATIVE
REGULATIONS AND
BYLAWS

Revision BP & AR 5145.7	Students SEXUAL HARASSMENT	Vaca
Revision BP 0410	Philosophy, Goals, Objectives, and Comprehensive Plans NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES	Vaca
Revision BP and AR 1312.3	Community Relations UNIFORM COMPLAINT PROCEDURES	Vaca

Due to additional revisions, the following revised Board Policies, Administrative Regulations and Bylaws, were resubmitted for review, as a first reading.

Revision BP 6162.5	Instruction STUDENT ASSESSMENT	Freeman
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G.1 Superintendent Announcements

Dr. Cesar Morales

SUPERINTENDENT
ANNOUNCEMENTS

- Reminded everyone that was State testing time. Students had to go to bed early and remain focused during testing time. Wished everybody well during this time.
- Informed that Haydock as a school had been nominated for the Golden Gear STEM Award.

Ms. Monica Madrigal Lopez:

TRUSTEE
ANNOUNCEMENTS

- Reported the previous Tuesday she attended the Haydock Vision Expo.
- Reported she took part on the Lemonwood Neighborhood Cleanup.
- Reported she attended Día del Niño at Cesar Chavez School.
- Thanked Ms. Freeman for the A-G flier.
- Congratulated High School seniors who came to school the previous day.
- Thanked the nurses and teachers.
- Sent best wishes to the students on the remaining testing.

Mr. Denis O’Leary:

- Congratulated and thanked nurses and teachers for their work and dedication.
- Attended Cesar Chavez Celebration Speech and Art Awards 2 weeks ago.
- He highlighted that schools’ construction was very important but would like in the future to discuss and vote on education as well.

Mrs. Veronica Robles Solis:

- Thanked teachers for their everyday work. Expressed that the community really appreciates teachers.
- Thanked school nurses for their hard work.
- Reported that on April 19th she attended Cesar Chavez Latino Heroes Award. Thanked the District for organizing it.
- Reported that on April 21st she attended at Frank the sports and band competitions organized by the Scholars Afterschool Program.
- Reported that on April 25th she attended the STEM challenge at Harrington. It was very exciting seeing students, parents and teachers competing. It was exciting to see music back in the School District Schools.
- Congratulated the all-girl team from Freemont that participated in the STEM competition.
- She reported she attended on April 28th, the art event and thanked Cesar Chavez PTA for sponsoring the event.
- Reported the previous Sunday she joined the Team Monarch at San Miguel and participated in the Autism Awareness walk.
- Congratulated Frank students who got the second place in the Regionals Robotics Competition.

Mr. Ernest Morrison:

- Indicated he is looking forward to testing results on Fall.
- Expressed his satisfaction for the music and arts programs, he indicated that music helps develop different abilities like memory, self-control for excellence, and creativity.
- Indicated he enjoyed Monday night session at CSBA and the PIO presentation.
- Asked if it was already set a schedule for the K-8 promotions.

Mr. Debra Cordes:

- Congratulated teachers and nurses for the resolutions passed that day.
- Reported she attended the Cesar Chavez event.
- Wished everyone the best of success with their testing.
- Reported she attended Knights of Columbus, public safety night.
- Congratulated Letitia Austin for Monday evening presentation.
- Invited everyone to the Kiwana Tower to Tower event on June 2nd.
- Congratulated the District for the acquisition of Doris and Patterson land.

There being no further business, on motion by Trustee Madrigal Lopez, seconded ADJOURNMENT by Trustee Robles-Solis, President Cordes adjourned the meeting at 8:14 p.m.

Respectfully Submitted,
DR. CESAR MORALES

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this _____ day of _____, 20____, the Governing Board of the Oxnard School District approves the Minutes of the Regular Board meeting of May 2nd, 2018; on motion of Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees



OXNARD SCHOOL DISTRICT

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

SCHEDULE OF BOARD MEETINGS JANUARY – DECEMBER 2018

BOARD MEETINGS WILL BE HELD ON THE FOLLOWING DATES (UNLESS OTHERWISE INDICATED) AT THE DISTRICT OFFICE BOARD ROOM, 1051 SOUTH ‘A’ STREET, STARTING AT 7:00 PM

January	17	Regular Board Meeting (Note: only ONE meeting in January)
February	7	Regular Board Meeting
	21	Regular Board Meeting
March	7	Regular Board Meeting
	21	Regular Board Meeting
April	18	Regular Board Meeting (Note: only ONE meeting in April)
May	2	Regular Board Meeting
	16	Regular Board Meeting
June	6	Regular Board Meeting
	20	Regular Board Meeting
July		District Dark – No meeting in July
August	8	Regular Board Meeting
	22	Regular Board Meeting
September	5	Regular Board Meeting
	19	Regular Board Meeting
October	10	Regular Board Meeting
	24	Regular Board Meeting
November	14	Regular Board Meeting (Note: only ONE meeting in November)
December	12	Regular Board Meeting – Organizational Meeting of the Board (Note: only ONE meeting in December)

The meeting schedule shown above is subject to change at any time.

NOTE: Changes are indicated in italics/bold.

Spring Break: March 26 – April 6, 2018
First Day of School: August 16, 2018

Board Approved: 12-6-17

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