

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Mrs. Veronica Robles-Solis, President
Ms. Monica Madrigal Lopez, Clerk
Mr. Denis O’Leary, Member
Dr. Jesus Vega, Member
Mrs. Debra M. Cordes, Member

ADMINISTRATION

Karling Aguilera-Fort
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

REGULAR BOARD MEETING
Wednesday, November 13, 2019

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

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 VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

A.2 Pledge of Allegiance to the Flag

Dr. Richard Caldwell, Principal at Frank School, Academy of Marine Science & Engineering, will introduce Danya Mendoza, 8th grader in Ms. Storey's class, who will lead the audience in the Pledge of Allegiance.

A.3 District’s Vision and Mission Statements

The District's Vision and Mission Statements will be read in English and Spanish by Arturo Rios, 8th grader in Ms. Storey's class.

A.4 Presentation by Frank School , Academy of Marine Science and Engineering

Dr. Richard Caldwell, Principal will provide a short presentation to the Board regarding Frank School, Academy of Marine Science and Engineering. Following the presentation President Robles-Solis will present a token of appreciation to the students that participated in the Board Meeting.

A.5 Adoption of Agenda (Superintendent)

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

A.6 Study Session: Process of Renaming Existing School and Naming New School

The Board of Trustees will be presented an update to the process of renaming an existing school and naming a new school. The presentation will revisit the actions discussed at the May 15, 2019 board meeting and outline the next steps.

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.

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A.8 Closed Session

1. Pursuant to Section 54956.9 of Government Code
 - Conference with Legal Counsel – Anticipated Litigation: 2 cases
 - Conference with Legal Counsel – Existing Litigations: 4 cases
 - OAH Case No. 2019-09-0734
 - OAH Case No. 2019-07-0846
 - OAH Case No. 2019-10-495
 - J.R. et. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM

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

3. Pursuant to Sections 54956.8 of the Government Code
 - Conference with Real Property Negotiators
 - Property: 1051 South A Street, Oxnard, CA 93030
 - Agency Negotiators: Superintendent/Assistant Superintendent, Business & Fiscal Services/Garcia Hernandez & Sawhney, LLP
 - Under Negotiations: Instruction to agency negotiator on price and terms.

4. Pursuant to Section 54957 of the Government Code and Section 44943 of the Education Code the Board will consider personnel matters, including:
 - Appointment:
 - Assistant Principal
 - Interim Special Education Manager

A.9 Reconvene to Open Session (7:00 PM)

A.10 Report Out of Closed Session

A.11 Student Recognition: AMAE Ventura County Latino/Indigenous Student Speech Competition (DeGenna)

On October 11, 2019, at the Oxnard Performing Arts Convention Center, Oxnard School District students competed with other school districts throughout Ventura County. The competition was open to all students in 6th – 8th grade who attend a Ventura County public school. Student awards were presented to 1st, 2nd and 3rd place winners. Oxnard School District winners were:

- 6th grader – Melina Garcia Orozco – 2nd place (subject: Ellen Ochoa)

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Board Bylaws, BB 9323 – Meeting Conduct**

- Chavez 7th grader – Janeth Melchor – 1st place (subject: Frida Kahlo)
- 8th grader – Tania Garcia – 3rd place (subject: Juan Felipe Herrera)

It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees recognize the Award Winners.

A.12 Adoption and Presentation of Resolution #19-16 for School Psychology Awareness Week November 11-15, 2019 (DeGenna/Madden)

The National Association of School Psychologists, (NASP) has recognized November 11-15, 2019 as School Psychology Awareness Week, “Find Your Focus!” 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 #19-16, in recognition of 2019 School Psychology Awareness Week.

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

Section B: PUBLIC COMMENT/HEARINGS

B.1 Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos para cada ponente)

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. If you would like to donate your (3) minutes of public speaking time, you must be present during public comments.

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. Si gusta donar sus tres (3) minutos de comentario, debe estar presente durante la presentación de comentarios.

Section C: CONSENT AGENDA

(All matters specified as Consent Agenda are considered by the Board to be

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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:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

It is recommended that the Board approve the following consent agenda items:

C.1 Approval to Attend Out-of-State Site Visit to the National Center for Teacher Residencies Institute in Chicago, Illinois (Vaca/Bond)

Human Resources Department administrators, Dr. Jesus Vaca and Dr. Edd Bond, request approval to attend an out-of-state site visit to the National Center for Teacher Residencies Institute in Chicago, Illinois from January 21, 2020 through January 24, 2020. Amount not to exceed \$1,000.00 for ground travel and meals, to be paid with Human Resources Recruitment funds. It is the recommendation of the Assistant Superintendent, Human Resources & Support Services and the Director, Certificated Human Resources, that the Board of Trustees approve Dr. Vaca's and Dr. Bond's out-of-state site visit.

C.2 Approval of Mathematics Manager Job Description (Vaca)

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve the Mathematics Manager Job Description, as presented. Salary will be between \$105,919-\$125,838; 60% from Title I funding and 40% from the Low Performing Students Block Grant.

C.3 Approval of Change in Substitute Teacher Pay Rate (Vaca)

Over the past three years, we have experienced a significant shortage of substitutes that has directly affected our ability to cover teachers who are absent. In addition, it has limited our ability to offer professional development sessions and teacher collaboration at our sites. We are proposing to set the substitute pay rate at \$121.00/day that would make us competitive with most surrounding districts. Amount not to exceed \$100,000, to be paid from the General Fund.

C.4 2019-2020 1st Quarter Williams VCOE Activity Report (Vaca/Magaña)

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services and the Risk Manager that the Board of Trustees review and accept the 2019-2020 1st Quarter Williams VCOE Activity Report, as presented.

C.5 Establish/Abolish/Increase/Reduce Hours of Position (Nair-Villano)

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.

Fiscal Impact:

Cost for Campus Assistant - \$17,756 General

Cost for Paraeducator III - \$29,425 Special Education

Cost for 8 Paraeducator II's - \$232,840 Special Education

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Cost for 2 Special Education Services Coordinator's - \$138,042 Special Education
Saving for 2 Family Liaison's - \$135,956 General
Cost for 2 Paraeducator II's - \$29,560 Special Education
Cost for Library Media Technician - \$5,926 General
Cost for Paraeducator III - \$3,863 Special Education

C.6 Personnel Actions (Vaca/Nair-Villano)

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.

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

C.7 Approval of Agreement #19-151 – GEMAS Consulting (DeGenna/Batista)

GEMAS Consulting will provide a 90 minute presentation titled "La Sabiduria de los Padres/The Wisdom of Parents", at the DELAC meeting to be held in December 2019. It is the recommendation of the Director, English Learner Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #19-151 with GEMAS Consulting. Amount not to exceed \$1,540.00, to be paid from the General Fund.

C.8 Approval of Field Contract #FC-P20-02057– VenTerra Environmental Inc. (Penanhoat/De Leon)

It is requested that the Board of Trustees approve the award of Field Contract #FC-P20-02057 to the lowest responsible bidder, VenTerra Environmental Inc., in the amount of \$9,958.00. The project will be funded through Routine/Restricted Maintenance Funds.

C.9 Approval of Field Contract #FC-P20-02059– Reliable Floor Covering Inc. (Penanhoat/De Leon)

It is the recommendation of the Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve the award of Field Contract #FC-P20-02059 to Reliable Floor Covering Inc., in the amount of \$7,880.00. The project will be funded through Routine/Restricted Maintenance Funds.

C.10 Approval of Contractor Contingency Allocation No. 007 to the Elm Elementary School Reconstruction Project and Return of Unused Contractor Contingency Funds to Master Construct and Implementation Program Reserve (Penanhoat/CFW)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in conjunction with Caldwell Flores Winters, Inc., that the Board of Trustees approve CCA No. 007 to CSA #16-199 with Bernards related to the Elm Elementary School Reconstruction Project. If approved, the decrease to project budget and the reallocation of funds to the Program Reserve will be reflected in the District's next Semi-Annual Update to the Master Construct and Implementation Program Report. CCA No. 007 will be a COST to the Contractor Contingency line item of CSA #16-199 in the amount of \$14,156.00. This allocation will not increase the Project's overall budget. After Board approval of CCA No. 007, the remaining balance of the Contractor Contingency Allocation will be \$3,867.00. Unused Contractor Contingency Allocation funds shall be returned to the Master Construct and Implementation Program Reserve.

C.11 Approval of Field Contract #FC-P20-02067– David Atkin Construction Inc. (Penanhoat/De Leon)

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It is the recommendation of the Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve the award of Field Contract #FC-P20-02067 to David Atkin Construction Inc., in the amount of \$13,857.00, to be paid with Routine/Restricted Maintenance Funds.

C.12 Approval of Credit Change Order No. 024 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (ECDC) (Penanhoat/De Leon/CFW)

As work has progressed on the Lemonwood Early Childhood Development Center (ECDC) Renovation Project, savings to the construction budget have been identified by the Architect and General Contractor. 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 Credit Change Order No. 024 to Construction Services Agreement #15-198 with Swinerton Builders related to the Lemonwood ECDC Renovation Project. Furthermore, it is recommended that the Board approve the transfer of \$58,704.48 into the project contingency to account for this credit.

C.13 Approval of Agreement #19-156 - San Mateo-Foster City School District - Super Co-Op (Penanhoat/Lugotoff)

Oxnard School District receives a USDA Commodity entitlement annually. By collaborating with other participating Super Co-Op school districts in the area of receiving commodity goods, districts have expanded choices, delivery flexibility and availability to utilize unused entitlement. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Child Nutrition Services, that the Board of Trustees approve Agreement #19-156 with San Mateo-Foster City School District. Amount not to exceed \$2,500.00, to be paid with CNS funds.

C.14 Approval of Agreement #19-158 - Institute for Educational Leadership (Aguilera-Fort)

The Institute for Educational Leadership (IEL) team will visit OSD to meet with the Superintendent and his senior team, key district staff, and, if possible conduct focus group sessions with a cross section of constituents including, but not limited to principals, assistant principals, teachers and para-professionals, parents, community partners, and cross-sector leaders. The IEL team will also collect and examine key policy documents, strategic and operational plans, and other artifacts that inform current OSD practices, and systems (structures and processes). During the report and recommend phase, IEL will review all data collected during the exploration phase and draft a report including detailed recommendations and a suggested timeline. Agreement #19-158 includes Phases 1 through 3 only. Phase 4 - Implementation will be under a separate agreement and the timeline will be determined at a later date. Term of Agreement is November 14, 2019 through June 30, 2020. It is the recommendation of the District Superintendent that the Board of Trustees approve Agreement #19-158 with Institute for Educational Leadership as outlined above. For an amount not to exceed \$17,000.00, to be paid with Title 1 funds.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.15 Ratification of Agreement #19-147 – Center for Teaching for Biliteracy (DeGenna/Fox)

It is the recommendation of the Director, Dual Language Programs, and the Assistant Superintendent, Educational

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Services, that the Board of Trustees ratify Agreement #19-147 with the Center for Teaching for Biliteracy. The Center for Teaching for Biliteracy will provide virtual check-in sessions in the area of the Dual Language Program during the 2019-2020 school year. Term of Agreement is July 1, 2019 through June 30, 2020. Amount not to exceed \$62,050.00, to be paid with Title 1 funds.

C.16 Ratification of Agreement/MOU #19-145 – 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 2019-2020 school year. It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #19-145 with Santa Clara Elementary School. Amount not to exceed \$1,300.88, to be paid with Title III Allocation funds.

C.17 Ratification of Agreement/MOU #19-146 – 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 2019-2020 school year. It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #19-146 with St. Anthony’s School. Amount not to exceed \$2,276.54, to be paid with Title III Allocation funds.

C.18 Ratification of Agreement #19-148, Central Drug System Inc. (Penanhoat/Briscoe)

Central Drug System Inc. will implement and administer a comprehensive program of drug and alcohol testing for Oxnard School District Transportation employees as mandated by the Omnibus Transportation Employee Testing Act of 1991 (the Act). It is the recommendation of the Director, Transportation, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees ratify Agreement #19-148 with Central Drug System Inc. Amount not to exceed \$5,000.00, to be paid from the General Fund (for the 3 year period).

C.19 Ratification of Change Order No. 025 to Construction Services Agreement #16-199 with Bernard Bros Inc. to adjust costs for the Elm Elementary School Reconstruction (Penanhoat/De Leon/CFW)

Over the course of construction of the Elm Elementary School Reconstruction Project, unforeseen changes occurred affecting the project scope. It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, that the Board of Trustees ratify Change Order No. 25 for Master Agreement #16-199 with Bernard Bros Inc. Amount not to exceed \$457,500.00 to be paid out of the Master Construct and Implementation Funds.

C.20 Ratification of Amendment #1 to Agreement #19-73 – California Department of Education – Child Development Division Contract #CSPP-9670 (DeGenna/Valdes)

At the Board meeting of August 7, 2019, the Board of Trustees ratified Agreement #19-73 with the California Department of Education, Child Development Division, including the funding amount of \$1,493,175.00, for the operation of seven (7) state preschools. Amendment #1 includes an increase to the maximum reimbursable amount (MRA) in the amount of \$48,486.00, for a revised total agreement amount of \$1,541,661.00, for the 2019-2020 fiscal year. It is the recommendation of the Director, Early Childhood Education Programs, and the Assistant

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Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #19-73 with California Department of Education, Child Development Division. The amount of \$48,486.00 in additional funding to Oxnard School District, for a revised total maximum reimbursable amount of \$1,541,661.00.

C.21 Ratification of Change Order No. 022 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (Penanhoat/De Leon/CFW)

Over the course of the construction of the Lemonwood Elementary School Reconstruction Project, while performing the City approved off-site work, the City inspector directed the removal of an unforeseen ACP fire line piping that was encountered. 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 ratify Change Order No. 022 in the amount of \$8,986.10, to be paid to Swinerton, from Master Construct and Implementation Funds.

C.22 Ratification of Change Order No. 023 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (Penanhoat/De Leon/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”). 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 ratify Change Order No. 023 in the amount of \$33,382.33, to be paid from Master Construct and Implementation Funds, to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction.

Section D: ACTION ITEMS

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

D.1 Approval of the Single Plans for Student Achievement: 19 School Sites (DeGenna/Thomas)

Educational Services presents the 2019-2020 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 Soria School will not be in this group for approval at this time. Due to the absence (health reasons) of Ms. Johnson, Principal of Soria School, the Single Plan for Student Achievement will be presented at the December 18th board meeting. 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.

Public Comment:

Presentation:

Moved:

Seconded:

Board Discussion:

Vote:

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ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

D.2 Adoption of Resolution #19-15 – Change Date of December Regular Board Meeting to December 18, 2019 – Annual Organizational Meeting of Governing Boards

In accordance with Education Code 35143 and Elections Code, Annual Organizational Meetings must be held on a day within the 15-day period that starts with the day on which the governing board members takes office (and during that same time frame during non-election years).

A Change for 2019: As a result of the passage of AB2449 which was adopted to allow county elections the full 30 days needed to certify election results, school board members’ term will begin on the 2nd Friday in December (instead of the 1st Friday). AB2449 also had the effect of shifting the time frame for the annual organizational meeting since it must be held within the 15-day window after newly elected board members take office. In 2019, Annual Organizational Meetings must be held between Friday, December 13th and Friday, December 27th (inclusive).

The regular Board meeting for December 2019 was initially set for December 11, 2019. Due to the passage of AB2449, it is proposed that the date for the December Board meeting be changed to December 18, 2019. The annual organizational meeting must take place within the 15-day period after the first Friday in December (Education Code section 34143/72000(c)).

It is the recommendation of the Superintendent that the Board of Trustees adopt Resolution #19-15, to change the date of the Annual Organizational Board Meeting originally scheduled for December 11, 2019 to December 18, 2019 as presented.

Public Comment:

Presentation:

Moved:

Seconded:

Board Discussion:

Vote:

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

D.3 Adoption of Resolution #19-17 - 2020 Census Partnership (Aguilera-Fort)

The U.S. Census Bureau is required by Article I, Section 2 of the U.S. Constitution to conduct an accurate count of the population every ten years. The next enumeration will be April 1, 2020 and will be the first to rely heavily on online responses; and the primary and perpetual challenge facing the U.S. Census Bureau is the undercount of certain population groups.

The data collected by the decennial Census determines the number of seats each state has in the U.S. House of Representatives and is used to distribute billions of dollars in federal funds to state and local governments. The data is also used in the redistricting of state legislatures, county boards of supervisors and city councils. The decennial census

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is a massive undertaking that requires cross-sector collaboration and partnership in order to achieve a complete and accurate count. The Oxnard School District, in partnership with the Ventura County 2020, Ventura Office of Education, Complete Court Committee, local education agencies, other local governments, the State, businesses, and community organizations, is committed to robust outreach and communication strategies, focusing on reaching the hardest-to-count individuals.

It is the recommendation of the Superintendent, that the Board of Trustees adopt Resolution #19-17, in recognition of the importance of the 2020 U.S. Census and its support in helping to ensure a complete, fair, and accurate count of all Californians as presented.

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

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

Section E: APPROVAL OF MINUTES

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

E.1 Approval of Minutes

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

- October 9, 2019, Regular Board Meeting
- October 23, 2019, Regular Board Meeting

Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

Section F: BOARD POLICIES

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

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F.1 Board Policies, Regulations and Bylaws

No Board policies will be approved at this meeting.

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.

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

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.

G.3 ADJOURNMENT

Moved:
Seconded:
Vote:

Time Adjourned: _____

ROLL CALL:

Cordes ____, Vega ____, O’Leary ____, Madrigal Lopez ____, Robles-Solis ____

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OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section A: Study Session

Study Session: Process of Renaming Existing School and Naming New School

The Board of Trustees will be presented an update to the process of renaming an existing school and naming a new school. The presentation will revisit the actions discussed at the May 15, 2019 board meeting and outline the next steps.

FISCAL IMPACT:

N/A

RECOMMENDATION:

None - Information only.

ADDITIONAL MATERIALS:

Attached:

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 13, 2019

Agenda Section: Section A: Presentation

Student Recognition: AMAE Ventura County Latino/Indigenous Student Speech Competition (DeGenna)

On October 11th at the Oxnard Performing Arts Convention Center, Oxnard School District students competed with other school districts throughout Ventura County. This annual event is proudly sponsored by the Oxnard Chapter of the Association of Mexican-American Educators known as AMAE. AMAE, a statewide organization founded in 1965, is dedicated to four goals: 1) Improving education for Latino students; 2) advising state and local boards, administrators and faculties; 3) providing training and support for Latino educators and all educators of Latino students; and 4) promoting understanding and recognition of cultural differences.

The competition was open to all students in 6th – 8th grade who attend a Ventura County public school. Student awards were presented to 1st, 2nd and 3rd place winners. Our district winners were:

- Kamala 6th grader – Melina Garcia Orozco – 2nd place (subject: Ellen Ochoa)
- Chavez 7th grader – Janeth Melchor – 1st place (subject: Frida Kahlo)
- Soria 8th grader – Tania Garcia – 3rd place (subject: Juan Felipe Herrera)

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees recognize the Award Winners as outlined above.

ADDITIONAL MATERIALS:

Attached:

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 13, 2019

Agenda Section: Section A: Presentation

**Adoption and Presentation of Resolution #19-16 for School Psychology Awareness Week
November 11-15, 2019 (DeGenna/Madden)**

The National Association of School Psychologists, (NASP) has recognized November 11-15, 2019 as School Psychology Awareness Week, "Find Your Focus!"

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

FISCAL IMPACT:

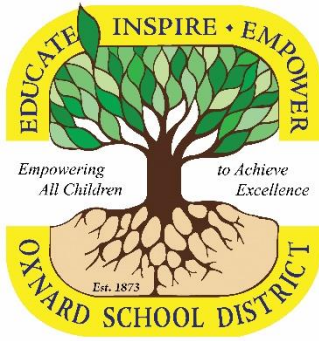
None.

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Adoption and Presentation of Resolution #19-16, in recognition of 2019 School Psychology Awareness Week.

ADDITIONAL MATERIALS:

Attached: [Resolution #19-16 for School Psychology Awareness week](#)



**RESOLUTION NO. #19-16
OXNARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

***School Psychology Awareness Week
November 11-15, 2019***
"Find Your Focus!"

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 11-15, 2019, 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 13th day of November 2019.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: November 13, 2019

Agenda Section: Section C: Consent Agenda

Approval to Attend Out-of-State Site Visit to the National Center for Teacher Residencies Institute in Chicago, Illinois (Vaca/Bond)

Human Resources Department administrators, Dr. Jesus Vaca and Dr. Edd Bond, request approval to attend an out-of-state site visit to the National Center for Teacher Residencies Institute in Chicago, Illinois from January 21, 2020 through January 24, 2020. The site visit is one of the signature learning experiences of the Institute's Teacher Residency Program. It allows participants to link theory and practice in order to gain knowledge from existing programs. During the institute visit, participants will have the opportunity to engage in a variety of site and classroom based learning experiences, such as observations, presentations, panels, and roundtable discussions.

FISCAL IMPACT:

Not to exceed \$1,000.00 for ground travel and meals, to be paid out of the Human Resources Recruitment fund.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services and the Director, Certificated Human Resources, that the Board of Trustees approve Dr. Vaca's and Dr. Bond's out-of-state site visit, as detailed above.

ADDITIONAL MATERIALS:

Attached: [NCTR Program Handbook \(25 pages\)](#)

NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**

NCTR Program Handbook

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¹ The Program Handbook is a dynamic document that is subject to change, in order to respond in real time to your program's needs. The Program Handbook will live on NCTR's Teacher Preparation Portal and your NCTR lead consultant(s) will inform your program of any changes made during the course of the partnership.



Program Handbook Overview

Congratulations on joining the National Center for Teacher Residencies' 2019-2020 cohort! We are excited to begin our journey with you.

The NCTR Program Handbook is designed to introduce you to NCTR and to key programming components such as scope and sequence, systems and technology, and continuous improvement supports.

We invite you to familiarize yourself with the Program Handbook. Your NCTR lead(s) will review this as part of programming, and you will have the opportunity to ask questions.

This high-level resource serves as a guide to what you can expect and what you will accomplish during your programming with NCTR. This is distinct from the ongoing real-time agendas; meeting logistics; pre-work; and other operational items that you will engage with over the course of your partnership.

The Program Handbook is a dynamic document that responds to your evolving needs, and NCTR will alert you if/as we update its content.

The Handbook can also serve as a model for your creation and/or updating of induction documents and resources.

We are excited to welcome to you to the New Site Development program, and we hope this Program Handbook will provide the answers to your questions. Please don't hesitate to reach out to your leads should you need further assistance.



Letter from the CEO and Founder

Welcome to NCTR and New Site Development Program

July 1, 2019

The National Center for Teacher Residencies (NCTR) is thrilled that you have joined our 2019-20 New Site Development Program. We know that this partnership is just the beginning of a long relationship between you and NCTR, and we are excited to undertake this journey with you.

New Site Development programming presents a unique opportunity to develop your program across NCTR's research- and practice-based Standards for Effective Residencies, engage in this robust work with a cohort of your peers across the country, learn from and contribute to the field of clinically-oriented teacher preparation, and ultimately have the opportunity to join a network of other programs that benefit from over a decade of expertise, improvement, and professional learning as a community.

On behalf of us at NCTR, thank you for your commitment to your students, teachers, and communities, and to this work! We hope that this work will be both rewarding and transformative.

Sincerely,

A handwritten signature in cursive script that reads "Anissa Listak".

Anissa Listak
Founder & CEO, NCTR



About NCTR

Mission

NCTR advances a network of high-performing residency programs dedicated to preparing highly effective teachers that will transform educational practices nationwide.

Vision

Access to a quality teacher is a right for all children.

NCTR Overview

Launched in 2007, NCTR is the only organization in the nation dedicated to developing, supporting, and accelerating the impact of teacher residency programs. NCTR partners with school districts, charter management organizations, institutions of higher education, not-for-profits, and states to develop teacher residency programs as quality pipelines of effective and diverse new teachers.

NCTR currently partners with 36 existing and emerging teacher residency programs that support 50 high-need districts in 17 states. Data from the NCTR Network indicates that the residency model increases student achievement; prepares teachers for the rigors of high need schools; increases teacher retention (average three-year retention rate of 83%); generates high principal satisfaction rates; and increases the diversity of the local teacher corps.²

² *National Center for Teacher Residencies: Our Impact, 2019.*



Core Values

Preamble: NCTR is transforming teacher preparation nationwide to ensure all children have access to an effective teacher. Our core values reflect who we are as an organization and how we work with our clients and our community.

Solutions Oriented: We seek thoughtful and innovative solutions, embrace creativity, and pursue excellence.

Continuous Learning: We challenge ourselves, revisiting and expanding our thinking, learning from the field and each other, rewarding curiosity and acting with integrity.

Data Driven: We use data to understand the root cause of issues, implementing solutions that will have the greatest impact.

Diversity, Equity & Inclusion: We invite a diverse set of backgrounds, experiences and perspectives to the table, honor individual strengths, and build an inclusive environment committed to providing equitable opportunities for all.

Collaboration: We build strong relationships, thoughtfully collaborating in an assets-based way and having courageous conversations.

The Residency Model

Teacher residencies are the most comprehensive model of teacher preparation in the nation. Residencies play an important role in supporting district human capital strategies by creating a pathway that responds directly to the hiring needs of school districts. In addition, residencies provide career advancement for experienced teachers to act as mentors, while developing highly effective new teachers that are capable of impacting student achievement from the moment they enter the classroom as a teacher of record.

NCTR's residency model blends a rigorous full-year classroom apprenticeship for pre-service teachers with a carefully aligned sequence of academic coursework, either through an institution of higher education or other certification provider. Teacher residents experience extensive opportunities to learn how to teach by working alongside a mentor teacher in the district in which he/she will eventually work. Coursework is tailored to district context, with residents learning the district's core instructional initiatives and curriculum during the training year. Teacher residency programs typically require that candidates commit to teach for a minimum of three years, and often four years.



Programming and Services Overview

NCTR's programming and services build upon its research-based *Standards for Effective Residency Programs*³, which define the design and implementation targets of high performing programs, and identify the benchmarks for program development. NCTR programming and services are offered to emerging and existing teacher residency programs.

Strategic Consulting Services

All NCTR's consulting services capitalize on the knowledge gained from years of developing effective, clinically-rich residency programs that prepare teachers committed to improving student achievement in high-need, urban schools. Emerging residencies can participate in NCTR's Residency Foundations, New Site Development Program (NSD), or targeted support services.

NCTR Network

Since 2007, NCTR has offered all Network partners access to high quality and relevant programming designed to strengthen and innovate their programs. NCTR offers its partners a tiered approach to Network programming to accelerate program impact and scale. Partners engage in results-focused, data-driven programming designed to achieve measurable, and shared, outcomes.

Policy and Advocacy

NCTR has a robust "Practice to Policy" agenda to build the movement around teacher residencies and highlight the core elements and data-driven best practices of high performing residency programs. NCTR works to (1) identify core policy issues that impact the field of teacher preparation; (2) coalition-build to impact policy and bring systemic change in teacher preparation; and (3) disseminate research on key findings and promote best practices from teacher residencies to the broader field of teacher preparation.

Research and Evaluation

NCTR's Research and Evaluation department focuses on the identification and dissemination of best and promising practices from teacher residencies. Recent publications include, *Building Effective Teacher Residencies* and *Clinically Oriented Teacher Preparation*, and capture the most effective components of the residency model and other kinds of clinical teacher preparation.

³ NCTR Standards identify, define, and describe the specific program competencies that are essential for a high-quality program.



Strategic Consulting: New Site Development

Partnership Expectations

A partnership with NCTR is a unique opportunity to develop a high performing teacher residency program. Programming is both virtual and in-person, and tackles the development of the core elements required to prepare effective teachers, in service to local district needs. NCTR offers individual support, as well as an innovative cohort-based experiences. NCTR partnership expectations are articulated below.

Partner Commitments

- A. Develop a teacher residency program consistent with NCTR's Standards for Effective Residencies, and producing effective teachers and mentors for its district/CMO collaborators that serve direct district/CMO need
- B. Appoint or allocate a Program Director or similar leadership position prior to the second institute led by NCTR, and using good faith efforts to fill the Program Director position should it become vacant during the NSDP
- C. Assemble a core planning team, led by the Program Director and with representation from all residency program partners (university, district, etc.), which will design and plan the residency program
- D. Use good faith efforts to ensure attendance of the core planning team at all site visits and institutes led by NCTR, and other staff, if applicable
- E. Schedule and participate in bi-weekly calls with NCTR, as appropriate
- F. Meet or exceed all of the residency program development requirements
- G. Fully participate in the formative and summative assessments and program evaluation
- H. Allow NCTR to share partner materials or resources with other NCTR partner programs, excluding student data and financial data
- I. Participate in the development of a virtual professional learning community to codify and disseminate best practices from emerging residencies; contribute to a highly curated video library, including examples of resident/mentor co-teaching, mentor training, induction coaching, institutes and site visits, and mentor-resident meetings to examine student work and assess student data, and integrated coursework



NCTR Commitments

- A. Organize and lead guided learning experiences for individual programs and as a cohort
- B. Provide strategies, program guidance, curriculum, and resources to programs in a timely way
- C. Provide partner a customized cloud-based portal from which it can access content, utilize data collection and visualization tools, communicate with NCTR and peer participants, and find other shared knowledge and resources to strengthen program design and implementation
- D. Provide continuous improvement assessments to evaluate program design, implementation, and impact against a set of outcomes and indicators
- E. Offer programming aligned with NCTR Standards
- F. Use research and data to support state and national public policy advocacy efforts aimed at driving the sustainability and expansion of the teacher residency model



Strategic Consulting Services

Strategic Consulting Services build upon NCTR's research-based *Standards for Effective Residency Programs*, which define the design and implementation targets of high performing residency programs, and identify the benchmarks for program development. While Residency Foundations⁴ has a variable timeline in line with partners' needs, other programming consists of a one- or two-year engagement.

Programming consists of:

- I. **Institutes:** Institutes provide a structured series of multi-day sessions that engage participants to analyze, design, and execute on the core components of a high-quality residency or other clinically-oriented teacher preparation program. The institutes utilize a conference-type setting whereby NCTR delivers its standards-aligned programming, providing real-time support to partners. Throughout the institutes, programs will delve deeply into partnership development and sustainability, teacher candidate and teacher educator recruitment and selection, and the integration of theory and practice in a clinical model.
- II. **Demonstration Site Visit:** Participating partner staff visit an NCTR partner program, where they observe residents and mentor teachers and engage in roundtable discussions focused on best practices and lessons learned.
- III. **Ongoing Supports/Virtual Consultation:** NCTR provides data-based support linked to the institutes by addressing the specific design needs of each program as they execute on the core components of a teacher residency/clinical preparation model. Multiple assessment and evaluation measures are implemented across the program to assess impact and continuous improvement, and provide participants with real-time feedback on program progress.

Throughout Strategic Consulting programming, NCTR utilizes a “gateway system” to ensure the high-quality development of each participating program. Gateways are designed to provide formal checkpoints for NCTR to evaluate a program's progress. Each gateway is a research-based multiple measure performance assessment that requires sites to submit program data and deliverables. NCTR leads conduct a thorough analysis of program data and deliverables and convene program leadership to provide formal feedback and improvement strategies.

⁴ The Residency Foundations Program is designed to support programs as they assess residency program alignment with the human capital ecosystem of the district, identify high-quality teacher preparation partners, and ensure that all parties clearly understand their roles and responsibilities.



New Site Development Program Scope and Sequence

Year 1 Programming

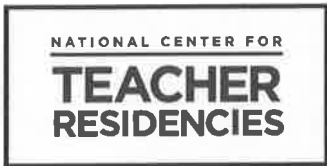
Year One services focus on developing an innovative and impactful teacher residency program in service to local districts.

Welcome Webinar	Overview of NCTR and New Site Development Program (NSDP)
Duration	Webinar in August 2019
Location	Virtual
Required Team	Residency Design Team
Overview of Institute	This webinar provides a comprehensive overview of NCTR’s role, the role of the partner, and the support that will be given throughout the NSDP.

Institute I	Program Vision, Partnership, and Assessments/Evaluation
Duration	1-2 days in September 2019
Location	Onsite with Program
Recommended Team	Program Director, Residency Partners, and Local Stakeholders
Overview of Institute	Participants launch their program design and development efforts locally, articulate the value proposition of the residency, and develop a shared mission and vision. Participants will create the program management structures needed to facilitate the design and delivery of an effective residency program.

Institute II	Effective Residents, Mentors, and Training Sites
Duration	1-2 days in October 2019
Location	California
Recommended Team	Program Director, Residency Design Team
Overview of Institute	Participants develop an integrated resident, mentor, and training site recruitment and selection plan that aligns to district needs and goals. Participants identify innovative strategies to attract a large pool of highly skilled and diverse mentors and residents for hard-to-staff schools and in subject areas where teachers are in short supply.

Institute III	Demo Site Visit: Core Components of the Residency Model
Duration	2 days in November 2019
Location	Model Residency Program (exact location TBD)
Recommended Team	Program Director, Residency Design Team



Overview of Institute	Participants engage in a variety of site- and classroom-based learning experiences at a model residency program. This includes classroom observations, presentations, panels, and roundtable discussions. Participants analyze the structure and content of an effective residency program, with particular attention paid to the clinical components of the residency model that are most instrumental in driving new teacher effectiveness.
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Institute IV	Residency Year Curriculum
Duration	2 days in January 2020
Location	Chicago, IL
Recommended Team	Program Director, Residency Design Team
Overview of Institute	Participants learn about the close integration of theory and practice characteristic of residency programs, as well as the content, pedagogy, and sequence of a high-quality curriculum. Mapping backwards from the local teacher effectiveness framework, participants develop a competency-based teacher preparation program that supports the development of highly effective teachers of record. Hallmarks include: resident priority practices, assessment gateways, tight alignment of course work and clinical experience within the gradual release, and development and evaluation of teacher educators.

Institute V	Program Launch
Duration	1-2 days in April-May 2020
Location	Onsite with Program
Recommended Team	Program Director, Residency Partners, and Local Stakeholders
Description of Institute	NCTR staff conducts a comprehensive Program Inventory using data to identify successes and challenges with program design and development efforts to date, and to ensure that key design components are in place for a successful program launch.



Continuous Improvement: Assessment and Evaluation Supports

NCTR is deeply committed to ensuring the quality and effectiveness of new sites launched through our New Site Development Program. We have developed evaluation tools and supports that assess the capacity of a site to launch and sustain an effective residency program. As a continuous learning organization, we gather and use ongoing feedback from sites to inform the improvement of our strategic consulting services. Please find an overview of the assessment and evaluation supports below.

Assessment/ Evaluation	Description
I. Performance Gateways	NCTR has designed performance gateways, as formal checkpoints, to evaluate a program's progress. Each gateway will include a thorough analysis of a program's data and deliverables. At each of the gateways, NCTR will meet with the Program Director and/ or Design Team to provide formal feedback.
II. Program Inventory	At the conclusion of each year of programming, NCTR staff will collaborate with programs to conduct a comprehensive program inventory to ensure that key design components are in place for a successful launch and determine entry into NCTR's Network. The Program Inventory includes a summative analysis report of design deliverables and gateways to date
III. Institute and Strategic Consulting Surveys	As a learning organization, NCTR continually seeks to gather data to improve strategic consulting services. At the conclusion of each of the institutes, programs are asked to provide formal feedback to NCTR. Programs will also be asked annually to evaluate the overall effectiveness of strategic consulting support they receive from NCTR.
IV. Network Readiness Assessment	If sites participate fully in NCTR programming/ consulting, meet NCTR's standards, and pass through performance gateways, they will become partners of the NCTR Network.

Contracts and Finance

NCTR's Contracts and Finances processes are overseen by Jenna Caldwell, Director of Talent and Operations, jcaldwell@nctresidencies.org and Chris Lozier, Chief Operating Officer, clozier@nctresidencies.org. Jenna Caldwell will initiate contact with the main Contracts and Finance liaison that your team has identified in order to begin the contracts and invoicing process. Your lead consultant will be included on these communications throughout the duration of the partnership.



Systems and Technology

NCTR Teacher Preparation Portal

Throughout your engagement with NCTR, your program will have access to NCTR's Teacher Preparation Portal (TPP). The TPP is a one stop source for your program's communications and programming. Through the TPP, your staff will:

- Access NCTR programming including Institutes, webinars, virtual working groups, and 1:1 consulting
- Participate in blended learning curriculum modules that include pre and post Institute best practice videos, exemplars from the field, and engagement activities
- Utilize NCTR's suite of sophisticated tools and technologies to support data analytics
- Collaborate and learn from other clinically oriented teacher preparation programs from across the country

Virtual Learning and Consulting Programs

Over the course of your partnership, you may engage with your NCTR leads using several different types of virtual learning and consulting programs. They are:

Zoom: Virtual learning platform that we will primarily use for cohort webinars like e-orientation and/or Residency Foundations. Zoom includes breakout rooms and the ability to record sessions.

Google Hangouts: Virtual platform that we may occasionally use at partner's request for video and audio conferencing.



Appendices

- I. NCTR Standards for Effective Residencies
- II. NCTR Contacts
- III. Glossary of Terms



Appendix I
NCTR Standards for Effective Teacher Residencies

Annually, NCTR revises its standards to incorporate best practices and learnings from the field of teacher residencies and teacher education. The *Standards for Effective Residences* are guideposts for the development of high performing programs that prepare and retain effective teachers. All of NCTR’s technical assistance and programming is mapped to and from these standards.

COMPETENCY AREA I: PARTNERSHIP & PROGRAM SUSTAINABILITY	
STANDARD 1 Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers.	
GOALS	INDICATORS
Goal 1 Program prepares teachers in direct response to student and district needs.	A. Program uses district, state, and other data to identify and address teacher quality needs and shortage areas (i.e., subjects, grade levels, teacher diversity). B. Program partners have the capacity to meet district hiring needs. C. Program is explicitly integrated into district and university strategic plans.
Goal 2 Program develops a strategic and sustainable revenue and cost model, with clear financial commitments from each partner.	A. Program costs include the resources and personnel required for effective implementation. B. Program revenue includes multiple and diverse funding sources.
STANDARD 2 Residency programs are designed to achieve program impact and sustainability goals.	
GOALS	INDICATORS
Goal 1 Program partners develop and	A. Program has a governance structure that articulates specific roles, responsibilities, systems, structures,

<p>implement a shared vision.</p>	<p>and decision-making processes across all partners.</p> <p>B. Program collaboratively develops impact and sustainability goals.</p> <p>C. Partners commit to continuous evaluation of program impact and sustainability goals.</p>
<p>Goal 2 Program employs a design and management structure to achieve goals.</p>	<p>A. Program staff is hired and organized to address the design and implementation needs of the residency program.</p> <p>B. Partners guarantee access and support to/from leadership at different levels of all engaged organizations.</p> <p>C. Partners commit the necessary resources to operationalize the program (personnel, financial, other).</p>

STANDARD 3
Residency programs are continuous learning organizations that use data to drive improvement.

GOALS	INDICATORS
<p>Goal 1 Program establishes clear targets and metrics for measuring program impact and sustainability.</p>	<p>A. Program implementation and progress toward goals are monitored through a data collection and management system.</p> <p>B. Program annually reports impact data to all stakeholders and constituents.</p> <p>C. Program annually evaluates targets and metrics and makes necessary revisions.</p>
<p>Goal 2 Program uses data to improve resident, graduate, and teacher educator effectiveness.</p>	<p>A. Program utilizes a multiple measures approach to assess resident, teacher educator, and graduate effectiveness.</p> <p>B. Program engages multiple stakeholders in data collection, sharing, mining, analyzing, and reporting.</p>

COMPETENCY AREA II:

RECRUITMENT AND SELECTION	
STANDARD 1 Residency program training sites promote a culture of learning, achievement, and growth for residents, teachers, and students.	
GOALS	INDICATORS
Goal 1 Program recruits, selects and retains training sites.	<ul style="list-style-type: none"> A. Program recruits, selects, and retains training sites aligned to program impact and sustainability goals. B. Program clearly defines roles, responsibilities, and allocation of resources for training sites.
STANDARD 2 Residents learn from and with teacher educators who demonstrate the knowledge, skills, and strategies of effective teachers, coaches, and instructional leaders.	
GOALS	INDICATORS
Goal 1 Program recruits, selects and retains teacher educators.	<ul style="list-style-type: none"> A. Program develops ongoing recruitment effort that targets teacher educators with a track record of positively impacting student achievement. B. Program clearly defines roles, responsibilities, and compensation for teacher educators. C. Program develops and utilizes teacher educator selection criteria aligned to program impact goals.
STANDARD 3 Residents demonstrate the competencies and knowledge requisite for entry into a teacher residency program.	
GOALS	INDICATORS
Goal 1 Program recruits, selects and retains residents to address identified district needs.	<ul style="list-style-type: none"> A. Program develops ongoing recruitment effort that attracts teacher candidates with deep content knowledge and a commitment to teaching high need students. B. Program develops clearly defined roles, responsibilities, and financial package for residents.

	C. Program develops and utilizes research-based resident selection criteria that are aligned to program impact goals.
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**COMPETENCY AREA III:
RESIDENCY YEAR EXPERIENCE**

STANDARD 1
Residency programs prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
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<p>Goal 1 Residents learn the competencies of an effective teacher.</p>	<ul style="list-style-type: none"> A. Program determines the competencies of an effective teacher. B. Program develops and provides residents with integrated clinical experiences and coursework. C. Program develops and provides residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
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<p>Goal 2 Program improves resident effectiveness.</p>	<ul style="list-style-type: none"> A. Program builds and implements performance benchmarks to assess resident effectiveness. B. Program provides residents with feedback on development and competence.
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STANDARD 2
Teacher educators prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
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<p>Goal 1 Teacher educators guide residents to develop the competencies of an effective teacher.</p>	<ul style="list-style-type: none"> A. Program determines the competencies of an effective teacher educator. B. Program pairs residents with effective teacher educators in a clinical setting, full-time, for one academic year. C. Teacher educators provide residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
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<p>Goal 2 Program collects and uses data to improve teacher educator effectiveness.</p>	<ul style="list-style-type: none"> A. Program builds and implements performance benchmarks to assess teacher educator development and competence. B. Program provides teacher educators with consistent feedback on development and competence, and targeted training. C. Program shares and analyzes teacher educator and resident data with all stakeholders to improve program design and implementation.
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**COMPETENCY AREA IV:
GRADUATE IMPACT**

STANDARD 1
Residency program provides graduates support in job placement, induction, and practice improvement either through direct support or a professional peer network.

GOALS	INDICATORS
<p>Goal 1 Program graduates improve student achievement.</p>	<ul style="list-style-type: none"> A. Program creates and implements a graduate hiring strategy aligned to district needs. B. Program graduates are hired and retained as teachers of record in district-identified high need schools or positions. C. Program utilizes graduate effectiveness data to provide ongoing and differentiated feedback and professional development to program graduates. D. Program develops and maintains a robust alumni network among graduates.

STANDARD 2
Residency programs provide graduates with professional growth support and encouragement to multiply their impact.

GOALS	INDICATORS
<p>Goal 1 Program graduates are teacher</p>	<ul style="list-style-type: none"> A. Program provides opportunities for graduates to become trained as teacher educators.

<p>leaders in the district.</p>	<p>B. Program engages graduates in a robust alumni network to develop the skills required to take on other school-based leadership roles.</p>
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**Appendix III
NCTR Contacts**

First	Last	Role	Email
Tamara	Azar	Chief External Relations Officer	tazar@nctrresidencies.org
Rosemary	Baker	Associate Program Director	rbaker@nctrresidencies.org
Shannon	Black	Program Director	sblack@nctrresidencies.org
Christine	Brennan Davis	Program Director	cbrennandavis@nctrresidencies.org
Jenna	Caldwell	Director of Talent and Operations	jcaldwell@nctrresidencies.org
Sarah	Cohen	Associate Program Director	scohen@nctrresidencies.org
Kent	Fischer	Director of Communication	kfischer@nctrresidencies.org
Keilani	Goggins	Associate Director	kgoggins@nctrresidencies.org
Tabitha	Grossman	Director of Development and Partnership	tgrossman@nctrresidencies.org
Jessica	Heard	Chief of Equity and Inclusion	jheard@nctrresidencies.org
Emily	Herrick	Program Director	eherrick@nctrresidencies.org
Erica	Hines	Associate Director	ehines@nctrresidencies.org
Sudipti	Kumar	Program Director	skumar@nctrresidencies.org
Lourdes	Lafon	Associate Director of Operations	lreyes@nctrresidencies.org
Anissa	Listak	Founder and Chief Executive Officer	alistak@nctrresidencies.org
Chris	Lozier	Chief Operating Officer	clozier@nctrresidencies.org
Anne	Matz	Program Director	amatz@nctrresidencies.org
Jill	Harvieux Pitner	Chief Innovation Officer	jpitner@nctrresidencies.org
Carrie	Scheib	Director of Data and Impact	cscheib@nctrresidencies.org
Wayne	Shen	Associate Director of Operations and Finance	wshen@nctrresidencies.org



Appendix IV Glossary

CMO: Charter Management Organization, a non-profit entity that manages two or more charter schools.

Clinically-Oriented Teacher Preparation: One of the key components that define a residency program. Intensive pre-service preparation focused on student needs – residents’ yearlong, school-based preparation experience. Typically, residents begin coursework in the summer months, then are paired with a mentor and in schools before the first day of student classes begins. The apprenticeship is key to exposing new teachers to the ebb and flow of the school year, understanding the standards and expectations for student learning, forming personal relationships with students and families, and experiencing the year as it naturally unfolds. There is a gradual release of responsibility that details how a resident takes on increasing amounts of responsibility for leading the classroom, from planning an activity, to designing a lesson, to leading instruction and assessing student learning. Throughout the year, residents experience a cycle of learning a skill, practicing, and receiving feedback and coaching before practicing again.

High-Need: The term high-need (which may be in reference to schools, students, or subject areas) is based on the partner district-defined definition of “high-need.” The district’s metrics in identifying high-need schools or students should be used as a point of reference when answering questions that include this term.

IHE: Institution of Higher Education (e.g., colleges, universities, etc.).

Mentors: experienced teachers who work with the Residents in their classroom on a daily basis.

- **Course Instructors** teach courses in the Residency curriculum.
- **Resident Coaches** are experienced professionals who provide ongoing support to Residents in the form of resident observations/debriefs.

It is highly possible that a staff member may span more than one of these classifications. For example, a resident coach may also be a course instructor. Text boxes exist throughout the NCTR Diagnostic so that you can explain these program-specific distinctions and nuances.

Partner Schools: Unless otherwise specified, the term "partner school" denotes training sites - where residents learn - and hiring sites - where they teach as full teachers of record. At times, a question may pertain to a particular partner school "type", specified in the question text.

Perception Data: Unless otherwise specified, the term perception data denotes qualitative feedback provided by a stakeholder in the form of surveys, focus groups, or interviews.

Program Development Plan: The Program Development Plan (PDP) will act as a work plan that articulates where and how programs would like to improve by setting annual program goal(s), determining the supports needed to reach those goals, and identifying the measures that will be used to assess progress towards meeting the goals.



Program Gateway: Program Gateways ensure the high-quality development of each participating program. Gateways are designed to provide formal checkpoints for NCTR to evaluate a program’s progress. Each gateway is a research-based multiple measure performance assessment that requires sites to submit program data and deliverables. NCTR consultants conduct a thorough analysis of program data and deliverables and convene program leadership to provide formal feedback and improvement strategies.

Program Partners: “Program partners” refers to the entities that have come together to start, manage, and lead the Residency Program. In general, partners usually include the program itself, the school district, and the degree-granting university.

Resident: Aspiring teacher-in-training, who works in the classroom with his or her mentor, gradually moving from an observational role to a lead teaching role; completes undergraduate or master’s level coursework; and is generally evaluated through course grades, performance-based assessments, and projects based on a combination of research and experience in the classroom.

Resident Gateway: Programs’ assessment system of residents’ progress and classroom readiness, that is comprised of an integrated set of evaluations. Key decisions about residents’ progress and successful completion of program requirements are based upon multiple performance-based measures that are grounded in professional teaching standards and domains of professional practice.

Scaling: Programs engage in defining what scale means at what pace it moves within their contexts. For example, some programs focus exclusively on significantly increasing the number of residents trained; others will more incrementally increase the number of residents trained and instead broaden program impact by expanding the number of teachers placed in a particular school building; still others may choose to expand the number and types of partners with whom they work, or content areas and grade levels served.

Student Learning Outcomes: Student Learning Outcomes is used to describe student achievement data at the classroom, school, and/or district level.

Teacher Educators: The term teacher educator refers to PREK-12 mentors, program coaches, and course instructors/faculty who work with residents.



Teacher Effectiveness: A combined set of dimensions measured by various teaching licensure systems and identified by the research base, which include teacher knowledge of teaching and learning, subject matter knowledge, and experience.⁵

⁵National Council for Accreditation of Teacher Education (NCATE) (2017). Retrieved June 26, 2017: <http://www.ncate.org/Public/ResearchReports/TeacherPreparationResearch/WhatMakesaTeacherEffective/tabid/361/Default.aspx#anc1>.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: November 13, 2019

Agenda Section: Section C: Consent Agenda

Approval of Mathematics Manager Job Description (Vaca)

The attached Mathematics Manager Job Description is presented for the Board's consideration and approval. This new position will be under the direction of the Assistant Superintendent of Educational Services. The essential function of the position within the organization is to provide professional leadership, consultation and support of the District's mathematics education to teachers in assigned grade levels to ensure the provision of effective classroom instruction.

FISCAL IMPACT:

Salary will be between \$105,919- \$125,838; 60% from Title I and 40% from the Low Performing Students Block Grant.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources & Support Services, that the Board of Trustees approve the Mathematics Manager Job Description, as presented.

ADDITIONAL MATERIALS:

Attached: [Manager Mathematics jd 10.23.19 \(three pages\)](#)

HUMAN RESOURCES & SUPPORT SERVICES

Title: **Manager, Mathematics**

- Qualifications:**
1. Bachelor's Degree
 2. A valid and appropriate Administrative Services Credential or an appropriate Supervision Credential in compliance with the provisions of *Administrative Code 80125-80127*, and *Education Code 44270*.
 3. CLAD Authorization
 4. A minimum of 5 years of successful, full-time public school teaching experience or pupil personnel work experience, or a combination of teaching and pupil personnel work experience equal to five years.
 5. Math Credential or Supplemental Math Authorization
 6. Possess the following personal qualities:
 - a. ability to meet district standards for physical and mental health
 - b. evidence of good moral character
 - c. satisfactory recommendations from training supervisors or other professionals who have observed the candidate's personal characteristics, scholastic achievement and job-related performanceThe ability to:
 - d. serve diverse needs
 - e. provide effective instructional leadership to support and guide teacher instruction and student learning
 - f. lead and design quality, inclusive teaching and learning programs
 - g. analyze data to improve teachers' instruction and students' learning
 - h. build capacity and manage the performance of individuals and teams.
 - i. Work collaboratively and foster teamwork
 - j. provide professional development
 - k. use outstanding interpersonal communication skills to build and support a positive culture
 - l. plan and manage resources effectively and equitably to support teaching and learning
 - m. build relationships and engage students, staff, and parents
 - n. meet schedules and timelines
 - o. utilize instructional technology effectively
 - p. coach teachers and receive direction from supervisor
 7. Such alternatives to the above qualifications, as the District may find appropriate and acceptable.

Reports to: Assistant Superintendent, Educational Services

Job Goal: Under the direction of the Assistant Superintendent of Educational Services, the essential function of the position within the organization is to provide professional leadership, consultation and support of the District's mathematics education to teachers in assigned grade levels to ensure the provision of effective classroom instruction. The position is responsible for supporting teachers and administrators in meeting identified goals in math education programs, assisting schools in obtaining necessary classroom materials and other resources, assisting in the development and implementation of special programs and services as assigned, and performing related professional and administrative duties as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.

Performance Responsibilities:

Essential functions may include, but are not limited to the following:

- Works closely with the Educational Services Directors and school site Principal in planning, implementing, and supporting the District and school site's mission and vision for the purpose of creating a culture that supports mathematics academic achievement for all students
- Assess the use of assigned District math curricular programs and materials for the purpose of evaluating program effectiveness
- Assists Educational Services Department and site administrators in understanding and utilizing student assessment data for the purpose of enhancing student academic achievement and meeting state, federal and district objectives.
- Assists the school leadership team in monitoring and guiding the implementation of actions and strategies included in the School Plan for Student Achievement for the purpose of assisting the school in meeting the identified goals
- Monitors and guides the delivery of instruction to all students including all subgroups for the purpose of helping schools make yearly progress
- Works with the District and school sites leadership teams for the purpose of developing and implementing a staff development plan that supports the professional development needs of the district
- Reviews and makes recommendations for changes as appropriate in District policies and procedures related to the math education program.
- Interprets the District's math education program and related policies to the general public.

- Provides testing support by working with teachers and administrators in analyzing test results, and conducting related meetings and workshops.
- Keeps abreast of developments in mathematics education curriculum and instruction, and provides leadership in determining their appropriateness for inclusion in the District's instructional program.

Knowledge of:

- Mathematics standards-based instruction, curriculum design, effective instructional strategies and techniques, multiple assessment tools and professional development delivery systems
- District, school site and program policies and procedures
- State and District curriculum requirements
- Rules and regulations of State and Federal Programs
- Effective instructional technology

Term of Employment:

The Manager, Mathematics shall work 261 duty days. The adopted work year, salary and benefit schedule will be found in the most current Certificated Management Compensation and Benefit Program.

Evaluation:

The evaluation and assessment of performance of the Manager, Mathematics will be conducted annually by the Assistant Superintendent, Educational Services in accordance with the provisions of *Education Code 44660-44665* and Oxnard School District Policy.

Equal Opportunity:

The Oxnard School District's Governing Board is committed to equal opportunity for all individuals in education and encourages applications for employment for all persons regardless of race, religious creed, age, medical condition, marital status, color, ancestry/citizenship, sexual orientation, national origin, political affiliation, physical or mental disability, pregnancy, childbirth or related medical condition, or sex (gender identity). The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities. The Oxnard School District encourages applications for employment from all persons regardless of race, religion, national origin, political affiliation, disability or sex.

Board Approved: October 23, 2019

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: November 13, 2019

Agenda Section: Section C: Consent Agenda

Approval of Change in Substitute Teacher Pay Rate (Vaca)

Over the past three years, we have experienced a significant shortage of substitutes that has directly affected our ability to cover teachers who are absent. In addition, it has limited our ability to offer professional development sessions and teacher collaboration at our sites. We are proposing to set the substitute pay rate at \$121.00 (per day), that would make us competitive with most surrounding districts. I have attached a substitute pay analysis for your reference.

FISCAL IMPACT:

\$100,000 from the General Fund.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees approve the proposed substitute pay rate at \$121.00/day.

ADDITIONAL MATERIALS:

Attached: [Sub pay analysis \(one page\)](#)

Substitute Pay Analysis

October 2019

Oxnard Plain District Comparison

Substitute Teacher Daily Rates

Hueneme - \$ 120.00/day

Ocean View - \$ 120.00/day

Oxnard - \$ 116.00/day

Oxnard UHSD - \$ 130.00/day

Pleasant Valley - \$ 125.00/day

Rio – \$ 120.00/day

Ventura - \$ 115.00/day

VCOE - \$ 120.00/day

Cost to split classes K-5 - \$270/day

Cost to cover classes 6-8 - \$337.50/day

The cost to the district to split/cover classes when no substitute is secured was over \$400,000 during the 2018-2019 school year.

Setting a rate at \$ 121.00/day would make us competitive with most surrounding districts. This should also result in more absences being covered by a substitute rather than split/covered by teachers.



Date: October 21, 2019
To: ✓ District Superintendents
From: Paula R. Driscoll, Executive Director
School Business and Advisory Services PR
Subject: 2019-20 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 2019-20. 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 2019-20

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 2019-20 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 2020.

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.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: November 13, 2019

Agenda Section: Section C: Consent Agenda

Establish/Abolish/Increase/Reduce Hours of Position (Nair-Villano)

Establish

a four and a half hour 180 day Campus Assistant position number 9769 to be established Harrington school. This position will be established to provide additional support.

a five hour and forty five minute 183 day Paraeducator III position number 9765 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 9776 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 9766 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 9763 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 9761 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 9764 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 9762 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 9768 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 9767 to be established in the Special Education department. This position will be established to provide additional support.

an eight hour 180 day Special Education Services Coordinator position number 9757 to be established in the Special Education department. This position will be established due to the reorganization of San Miguel.

an eight hour 180 day Special Education Services Coordinator position number 9756 to be established in the Special Education department. This position will be established due to the reorganization of San Miguel.

Abolish

an eight hour 180 day Family Liaison position number 8180 to be abolished in the Special Education department. This position will be abolished due to the lack of work caused from reorganization of San Miguel.

an eight hour 180 day Family Liaison position number 8150 to be abolished in the Special Education department. This position will be abolished due to the lack of work caused from reorganization of San Miguel.

a two hour 23 minute Paraeducator II position number 629 to be abolished in the Special Education department. This position will be abolished due to the lack of work.

a two hour 22 minute Paraeducator II position number 628 to be abolished in the Special Education department. This position will be abolished due to the lack of work.

Increase

a six hour 192 day Library Media Technician position number 2253 to be increased to 7 hours at Frank school. This position will be increased to provide additional support.

a five hour 183 day Paraeducator III position number 2750 to be increased to 5.75 hours in the Special Education department. This position will be increased to provide additional support.

FISCAL IMPACT:

FISCAL IMPACT:

Cost for Campus Assistant - \$17,756 General

Cost for Paraeducator III - \$29,425 Special Ed

Cost for 8 Paraeducator II's - \$232,840 Special Ed

Cost for 2 Special Education Services Coordinator's - \$138,042 Special Ed

Saving for 2 Family Liaison's - \$135,956 General

Cost for 2 Paraeducator II's - \$29,560 Special Ed

Cost for Library Media Technician - \$5,926 General

Cost for Paraeducator III - \$3,863 Special Ed

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 MATERIALS:

Attached:

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Jesus Vaca

Date of Meeting: November 13, 2019

Agenda Section: Section C: Consent Agenda

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:

Informational only.

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 MATERIALS:

Attached: [Personnel Actions Nov132019 \(three pages\)](#)

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

Donnelly, Briauna	Counselor	October 16, 2019
Barrera, Roberto	Substitute Teacher	2019/2020 School Year
Fernandez, Josiah	Substitute Teacher	2019/2020 School Year
Romero, Patricia	Substitute Teacher	2019/2020 School Year
Sperling, Laura	Substitute Teacher	2019/2020 School Year
Vaca, Anthony	Substitute Teacher	2019/2020 School Year

Leave of Absence

Usuki Trinh, Lauren	Teacher	11/13/19 – 12/20/19
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New Hire

Cervantes Godinez, Maria F	Paraeducator I, Position #7275 Elm 4.17 hrs./183 days	10/28/2019
Estrada, George M	Paraeducator II, Position #8966 Special Education 5.75 hrs./183 days	10/21/2019
Gutierrez, JuanCarlo	Paraeducator I, Position #7192 Rose Ave. 4.17 hrs./183 days	10/28/2019
Naranjo, Cristina	Paraeducator II, Position #7844 Pupil Services 5.75 hrs./183 days	10/21/2019
Lee, Alisha L	Paraeducator III, Position #9274 Special Education 5.75 hrs./183 days	10/28/2019
Ochoa, Priscilla R	Paraeducator III, Position #8542 Special Education 5.75 hrs./183 days	10/17/2019
Priskin, Melinda	Payroll Technician, Position #9175 Budget&Finance 8.0 hrs./246 days	10/14/2019
Pulido, Daniel M	Paraeducator III, Position #2683 Special Education 5.75 hrs./183 days	10/28/2019
Rios, Ruby N	Paraeducator II, Position #9202 Special Education 5.75 hrs./183 days	10/21/2019
Torres, Daniela	Paraeducator II, Position #5561 Special Education 5.75 hrs./183 days	10/01/2019
Tougas, Laura	Paraeducator III, Position #7902 Special Education 5.75 hrs./183 days	10/14/2019
Zendejas, Yvette M	Paraeducator I, Position #7170 Curren 3.17 hrs./183 days	10/22/2019

Limited Term

Quintana, Valerie	Campus Assistant (substitute)	10/12/2019
Fernandez, Maria G	Campus Assistant (substitute)	10/21/2019
Hernandez, Juan Jose	Custodian (substitute)	09/17/2019
Romero, Elias D.	Custodian (substitute)	09/26/2019

Exempt

Delgado, Jorge	AVID Tutor	10/22/2019
Sandoval, Stephanie	AVID Tutor	10/18/2019
Vargas, Gabriel	AVID Tutor	10/12/2019

Promotional

Flores, Guillermina M	Bus Driver, Position #1453 Transportation 6.0hrs./183 days Transportation Driver, Position #8705 Transportation 5.5 hrs./183 days	10/15/2019
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Increase in Hours

Gomez, Carol E	Library Media Technician, Position #2253 Frank 7.0 hrs./192 days	10/25/2019
Trejo, Leticia T	Library Media Technician, Position #2253 Frank 6.0 hrs./192 days Office Assistant II, Position #1983 Marshall 7.0 hrs./203 days Office Assistant II, Position #1983 Marshall 5.0 hrs./203 days	10/14/2019

Increase in Days

Hernandez, Maria D.	Office Assistant II, Position #475 Haydock 8.0 hrs./203 days Office Assistant II, Position #475 Haydock 8.0 hrs./192 days	10/16/2019
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Transfer

Reyes, Juan C	Custodian, Position #632 Lemonwood 8.0 hrs./246 days Custodian, Position #6448 Driffill 4.0 hrs./246 days	11/4/2019
Romero, Sandra	Campus Assistant, Position #8515 Harrington 5.5 hrs./180 days Campus Assistant, Position #3064 Harrington 4.0 hrs./180 days	11/01/2019
Salazar, Alex D	Campus Assistant, Position #8507 Marshall 5.5 hrs./180 days Campus Assistant, Position #6548 Ramona 5.75 hrs./180 days	11/04/2019

Resignation

Murcia, Elsy A	Paraeducator III, Position #2857	10/25/2019
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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 13, 2019

Agenda Section: Section C: Enrichment Agreement

Approval of Agreement #19-151 – GEMAS Consulting (DeGenna/Batista)

GEMAS Consulting will provide a 90 minute presentation titled "La Sabiduria de los Padres/The Wisdom of Parents", at the DELAC meeting to be held in December 2019.

FISCAL IMPACT:

\$1,540.00 – General Fund

RECOMMENDATION:

It is the recommendation of the Director, English Learner Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #19-151 with GEMAS Consulting.

ADDITIONAL MATERIALS:

Attached: [Agreement #19-151 - GEMAS Consulting \(5 Pages\)](#)
[Certificate of Insurance \(1 Page\)](#)

GEMAS Consulting

2112 Hillhaven Drive
Brea, CA 92821

Independent Consultant Agreement

This Agreement made this 13th day of November, 2019, by and between OXNARD SCHOOL DISTRICT (“District”) and Elizabeth Jimenez (“Contractor”) having a principal place of business at 2112 Hillhaven Drive, Brea, CA 92821.

It is mutually agreed between the parties as follows:

1. SCOPE OF WORK

Contractor will perform services for District (“Services”) as mutually agreed upon by the District and the Consultant. All such services will be within the scope of English Learner Program.

2. COMPENSATION AND PAYMENT

- A. District shall pay Contractor a total of \$1,540, which represents a fee of \$1,280 and purchase 40 copies of the book, LALO, ISBN: 978-0-9843640-1-5 priced \$6.50 each for a total of \$260 plus sales tax, no shipping charge.
- B. Contractor shall be responsible for all costs and expenses incident to the performance of Services, including but not limited to, all costs of equipment provided by Contractor, fees, fines, licenses, bonds or taxes required of or imposed against Contractor and all other Contractor’s costs of doing business.

3. INSTRUMENTALITIES

Contractor shall supply all equipment, tools, materials and supplies to accomplish the Services to be performed except as follows: District to provide duplication of materials as needed and LCD projector.

4. NO UNLAWFUL DISCRIMINATION

Neither the District nor the Contractor shall discriminate against any person because of race, religion, color, national origin, ancestry, physical or mental disability, medical condition, marital status, age, sex or sexual orientation. This prohibition against unlawful discrimination extends to any person who is perceived to have any of the above

characteristics or who is associated with someone who has, or who is perceived to have, any of these characteristics.

5. CONFIDENTIALITY

Contractor shall comply with all laws, regulations, and professional standards pertaining to the confidentiality of District employment and student records and information which Contractor may have access to in the course of performing Services for District.

6. NOTICES

Any notices herein provided to be given by either party shall be deemed to have been fully given when made in writing and served either personally or seventy-two (72) hours after the deposit thereof in the United States mail, postage prepaid and addressed as follows:

District:

Oxnard School District

Attn: English Learner Services/Dr. Marlene Batista

1051 S A St, Oxnard, CA 93030

Contractor:

Elizabeth Jimenez

2112 Hillhaven Drive

Brea, CA 92821

(909) 489-4466

execjimenez@aol.com

The address to which the notices are to be sent may be changed by either party advising the other in writing of such change.

7. TERM AND TERMINATION

The term of this Agreement shall be for a period commencing on December 12, 2019 and ending June 1, 2020 unless terminated sooner.

It is specifically agreed that this Agreement may be terminated early by either party without cause or legal excuse by providing Notice pursuant to Paragraph 6, above.

8 ENTIRE AGREEMENT AND MODIFICATION

Notwithstanding any of the provisions of this Agreement, this writing contains the entire agreement between the parties hereto, and there are no other agreements or understandings written or oral. This Agreement may not be changed or modified except in writing and signed by the parties hereto.

9 FINGERPRINT CLEARANCE

Contractor will have no un-supervised contact with District's pupils younger than 18 years of age. No fingerprinting will be required.

10. WORK PRODUCT

District shall become the owner of and entitled to exclusive possession of all records and documents of any kind produced by Contractor within the scope of Services performed pursuant to this agreement. No other uses thereof will be permitted except by permission of District.

11. COPIES OF AGREEMENT

This Agreement may be executed in counterparts, each of which shall be deemed a duplicate original.

12. INDEPENDENT CONTRACTOR STATUS

This Agreement is by and between an independent contractor and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association. Contractor will determine the method, details, and means of performing the Services and accomplishing Contractor's services.

13. EXCLUSION OF BENEFITS

Contractor understands and agrees that Contractor and all of Contractor's employees shall not be considered officers, employees, or agents of the District, and are not entitled to benefits of any kind or nature normally provided to employees of the District, including but not limited to, State Unemployment Compensation Insurance or Workers' Compensation. Contractor shall assume full responsibility for payment of all federal state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

14. INDEMNIFICATION

Contractor shall defend, save harmless and indemnify the District and its agents and employees from all liabilities and claims for damages for death, sickness or injury to persons or property, including without limitation, all consequential damages and attorney's fees, from any cause whatsoever arising from or connected with the operations or the services of the Contractor hereunder, whether or not there is concurrent passive negligence on the part of District, its officers, agents, or employees, except for liabilities arising from the sole negligence or willful misconduct of District. This indemnity shall not be limited by insurance requirements or by any other provision of this Agreement.

However, notwithstanding the above, in its sole discretion, the District may participate in the defense of any claim, action or proceeding brought against it utilizing legal counsel of its choice; however, such participation shall not relieve the Contractor of any obligation imposed pursuant to this Agreement. The Contractor shall cooperate fully with the District in the defense of any and all claims.

15. INSURANCE

Contractor, at Contractor's own cost and expense, shall maintain comprehensive general and auto liability insurance with limits of not less than FIVE HUNDRED THOUSAND (\$500,000) combined single limit, bodily injury and property damage liability per occurrence.

16. ASSIGNMENT

Contractor may not assign or transfer any interest in this Agreement without the prior written consent of District.

17. INVALID PROVISION

Should any provision of this Agreement for any reason be declared invalid, void, or unenforceable by a court of competent jurisdiction, the validity and binding effect of any remaining portions shall not be affected and the remaining portions of this Agreement shall remain in full force and effect as if this Agreement had been executed with said provision eliminated.

18. GOVERNING LAW

This Agreement and the rights and obligations hereunder shall be governed by and construed and interpreted in all respects in accordance with the laws of the State of California.

IN WITNESS THEREOF, the parties on the day and year written have affixed their signatures hereto.

Oxnard School District

By _____

Print Name: Lisa A. Franz

Title: Director, Purchasing

Date: _____

Contractor

By _____

Print Name: Elizabeth Jimenez

Title: English Learner Consultant

Date: October 23, 2019

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Approval of Field Contract #FC-P20-02057– VenTerra Environmental Inc. (Penanhoat/De Leon)

Proposals were solicited for Field Contract #FC-P20-02057, Environmental Services for the Transportation Department, pursuant to the Uniform Public Construction Cost Accounting Act. Two (2) proposals were received on Thursday, October 24, 2019.

It is requested that the Board of Trustees approve the award of Field Contract #FC-P20-02057 to the lowest responsible bidder, VenTerra Environmental Inc., in the amount of \$9,958.00. The project will be funded through Routine/Restricted Maintenance Funds.

FISCAL IMPACT:

\$9,958.00 - Routine/Restricted Maintenance Funds

RECOMMENDATION:

It is the recommendation of the Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve the award of Field Contract #FC-P20-02057 to VenTerra Environmental Inc., in the amount of \$9,958.00.

ADDITIONAL MATERIALS:

Attached: [Field Contract #P20-02057 - VenTerra Environmental Inc. \(4 Pages\)](#)

MUST BE TYPEWRITTEN
 OXNARD SCHOOL DISTRICT
 1051 South A Street • Oxnard, CA 93030
 Phone: (805) 385-1501 • Fax: (805) 240-7582

Project No.: FC-P20-02057
--

FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN \$60,000.00

THIS CONTRACT is made as of 11/13/19, between **VenTerra 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 Nine Thousand Nine Hundred Fifty-Eight Dollars (\$9,958.00), 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 10/23/19.**

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> X </u> Specifications	<u> X </u> Certificates/Liability Insurance	<u> X </u> Purchase Order No. <u>P20-02057</u>
_____ Drawings	<u> X </u> Certificates/Workers Compensation Insurance	<u> X </u> Proposal dated <u>10/23/19</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>Routine/Restricted Maintenance Funds</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.



October 23, 2019

Oxnard School District
Attention: Lisa Franz
1055 South C Street
Oxnard, CA 93030
Phone: 805-385-1501 x2414
Email: lfranz@oxnardsd

PROJECT ADDRESS
Transportation & Fleet Services
516 W. Wooley Rd.
Oxnard, CA 93033

PROJECT NUMBER 4484-OSD 3

VenTERRA Environmental Inc. is pleased to submit a proposal to provide Prevailing Wage supervision, labor, materials, equipment, notifications and insurance necessary for the removal & disposal of asbestos containing floor tile and mastic at the above project address as follows:

**1. SCOPE OF WORK: Transportation & Fleet Services Office
Asbestos Flooring Abatement**

VTE will perform the following:

- A. Unless otherwise stated in this Scope of Work, CLIENT and/or OTHER will remove all cabinets, furniture, appliances, fixtures, debris, and any other obstructions in the areas to be abated, prior to start date.
- B. All work will be performed in three phases, at specific times, according to the Pre-Bid Conference email notification.
- C. **Phase 1:** Lounge-Remove approximately 458 sqft. of floor tile and mastic.
- D. **Phase 2:** Driver Assembly-Remove approximately 305 sqft. of floor tile and mastic.
- E. **Phase 3:** Offices-Remove approximately 447 sqft. of floor tile and mastic.
- F. Remove all rubber base cove from the walls. Wood base cove will be removed with “care”, but some damage may occur to the wall.
- G. All waste will be manifested and disposed of as nonfriable asbestos.
- H. A decontamination unit will be staged at one of the doors accessing the work area.
- I. All miscellaneous items on the walls are to be removed by owner prior to abatement start date.
- J. **Overall.** Prepare the affected area for a Post Remediation Clearance Test for **ASBESTOS**.
- K. Post Clearance removal of containment and equipment.
- L. Notification to the appropriate regulatory agencies.
- M. Isolation and Removal Procedures as required by Federal, State and Local laws.
- N. Disposal of waste in an EPA approved landfill.

OSD will be responsible for:

- Providing electricity and water necessary to perform all work as needed.
- Leave all ceilings in place to assist with containment setup.
- Removing all items on the floor, on walls and hanging from the ceilings.
- All third-party monitoring & clearance air sampling.

- Repair paint damage caused by installation of engineering controls.
- Deactivate HVAC in the work area.

Notices of exclusions to this contract:

- No OSD personnel working in the office or bus barn while abatement work is in progress.
- Removal of leveling compounds is not included.

2. AIR SAMPLING:

VenTERRA Environmental Inc. will perform personal air monitoring during the asbestos abatement activities to comply with CAL/OSHA requirements. Air clearance or monitoring sampling is not included in this contract and a third party agency will need to be contacted if desired.

3. SCHEDULE OF PAYMENT:

Payment will be due upon receipt of invoices. OVSD is responsible for payment. Any invoices not paid within thirty (30) days of date of invoice, are subject to a service charge of two-and -a-half (1 ½ %) percent compounded monthly until invoice is paid in full.

4. PROPOSAL PRICE:

TOTAL COST:\$ 9,958.00

Thank you for allowing us the opportunity to be of service.

Respectfully,

Larry R. Jones
Project Manager
larry@VTenv.com

Authorization:
Proposal # 4484-OSD 3

The above prices, specifications, terms and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified.

Authorized by: _____ Date: _____

Printed Name: _____ Title: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Approval of Field Contract #FC-P20-02059– Reliable Floor Covering Inc. (Penanhoat/De Leon)

Proposals were solicited for Field Contract #FC-P20-02059, Flooring Installation for the Transportation Department, pursuant to the Uniform Public Construction Cost Accounting Act. One (1) proposal was received on Thursday, October 24, 2019.

It is requested that the Board of Trustees approve the award of Field Contract #FC-P20-02059 to the lowest responsible bidder, Reliable Floor Covering Inc., in the amount of \$7,880.00. The project will be funded through Routine/Restricted Maintenance Funds.

FISCAL IMPACT:

\$7,880.00 - Routine/Restricted Maintenance Funds

RECOMMENDATION:

It is the recommendation of the Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve the award of Field Contract #FC-P20-02059 to Reliable Floor Covering Inc., in the amount of \$7,880.00.

ADDITIONAL MATERIALS:

Attached: [Field Contract #P20-02059 - Reliable Floor Covering 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-P20-02059
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FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN \$60,000.00

THIS CONTRACT is made as of 11/13/19, between **Reliable Floor Covering 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 Seven Thousand Eight Hundred Eighty Dollars and Zero Cents (\$7,880.00), 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 10/23/19.**

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:

<input checked="" type="checkbox"/> Scope of Work	<input checked="" type="checkbox"/> Subcontractor List	<input type="checkbox"/> Performance/Payment Bonds
<input checked="" type="checkbox"/> Specifications	<input checked="" type="checkbox"/> Certificates/Liability Insurance	<input checked="" type="checkbox"/> Purchase Order No. <u>P20-02059</u>
<input type="checkbox"/> Drawings	<input checked="" type="checkbox"/> Certificates/Workers Compensation Insurance	<input checked="" type="checkbox"/> Proposal dated <u>10/23/19</u>
<input type="checkbox"/> Supplemental Conditions		<input checked="" type="checkbox"/> 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, Director, Facilities</u>	Date _____
Signature _____	Funding Source <u>Routine/Restricted Maintenance Funds</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.

RELIABLE FLOOR COVERING, INC.

October 23 , 2019

Oxnard School District
1055 South C Street
Oxnard, Ca. 93030
Tel: 805-385-1514 x2505- Cell-805-513-2849
Email: lfranz@oxnardsd.org

Attn: Lisa Franz
Re: Transportation Facility

Dear Lisa,

The following is the cost proposal for Transportation Facility.

Scope of work:

Furnish and install Armstrong style Parallel 20 color Los Angelimed J6230 in rooms 108, 109, 110, 111, 112, 113. Furnish and install Burke 6" rubber base color Black. Perform work in phases as per OSD plan

Total price tax included : \$7,880.00

Customer Approval- _____ Date_____

PO# _____

Sincerely,

Jon Rumkin

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Approval of Contractor Contingency Allocation No. 008 to the Elm Elementary School Reconstruction Project and Return of Unused Contractor Contingency Funds to Master Construct and Implementation Program Reserve (Penanhoat/De Leon/CFW)

During the Regular Meeting of December 14, 2016, the Board of Trustees approved Construction Services Agreement (CSA #16-199) between the Oxnard School District and Bernards Bros. Inc. for the reconstruction of the Elm Elementary School. CSA #16-199 included a Contractor Contingency in the amount of Six Hundred Seventy-Eight Thousand Eight Hundred Forty-One Dollars and No Cents (\$678,841.00). This Contractor Contingency fund is for payment of very specific items of work, such as: (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 with 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.

CCA No. 008 provides for the Board's consideration and approval of one (1) item of work totaling \$2,899.00 as agreed to in writing by the Contractor and District to be drawn from the Contractor Contingency line item. CCA No. 008 is being processed to pay for the replacement of a door without louvers with a door containing louvers to equalize a severe air pressure imbalance within an electrical room.

Upon approval of CCA No. 008, Contractor Contingency funds in the amount of \$677,873.00 will have been utilized to date, and the remaining balance of Contractor Contingency sum shall be \$968.00. At this time, it has been determined that Contractor Contingency Funds will no longer be needed. As a result, upon Board approval of this item, \$968.00 will be returned to the Master Construct and Implementation Program Reserve.

FISCAL IMPACT:

CCA No. 008 will be a COST to the Contractor Contingency line item of CSA #16-199 in the amount of Two Thousand Eight Hundred Ninety-Nine Dollars and Zero Cents (\$2,899.00). This allocation will not increase the Project's overall budget. After Board approval of CCA No. 008, the remaining balance of Contractor Contingency will be Nine Hundred Sixty-Eight Dollars and Zero Cents. (\$968.00). Unused Contractor Contingency funds shall be returned to the Master Construct and Implementation Program Reserve.

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 CCA No. 008 to CSA #16-199 with Bernards related to the Elm Elementary

School Reconstruction Project. If approved, the decrease to project budget and the reallocation of funds to the Program Reserve will be reflected in the District's next Semi-Annual Update to the Master Construct and Implementation Program Report.

ADDITIONAL MATERIALS:

Attached: [Contractor Contingency Allocation No. 008 \(2 Pages\)](#)
[CAR No. 701R1 - Replace Elect Room Door \(1 Page\)](#)
[Construction Services Agreement #16-199 - Bernards Bros. Inc. \(108 Pages\)](#)



CONTRACTOR CONTINGENCY ALLOCATION APPROVAL

Date: November 13, 2019

CONTRACTOR CONTINGENCY ALLOCATION NO. 008

PROJECT: ELM STREET ELEMENTARY SCHOOL
O.S.D. BID No. N/A
O.S.D. Agreement No. 16-199

OWNER: Oxnard School District
 1051 South A Street
 Oxnard, CA. 93030

ARCHITECT SVA Architects
 6 Hutton Centre Drive, #1150
 Santa Ana, CA 92707

CONTRACTOR:
 Bernards Bros. Inc.
 555 First Street
 San Fernando, CA 91340
 Attn: Carl Magness

Architects Proj. No.: 2013-40159
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-116407

CONFORMANCE WITH CONTRACT DOCUMENTS, PROJECT MANUAL, DRAWINGS AND SPECIFICATION. All Contractor Contingency Allocation 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 CONTRACTOR CONTINGENCY SUM	\$	678,841.00
NET CHANGE – ALL PREVIOUS CONTRACTOR CONTINGENCY ALLOCATION	\$	(674,974.00)
ADJUSTED CONTINGENCY SUM	\$	3,867.00
NET CHANGE	\$	2,899.00
<hr/>		
Total Contingency Allocations to Date:	\$	(677,873.00)
ADJUSTED CONTRACTOR CONTINGENCY SUM THROUGH NO.: 008.....	\$	968.00

Item	Description	Additional Cost related to Bid/Buy-out	Conflicts, Discrepancies or Errors in the Construction Documents	Additional Work required by IOR, or another Jurisdictional Agency, not in plans	Other Item of Cost agreed to by District and Contractor
1.	CAR No. 701R1 – Replace Electrical Room Door		\$2,899.00		
2.					
3.					
4.					
5.					
6.					
	TOTAL		\$2,899.00		

Total Contractor Contingency Allocation Approval No. 008 \$ 2,899.00

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPERINTENDENT OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

DATE: _____

ASST. SUPERINTENDENT, BUSINESS & FISCAL SERVICES

APPROVAL (REQUIRED):

PURCHASING DIRECTOR: _____

DATE: _____



CONTINGENCY ALLOCATION REQUEST

CAR No. 701 R1

Date: 7/5/2019

Project: Elm Elementary School Reconstruction Project

DESCRIPTION OF WORK

Replace Electrical Room Door

SUMMARY OF ALLOCATIONS

Item Description	Company	Amount Requested
Contractual Costs		
		-2,899
	Subtotal:	-2,899

SUMMARY OF ALLOCATIONS

Item Description	Company	Amount Requested
Subcontract Costs		
Cost to replace Electrical Room door with a louvered door.	Construction Hardware Co	2,345
Reason: Door was difficult to open because of negative pressure created by 1500 CFM exhaust fan in room.		
Requested By: OSD		
Ref: RFI 566		
Cost to paint door.	Vanguard Painting	554
	Subtotal:	2,899

Total Change Order Request Amount: 0

ACKNOWLEDGEMENT

Oxnard School District

Bernards Bros. Inc.

Signature

Signature

Printed Name & Title

Printed Name & Title

Date

Date

CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this Fourteenth (14th) day of December, 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 Bernards which is a contractor licensed by the State of California, with its principal place of business at 555 First Street, San Fernando, CA 91340 (hereinafter referred to as "Contractor").

WHEREAS, the District operates Elm Street Elementary School, located at 450 East Elm Street, 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 **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended,

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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 **Exhibits A and B** 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.

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- 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-Three Million Three Hundred Six Thousand Eight Hundred Eighty-Six Dollars and No Cents (\$23,306,886.00). The GMP consists of (1) a Sublease Tenant Improvement Payment in the amount of Twenty-One Million Four Hundred Sixty-Two Thousand Seven Hundred One Dollars and No Cents (\$21,462,701.00) and, (2) a Contractor Contingency in the amount of Six Hundred Seventy-Eight Thousand Eight Hundred Forty-One Dollars, and No Cents (\$678,841.00), and, (3) Sublease Payments in the amount of \$97,112.00 per month for 12 months, for a total lease value of One Million One Hundred Sixty-Five Thousand Three Hundred Forty-Four Dollars and No Cents (\$1,165,344.00) 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 **Exhibits A and B** 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.

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The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH 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 to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the

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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.

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- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss of vandalism, theft of property or other property damage ("Vandalism") which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing 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

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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 Payment and, if applicable, the Sublease Payments.

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- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted. 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 Jaime Pace as Project Manager/Superintendent for the Project. So long as Jaime Pace remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to

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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.

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- 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.

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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.

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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 Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters 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:

Bernards
555 First Street
San Fernando, CA 91340
Attn: Rick Fochtman

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
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,

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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.

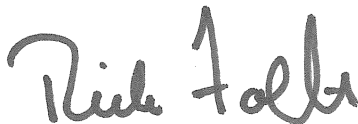
SECTION 33. EXECUTION IN COUNTERPARTS

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

Bernards



THE DISTRICT

Oxnard School District,
a California school district

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OXNARD SCHOOL DISTRICT

Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

#16-199

By: Rick Fochtman

Title: Senior Vice President

Date: 01/12/2017

By: Lisa A. Franz

Title: Director, Purchasing

Date: 1-24-17

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OXNARD SCHOOL DISTRICT
Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

#16-199

EXHIBITS A and B

Scope of Work

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OXNARD SCHOOL DISTRICT

Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

EXHIBIT A

Scope of Work

Plan Sheets Prepared by SVA Architects, Arch. Project No. 1340159, DSA No. 03-116407, DSA Approval 8/1/2016

PROJECT DESCRIPTION

DEMOLITION OF EXISTING SCHOOL, AND NEW CONSTRUCTION OF KINDERGARTEN, CLASSROOM, ADMIN/MEDIA, AND MULTI-PURPOSE BUILDINGS, AND BOTH ON AND OFF SITE IMPROVEMENTS

The Project will be completed in two (2) Phases over a twenty-one (22) month duration. **Phase 1**, (construction of new campus facilities), shall commence in January 2017 and complete in June 2018. **Phase 2**, (demolition of the existing campus and completion of the new sports field) shall commence in June 2018 and complete in October 2018. A total duration of Six-Hundred Sixty-One (661) Calendar Days. The total of the Guaranteed Maximum Price ("GMP") for the Elm E.S. Reconstruction Project shall be: **Twenty-Three Million Three Hundred Six Thousand Eight Hundred Eighty-Six Dollars and No Cents (\$23,306,886.00)**.

GENERAL PLAN SHEETS

	PLAN SHEET DATE
GEN-1 SHEET INDEX, PROJECT SUMMARY & GENERAL INFORMATION	1/8/2016
GEN-2 GENERAL NOTES	1/8/2016
GEN-3 PROJECT COMPLIANCE SIGNAGE	1/8/2016
GEN-4 COMMON AREA ACCESSIBILITY NOTES & DETAILS	1/8/2016
GEN-5 SITE ACCESSIBILITY COMPLIANCE	1/8/2016
GEN-6 ELEVATOR ACCESSIBILITY DETAILS AND NOTES	1/8/2016

CIVIL PLAN SHEETS

C-01 TITLE SHEET	4/8/2016
C-02 DETAIL SHEET	4/8/2016
C-03 DETAIL SHEET	4/8/2016
C-04 DETAIL SHEET	4/8/2016
C-05 DEMOLITION PLAN	4/8/2016
C-06 PRECISE GRADING	4/8/2016
C-07 PRECISE GRADING	4/8/2016
C-08 UTILITY PLAN	4/8/2016
C-09 STORM DRAIN PLAN	4/8/2016
C-10 STORM DRAIN DETAILS	4/8/2016
C-11 STORM DRAIN DETAILS	4/8/2016
C-12 STORM DRAIN DETAILS	4/8/2016
C-13 STORM DRAIN DETAILS	4/8/2016

ARCHITECTURE PLAN SHEETS

A0-0.1 PROJECT DATA	1/8/2016
A0-1.0 CAMPUS PLAN	1/8/2016
A0-1.1 SITE PLAN	1/8/2016
A0-1.2 FIRE ACCESS PLAN	1/8/2016
A0-1.3 ENLARGED SITE PLANS	1/8/2016
A0-2.1 CLASSROOM OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.2 MPR OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.3 ADMIN OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.4 KINDERGARTEN OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

A1-11.1	CLASSROOM BLDG 1 - FLOOR PLAN - LEVEL 1	4/8/2016
A1-11.2	CLASSROOM BLDG 1 - FLOOR PLAN - LEVEL 2	4/8/2016
A1-11.3	CLASSROOM BLDG 1 - ROOF PLAN	4/8/2016
A1-11.4	CLASSROOM BLDG 1 - REFLECTED CEILING PLAN	4/8/2016
A1-11.5	CLASSROOM BLDG 1 - REFLECTED CEILING PLAN	4/8/2016
A1-21.1	CLASSROOM BLDG 1 - BUILDING ELEVATIONS	4/8/2016
A1-21.2	CLASSROOM BLDG 1 - BUILDING ELEVATIONS	4/8/2016
A1-31.1	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-31.2	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-31.3	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-32.1	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.2	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.3	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.4	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.5	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.6	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-41.1	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-41.2	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-41.3	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-45.1	CLASSROOM BLDG 1 - ENLARGED STAIR #1 PLANS	4/8/2016
A1-45.2	CLASSROOM BLDG 1 - ENLARGED STAIR #2 PLANS AND ELEVATOR	4/8/2016
A1-45.3	CLASSROOM BLDG 1 - ENLARGED STAIR #3 PLANS	4/8/2016
A1-45.4	CLASSROOM BLDG 1 - ELEVATOR SECTIONS	4/8/2016
A1-51.1	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.2	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.3	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.4	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-52.1	CLASSROOM BLDG 1 - DOOR SCHEDULE	4/8/2016
A1-52.2	CLASSROOM BLDG 1 - WINDOW SCHEDULE	4/8/2016
A1-53.1	CLASSROOM BLDG 1 - FINISH SCHEDULE	4/8/2016
A2-11.1	MPR BUILDING 2 - FLOOR PLAN	4/8/2016
A2-11.2	MPR BUILDING 2 - ROOF PLAN	4/8/2016
A2-11.3	MPR BUILDING 2 - REFLECTED CEILING PLAN	4/8/2016
A2-11.4	MPR BUILDING 2 - UPPER REFLECTED CEILING PLAN	4/8/2016
A2-21.1	MPR BUILDING 2 - EXTERIOR ELEVATIONS	4/8/2016
A2-31.1	MPR BUILDING 2 - BUILDING SECTIONS	4/8/2016
A2-32.1	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.2	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.3	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.4	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-41.1	MPR BUILDING 2 - ENLARGED PLANS	4/8/2016
A2-51.1	MPR BUILDING 2 - INTERIOR ELEVATIONS	4/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

A2-52.1	MPR BUILDING 2 - DOOR SCHEDULE	4/8/2016
A2-52.2	MPR BUILDING 2 - WINDOW SCHEDULE	4/8/2016
A2-53.1	MPR BUILDING 2 - FINISH SCHEDULE	4/8/2016
A3-11.1	ADMIN - BLDG. 3 - FLOOR PLAN	1/8/2016
A3-11.2	ADMIN - BLDG. 3 - ROOF PLAN	1/8/2016
A3-11.3	ADMIN - BLDG. 3 - REFLECTED CEILING PLAN	1/8/2016
A3-21.1	ADMIN - BLDG. 3 - BUILDING ELEVATIONS	1/8/2016
A3-31.1	ADMIN - BLDG. 3 - BUILDING SECTIONS	1/8/2016
A3-31.2	ADMIN - BLDG. 3 - BUILDING SECTIONS	1/8/2016
A3-32.1	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.2	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.3	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.4	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.5	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-41.1	ADMIN - BLDG. 3 - ENLARGED PLANS	1/8/2016
A3-41.2	ADMIN - BLDG. 3 - ENLARGED PLANS	1/8/2016
A3-51.1	ADMIN - BLDG. 3 - INTERIOR ELEVATIONS	1/8/2016
A3-52.1	ADMIN - BLDG. 3 - DOOR SCHEDULE	1/8/2016
A3-52.2	ADMIN - BLDG. 3 - WINDOW SCHEDULE	1/8/2016
A3-53-1	ADMIN - BLDG. 3 - FINISH SCHEDULE	1/8/2016
A4-11.1	KINDERGARTEN BLDG 4 - FLOOR PLAN	1/8/2016
A4-11.2	KINDERGARTEN BLDG 4 - ROOF PLAN	1/8/2016
A4-11.3	KINDERGARTEN BLDG 4 - REFLECTED CEILING PLAN	1/8/2016
A4-21.1	KINDERGARTEN BLDG 4 - BUILDING ELEVATIONS	1/8/2016
A4-31.1	KINDERGARTEN BLDG 4 - BUILDING SECTIONS	1/8/2016
A4-32.1	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.2	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.3	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.4	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-41.1	KINDERGARTEN BLDG 4 - ENLARGED PLANS	1/8/2016
A4-41.2	KINDERGARTEN BLDG 4 - ENLARGED PLANS	1/8/2016
A4-51.1	KINDERGARTEN BLDG 4 - INTERIOR ELEVATIONS	1/8/2016
A4-51.2	KINDERGARTEN BLDG 4 - INTERIOR ELEVATIONS	1/8/2016
A4-52.1	KINDERGARTEN BLDG 4 - DOOR SCHEDULE	1/8/2016
A4-52.2	KINDERGARTEN BLDG 4 - WINDOW SCHEDULE	1/8/2016
A4-53.1	KINDERGARTEN BLDG 4 - FINISH SCHEDULE	1/8/2016
A-60.1	FLOOR/CEILING AND ROOF/CEILING ASSEMBLIES	1/8/2016
A-61.1	WALL TYPES - WOOD FRAMING	1/8/2016
A-61.2	WALL TYPES - WOOD FRAMING	1/8/2016
A-61.3	WALL DETAILS - WOOD FRAMING	1/8/2016
A-61.4	PENETRATION ASSEMBLIES	1/8/2016
A-62.1	DOOR DETAILS	1/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

		1/8/2016
A-62.2	WINDOW DETAILS	1/8/2016
A-62.3	STOREFRONT DETAILS	1/8/2016
A-62.4	WALL TERMINATION DETAILS	1/8/2016
A-63.1	ROOF DETAILS	1/8/2016
A-63.2	STAIR/GUARDRAIL DETAILS	1/8/2016
A-63.3	GYMNASIUM STRIPING PLAN	1/8/2016
A-63.4	RAILING DETAILS	1/8/2016
A-63.5	GATE DETAILS	1/8/2016
A-63.6	SITE DETAILS	1/8/2016
A-64.1	CEILING DETAIL (LAY-IN PANELS)	1/8/2016
A-64.2	CEILING DETAILS (GYP BD) & WALL DETAILS	1/8/2016
A-64.3	CASEWORK DETAILS	1/8/2016
A-64.4	MISCELLANEOUS DETAILS	1/8/2016
A-64.5	MISCELLANEOUS DETAILS	1/8/2016
A-64.6	MISCELLANEOUS DETAILS	1/8/2016

STRUCTURAL PLAN SHEETS

		1/8/2016
S-001	GENERAL NOTES	1/8/2016
S-002	ABBREVIATIONS	1/8/2016
S-111	CLASSROOM BLDG 1 - FOUNDATION PLAN	1/8/2016
S-112	CLASSROOM BLDG 1 - FLOOR FRAMING PLAN	1/8/2016
S-113	CLASSROOM BLDG 1 - ROOF FRAMING PLAN	1/8/2016
S-114	STAIR FRAMING PLANS	1/8/2016
S-121	MPR - BLDG 2 - FOUNDATION PLAN	1/8/2016
S-122	MPR - BLDG 2 - ROOF FRAMING PLAN	1/8/2016
S-131	ADMIN - BLDG 3 - FOUNDATION PLAN	1/8/2016
S-132	ADMIN - BLDG 3 - ROOF FRAMING PLAN	1/8/2016
S-141	KINDER - BLDG 4 - FOUNDATION PLAN	1/8/2016
S-142	KINDER - BLDG 4 - ROOF FRAMING PLAN	1/8/2016
S-301	TYPICAL CONCRETE DETAILS	1/8/2016
S-302	TYPICAL CONCRETE DETAILS	1/8/2016
S-303	TYPICAL CONCRETE DETAILS	1/8/2016
S-501	TYPICAL STEEL DETAILS	1/8/2016
S-601	TYPICAL WOOD DETAILS	1/8/2016
S-602	TYPICAL WOOD DETAILS	1/8/2016
S-603	WOOD DETAILS	1/8/2016
S-611	TYPICAL FLOOR FRAMING DETAILS	1/8/2016
S-612	WOOD DETAILS	1/8/2016
S-613	TYPICAL WOOD DETAILS	1/8/2016
S-621	TYPICAL SHEAR WALL DETAILS	1/8/2016
S-622	TYPICAL DIAPHRAGM DETAILS, SHEER WALL & DRAG CONNECTIONS	1/8/2016
S-701	TYPICAL WOOD DETAIL	1/8/2016
S-801	TYPICAL STEEL STAIR DETAILS	1/8/2016

EXHIBIT A

Scope of Work

STRUCTURAL PLAN SHEETS, continued

SWSB1	STRONG-WALL SB SHEARWALL ANCHORAGE DETAILS	9/1/2014
SWSB2	STRONG-WALL SB SHEARWALL FRAMING DETAILS	9/1/2014
1 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - MPR BLDG 2 - ROOF	5/25/2016
2 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - ADMIN BLDG 3 - ROOF	5/25/2016
3 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - CLASSROOM BLDG 1 - FLOOR	5/25/2016
4 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - RED-W DETAILS	5/25/2016
5 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - RED-W PROFILES	5/25/2016

PLUMBING PLAN SHEETS

P001	PLUMBING GENERAL NOTES	10/24/2014
P002	PLUMBING SITE PLAN	10/24/2014
P003	PLUMBING WATER CALCULATIONS	10/24/2014
P004	PLUMBING SCHEDULES	10/24/2014
P005	SITE GAS RISER DIAGRAM	10/24/2014
P1-1.1	CLASSROOM BLDG - FIRST FLOOR - SANITARY	10/24/2014
P1-1.2	CLASSROOM BLDG - FIRST FLOOR - DOMESTIC WATER & GAS	10/24/2014
P1-1.3	CLASSROOM BLDG - SECOND FLOOR SANITARY	10/24/2014
P1-1.4	CLASSROOM BLDG - SECOND FLOOR - DOMESTIC WATER & GAS	10/24/2014
P1-1.5	CLASSROOM BLDG - ROOF PLAN	10/24/2014
P1-2.1	CLASSROOM BLDG - SANITARY RISER DIAGRAM	10/24/2014
P1-2.2	CLASSROOM BLDG - OVERALL WATER RISER DIAGRAM	10/24/2014
P1-2.3	CLASSROOM BLDG - RESTROOM WATER RISER DIAGRAMS	10/24/2014
P2-1.1	MPR BLDG - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P2-1.2	MPR BLDG - PLUMBING FLOOR PLAN - DOMESTIC WATER	10/24/2014
P2-1.3	MPR BLDG - PLUMBING ROOF PLAN	10/24/2014
P2-2.1	MPR BLDG - PLUMBING - SANITARY, WATER, & GAS RISER DIAGRAM	10/24/2014
P3-1.1	ADMIN BLDG - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P3-1.2	ADMIN BLDG - PLUMBING FLOOR PLAN - DOMESTIC WATER & GAS	10/24/2014
P3-1.3	ADMIN BLDG - PLUMBING ROOF PLAN - SANITARY	10/24/2014
P3-1.4	ADMIN BLDG - PLUMBING ROOF PLAN - DOMESTIC WATER	10/24/2014
P3-2.1	ADMIN BLDG - PLUMBING - WATER RISER DIAGRAM	10/24/2014
P3-2.2	ADMIN BLDG - PLUMBING - SANITARY & GAS RISER DIAGRAM	10/24/2014
P4-1.1	KINDERGARTEN - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P4-1.2	KINDERGARTEN - PLUMBING FLOOR PLAN - DOMESTIC WATER & GAS	10/24/2014
P4-1.3	KINDERGARTEN - PLUMBING ROOF PLAN	10/24/2014
P4-2.1	KINDERGARTEN PLUMBING - SANITARY & WATER RISER DIAGRAM	10/24/2014
P501	PLUMBING DETAILS	10/24/2014
P502	PLUMBING DETAILS	10/24/2014
P503	PLUMBING DETAILS	10/24/2014

FIRE SPRINKLER PLAN SHEETS

FP01	SITE PLAN	5/25/2016
FP02	CLASSROOM BLDG 1 - LEVEL 1 SPRINKLER PIPING PLAN	7/1/2016
FP03	CLASSROOM BLDG 1 - LEVEL 2 SPRINKLER PIPING PLAN	7/1/2016

EXHIBIT A

Scope of Work

FIRE SPRINKLER PLAN SHEETS, continued

FP04	MULTI-PURPOSE BLDG 2 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP05	ADMIN BLDG 3 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP06	KINDERGARTEN BLDG 4 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP07	DETAILS	7/1/2016

MECHANICAL PLAN SHEETS

M001	GENERAL NOTES	10/24/2014
M002	SYMBOLS/ABBREVIATIONS	10/24/2014
M003	MECHANICAL SCHEDULES	10/24/2014
M004	MECHANICAL SCHEDULES	10/24/2014
M005	MECHANICAL SCHEDULES	10/24/2014
M010	VRF DIAGRAM	10/24/2014
M011	VRF DIAGRAM	10/24/2014
M012	VRF DIAGRAM	10/24/2014
M013	VRF DIAGRAM	10/24/2014
M014	VRF DIAGRAM	10/24/2014
M1-1.1	CLASSROOM BLDG - FIRST FLOOR MECHANICAL PLAN	10/24/2014
M1-1.2	CLASSROOM BLDG - TYPICAL ENLARGED CLASSROOM PLAN	10/24/2014
M1-1.3	CLASSROOM BLDG - SECOND FLOOR - MECHANICAL PLAN	10/24/2014
M1-1.4	CLASSROOM BLDG - MECHANICAL ROOF PLAN	10/24/2014
M2-1.1	MPR BLDG - HVAC FLOOR PLAN	10/24/2014
M2-1.2	MPR BLDG - HVAC ROOF PLAN	10/24/2014
M3-1.1	ADMIN BLDG - MECHANICAL FLOOR PLAN	10/24/2014
M3-1.2	ADMIN BLDG - MECHANICAL ROOF PLAN	10/24/2014
M4-1.1	KINDERGARTEN - MECHANICAL FLOOR PLAN	10/24/2014
M4-1.2	KINDERGARTEN - TYPICAL ENLARGED CLASSROOM PLAN	10/24/2014
M4-1.3	KINDERGARTEN MECHANICAL ROOF PLAN	10/24/2014
M501	MECHANICAL DETAILS	10/24/2014
M502	MECHANICAL DETAILS	10/24/2014
M503	MECHANICAL DETAILS	10/24/2014
M504	MECHANICAL DETAILS	10/24/2014
M505	MECHANICAL DETAILS	10/24/2014
M506	MECHANICAL DETAILS	10/24/2014
M507	MECHANICAL DETAILS	10/24/2014
M508	MECHANICAL DETAILS	10/24/2014
M509	MECHANICAL DETAILS	10/24/2014
M510	MECHANICAL DETAILS	10/24/2014
M511	MECHANICAL DETAILS	10/24/2014
M611	CLASSROOM BLDG. TITLE 24 COMPLIANCE	10/24/2014
M612	CLASSROOM BLDG. TITLE 24 COMPLIANCE	10/24/2014
M621	MPR BLDG. TITLE 24 COMPLIANCE	10/24/2014
M622	MPR BLDG. TITLE 24 COMPLIANCE	10/24/2014
M631	ADMINISTRATION BLDG. TITLE 24 COMPLIANCE	10/24/2014

EXHIBIT A

Scope of Work

MECHANICAL PLAN SHEETS, continued

M632	ADMINISTRATION BLDG. TITLE 24 COMPLIANCE	10/24/2014
M641	KINDERGARTEN BLDG. TITLE 24 COMPLIANCE	10/24/2014

ELECTRICAL PLAN SHEETS

E-0.1	GENERAL NOTES AND ABBREVIATIONS	3/6/2015
E-0.2	ELECTRICAL SYMBOL LIST	3/6/2015
E-0.3	FIRE ALARM SYMBOL LIST	3/6/2015
E-0.4	CABLE SCHEDULE	3/6/2015
E-0.5	LIGHT FIXTURE SCHEDULE	3/6/2015
E-0.6	MECHANICAL SCHEDULE	3/6/2015
E-1.1	SITE UTILITY PLAN	3/6/2015
E-1.2	ELECTRICAL SITE PLAN	3/6/2015
E-1.3	SITE LIGHTING PLAN	3/6/2015
E-1.4	SITE LIGHTING CALC. PLAN	3/6/2015
E-1.6	SIGNAL SITE PLAN	3/6/2015
E1-2.1F	CLASSROOM FIRST FLOOR FIRE ALARM PLAN	3/6/2015
E1-2.1L	CLASSROOM FIRST FLOOR LIGHTING PLAN	3/6/2015
E1-2.1LC	CLASSROOM FIRST FLOOR LIGHTING CALCS NORMAL	3/6/2015
E1-2.1LCE	CLASSROOM FIRST FLOOR LIGHTING CALCS EGRESS	3/6/2015
E1-2.1P	CLASSROOM FIRST FLOOR POWER PLAN	3/6/2015
E1-2.1S	CLASSROOM FIRST FLOOR SIGNAL PLAN	3/6/2015
E1-2.2F	CLASSROOM SECOND FLOOR FIRE ALARM PLAN	3/6/2015
E1-2.2L	CLASSROOM SECOND FLOOR LIGHTING PLAN	3/6/2015
E1-2.2LC	CLASSROOM SECOND FLOOR LIGHTING CALC. NORMAL	3/6/2015
E1-2.2LCE	CLASSROOM SECOND FLOOR LIGHTING CALCS EGRESS	3/6/2015
E1-2.2P	CLASSROOM SECOND FLOOR POWER PLAN	3/6/2015
E1-2.2S	CLASSROOM SECOND FLOOR SIGNAL PLAN	3/6/2015
E1-3.1	CLASSROOM BUILDING ENLARGED PLAN	3/6/2015
E1-5.1	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-5.2	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-5.3	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-6.1	CLASSROOM BLDG F.A. RISER	3/6/2015
E1-6.2	CLASSROOM FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E1-8.1	CLASSROOM TITLE 24	3/6/2015
E1-8.2	CLASSROOM TITLE 24	3/6/2015
E1-8.3	CLASSROOM TITLE 24	3/6/2015
E2-2.1F	MULTI-PURPOSE FIRE ALARM PLAN	3/6/2015
E2-2.1L	MULTI-PURPOSE LIGHTING PLAN	3/6/2015
E2-2.1LC	MULTI-PURPOSE LIGHTING CALC NORMAL	3/6/2015
E2-2.1LCE	MULTI-PURPOSE LIGHTING PLAN EGRESS	3/6/2015
E2-2.1P	MULTI-PURPOSE POWER PLAN	3/6/2015
E2-2.1S	MULTI-PURPOSE SIGNAL PLAN	3/6/2015
E2-2.1T	MULTI-PURPOSE THEATRICAL LIGHTING PLAN	3/6/2015

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Scope of Work

ELECTRICAL PLAN SHEETS, continued

E2-3.1	MULTI-PURPOSE ROOF POWER PLAN	3/6/2015
E2-4.1	MULTI-PURPOSE ENLARGED PLAN	3/6/2015
E2-5.1	MULTI-PURPOSE PANEL SCHEDULE	3/6/2015
E2-5.2	MULTI-PURPOSE PANEL SCHEDULE	3/6/2015
E2-6.1	MULTI-PURPOSE F. A. RISER DIAGRAM	3/6/2015
E2-6.2	MULTI-PURPOSE FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E2-8.1	MULTI-PURPOSE TITLE 24	3/6/2015
E2-8.2	MULTI-PURPOSE TITLE 24	3/6/2015
E3-2.1F	ADMINISTRATION FIRE ALARM PLAN	3/6/2015
E3-2.1L	ADMINISTRATION LIGHTING PLAN	3/6/2015
E3-2.1LC	ADMINISTRATION LIGHTING CALC NORMAL	3/6/2015
E3-2.1LCE	ADMINISTRATION LIGHTING CALC EGRESS	3/6/2015
E3-2.1P	ADMINISTRATION POWER PLAN	3/6/2015
E3-2.1S	ADMINISTRATION SIGNAL PLAN	3/6/2015
E3-2.2P	ADMINISTRATION ROOF POWER PLAN	3/6/2015
E3-3.1	ADMINISTRATION BUILDING ENLARGED PLAN	3/6/2015
E3-5.1	ADMINISTRATION PANEL SCHEDULE	3/6/2015
E3-5.2	ADMINISTRATION PANEL SCHEDULE	3/6/2015
E3-6.1	ADMINISTRATION F. A. RISER DIAGRAM	3/6/2015
E3-6.2	ADMINISTRATION FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E3-8.1	ADMINISTRATION TITLE 24	3/6/2015
E3-8.2	ADMINISTRATION TITLE 24	3/6/2015
E4-2.1F	KINDERGARTEN FIRE ALARM PLAN	3/6/2015
E4-2.1L	KINDERGARTEN LIGHTING PLAN	3/6/2015
E4-2.1LC	KINDERGARTEN LIGHTING CALC NORMAL	3/6/2015
E4-2.1LCE	KINDERGARTEN LIGHTING CALC EGRESS	3/6/2015
E4-2.1P	KINDERGARTEN POWER PLAN	3/6/2015
E4-2.1S	KINDERGARTEN SIGNAL PLAN	3/6/2015
E4-3.1	KINDERGARTEN ENLARGED PLAN	3/6/2015
E4-5.1	KINDERGARTEN PANEL SCHEDULE	3/6/2015
E4-5.2	KINDERGARTEN PANEL SCHEDULE	3/6/2015
E4-6.1	KINDERGARTEN F. A. RISER DIAGRAM	3/6/2015
E4-6.2	KINDERGARTEN FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E4-8.1	KINDERGARTEN TITLE 24	3/6/2015
E4-8.2	KINDERGARTEN TITLE 24	3/6/2015
E-4.0	SINGLE LINE DIAGRAM	3/6/2015
E-6.0	ELECTRICAL BLOCK DIAGRAMS	3/6/2015
E-7.1	MOUNTING DETAILS	3/6/2015
E-7.2	MOUNTING DETAILS	3/6/2015
E-7.3	MOUNTING DETAILS	3/6/2015
E-7.4	PENETRATION DETAIL	3/6/2015
E-7.5	GROUNDING DETAIL	3/6/2015

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ELECTRICAL PLAN SHEETS, continued

E-7.6	MISC. DETAIL	3/6/2015
E-7.7	MISC. DETAIL	3/6/2015
E-7.8	FIRE ALARM DETAILS	3/6/2015
E-7.9	FIRE ALARM DETAILS	3/6/2015
E-7.10	SIGNAL DETAILS	3/6/2015
E-8.1	OUTDOOR LIGHTING TITLE 24	3/6/2015

FOOD SERVICE PLAN SHEETS

FS-001	SYMBOLS, NOTES & INDEX	6/8/2016
FS-101	EQUIPMENT FLOOR PLAN	6/8/2016
FS-201	EQUIPMENT SCHEDULE	6/8/2016
FS-301	PLUMBING PLAN	6/8/2016
FS-401	ELECTRICAL PLAN	6/8/2016
FS-501	REFRIGERATION & CONDUIT PLAN	6/8/2016
FS-502	REFRIGERATION DETAILS	6/8/2016
FS-503	WALK-IN DETAILS	6/8/2016
FS-601	BUILDING WORKS & EXHAUST PLAN	6/8/2016
FS-602	HOOD DETAILS	6/8/2016
FS-603	HOOD DETAILS	6/8/2016
FS-604	VEGETABLE WASHING SYSTEM	6/8/2016
FS-701	EQUIPMENT ELEVATIONS	6/8/2016
FS-801	CONSTRUCTION DETAILS & SECTIONS	6/8/2016

THEATRICAL LIGHTING PLAN SHEETS

TL2.1.1	STAGE LIGHTING PLAN	4/8/2016
TL2.1.2	STAGE LIGHTING RCP	4/8/2016
TL6.0.1	STAGE LIGHTING SECTION	4/8/2016
TL8.1.1	STAGE LIGHTING DETAILS	4/8/2016
TL9.1.1	CONTROL RISER & SCHEDULES	4/8/2016
TL9.2.1	STAGE LIGHTING PLOT	4/8/2016

LANDSCAPE PLAN SHEETS

L101	IRRIGATION PLAN	6/20/2016
L102	IRRIGATION PLAN	6/20/2016
L103	IRRIGATION LEGEND & NOTES	6/20/2016
L201	PLANTING PLAN	6/20/2016
L202	PLANTING PLAN	6/20/2016
L301	LANDSCAPE DETAILS	6/20/2016
L301	LANDSCAPE DETAILS	6/20/2016

EXHIBIT A

Scope of Work

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PROJECT SPECIFICATIONS

DIVISION 1 - GENERAL REQUIREMENTS

		8/1/2016
00 00 02	TABLE OF CONTENTS	8/1/2016
00 07 00	GENERAL CONDITIONS	8/1/2016
01 11 00	SUMMARY OF WORK	8/1/2016
01 20 00	PRICE AND PAYMENT PROCEDURES	8/1/2016
01 30 00	ADMINISTRATIVE REQUIREMENTS	8/1/2016
01 31 00	PROJECT MANAGEMENT AND COORDINATION	8/1/2016
01 32 00	CONSTRUCTION SCHEDULE - NETWORK ANALYSIS	8/1/2016
01 33 00	SUBMITTAL PROCEDURES	8/1/2016
01 42 30	REFERENCE STANDARDS	8/1/2016
01 45 00	QUALITY CONTROL	8/1/2016
01 45 80	TESTING LABORATORY SERVICES	8/1/2016
01 50 00	TEMPORARY FACILITIES AND CONTROLS	8/1/2016
01 60 00	PRODUCT REQUIREMENTS	8/1/2016
01 61 16	VOLATILE ORGANIC COMPOUND (VOC) CONTENT RESTRICTIONS	8/1/2016
01 63 00	PRODUCT SUBSTITUTION PROCEDURES	8/1/2016
01 73 00	EXECUTION REQUIREMENTS	8/1/2016
01 73 20	CUTTING AND PATCHING	8/1/2016
01 77 00	CLOSEOUT PROCEDURES	8/1/2016

DIVISION 2 - EXISTING CONDITIONS

		8/1/2016
02 41 00	DEMOLITION	8/1/2016
02 43 00	STRUCTURE MOVING	8/1/2016

DIVISION 3 - CONCRETE

		8/1/2016
03 10 00	CONCRETE FORMWORK	8/1/2016
03 20 00	CONCRETE REINFORCEMENT	8/1/2016
03 30 00	CAST-IN -PLACE CONCRETE	8/1/2016

DIVISION 4 - MASONRY

		8/1/2016
04 22 00	CONCRETE MASONRY UNITS (CMU)	8/1/2016

DIVISION 5 - METAL WORK

		8/1/2016
05 12 00	STRUCTURAL STEEL	8/1/2016
05 50 00	MISCELLANEOUS METAL FABRICATIONS	8/1/2016
05 51 00	METAL STAIRS	8/1/2016
05 52 13	PIPE AND TUBE RAILINGS	8/1/2016

DIVISION 6 - WOOD AND PLASTIC

		8/1/2016
06 10 00	ROUGH CARPENTRY	8/1/2016
06 18 00	GLUED-LAMINATED CONSTRUCTION	8/1/2016
06 18 10	STRUCTURAL COMPOSITE MEMBERS	8/1/2016
06 20 00	FINISH CARPENTRY	8/1/2016
06 41 00	ARCHITECTURAL WOOD CASEWORK	8/1/2016

EXHIBIT A**Scope of Work**

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PROJECT SPECIFICATIONS**DIVISION 6 - WOOD AND PLASTIC, continued**

06 50 00	OPEN WEB TRUSS	8/1/2016
06 60 00	RED-I JOIST	8/1/2016
06 70 00	REDLAM LVL	8/1/2016

DIVISION 7 - THERMAL AND MOISTURE PROTECTION

07 14 00	FLUID-APPLIED WATERPROOFING	8/1/2016
07 16 16	CRYSTALLINE WATERPROOFING	8/1/2016
07 21 00	THERMAL INSULATION	8/1/2016
07 25 00	WEATHER BARRIERS	8/1/2016
07 28 00	BUILDING ENVELOPE UNDERLAYMENT	8/1/2016
07 31 10	ASPHALT SHINGLES	8/1/2016
07 54 23	THERMOPLASTIC-POLYOLEFIN ROOFING (TPO)	8/1/2016
07 62 00	SHEET METAL FLASHING AND TRIM	8/1/2016
07 71 23	MANUFACTURED GUTTERS AND DOWNSPOUTS	8/1/2016
07 72 00	ROOF ACCESSORIES	8/1/2016
07 81 00	APPLIED FIREPROOFING	8/1/2016
07 84 00	FIRE STOPPING	8/1/2016
07 90 05	JOINT SEALERS	8/1/2016

DIVISION 8 - DOORS AND WINDOWS

08 11 13	HOLLOW METAL DOORS AND FRAMES	8/1/2016
08 14 16	FLUSH WOOD DOORS	8/1/2016
08 31 00	ACCESS DOORS AND PANELS	8/1/2016
08 43 13	ALUMINUM-FRAMED STOREFRONTS	8/1/2016
08 5 113	ALUMINUM WINDOWS	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 1	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 2	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 3	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 4	8/1/2016
08 80 00	GLAZING	8/1/2016

DIVISION 9 - FINISHES

09 05 61	COMMON WORK RESULTS FOR FLOORING PREPARATION	8/1/2016
09 21 16	GYPSUM BOARD ASSEMBLIES	8/1/2016
09 22 16	NON-STRUCTURAL METAL FRAMING	8/1/2016
09 22 36	METAL LATH	8/1/2016
09 24 00	PORTLAND CEMENT PLASTERING	8/1/2016
09 30 00	TILING	8/1/2016
09 51 00	ACOUSTICAL CEILINGS	8/1/2016
09 65 00	RESILIENT FLOORING	8/1/2016
09 65 66	RESILIENT ATHLETIC FLOORING	8/1/2016

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PROJECT SPECIFICATIONS

DIVISION 9 - FINISHES, continued

09 68 00	CARPET TILE	8/1/2016
09 77 33	FIBER REINFORCED PANELS	8/1/2016
09 84 00	ACOUSTIC ROOM COMPONENTS	8/1/2016
09 84 13	FIXED SOUND-ABSORPTIVE PANELS	8/1/2016
09 90 00	PAINTING AND COATING	8/1/2016
09 93 00	CONCRETE STAINING	8/1/2016

DIVISION 10 - SPECIALTIES

10 11 01	VISUAL DISPLAY BOARDS	8/1/2016
10 14 00	SIGNAGE	8/1/2016
10 21 13	PLASTIC TOILET COMPARTMENTS	8/1/2016
10 22 29	FULL HEIGHT GLAZED PARTITION SYSTEM	8/1/2016
10 28 00	TOILET ACCESSORIES	8/1/2016
10 44 00	FIRE PROTECTION SPECIALTIES	8/1/2016
10 51 00	LOCKERS	8/1/2016
10 71 13	FIXED SUN SCREENS	8/1/2016
10 75 00	FLAGPOLES	8/1/2016

DIVISION 11 - EQUIPMENT

11 40 00	FOOD SERVICE EQUIPMENT	8/1/2016
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DIVISION 12 - FURNISHING

12 21 13	HORIZONTAL LOUVER BLINDS	8/1/2016
12 36 00	COUNTERTOPS	8/1/2016
12 48 13	ENTRANCE FLOOR MATS AND FRAMES	8/1/2016
12 68 23	FOLDING CAFETERIA TABLES	8/1/2016

DIVISION 13 - SPECIAL CONSTRUCTION

13 00 00	NOT USED -	N/A
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DIVISION 14 - CONVEYING EQUIPMENT

14 20 10	PASSENGER ELEVATORS	8/1/2016
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DIVISION 21 - FIRE SUPPRESSION

21 20 00	FIRE SUPPRESSION SYSTEMS	8/1/2016
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DIVISION 22 - PLUMBING

22 05 00	COMMON WORK RESULTS FOR PLUMBING	8/1/2016
22 05 13	BASIC PLUMBING MATERIALS AND METHODS	8/1/2016
22 05 53	PLUMBING IDENTIFICATION	8/1/2016
22 07 00	PLUMBING INSULATION	8/1/2016
22 10 00	PLUMBING	8/1/2016

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PROJECT SPECIFICATIONS**DIVISION 23 - MECHANICAL**

23 05 00	COMMON WORK RESULTS FOR HVAC	8/1/2016
23 05 13	BASIC HVAC MATERIALS AND METHODS	8/1/2016
23 05 48	HVAC SOUND, VIBRATION, AND SEISMIC CONTROLS	8/1/2016
23 05 53	HVAC IDENTIFICATION	8/1/2016
23 07 00	HVAC INSULATION	8/1/2016
23 08 00	HVAC SYSTEMS COMMISSIONING	8/1/2016
23 08 13	ENVIRONMENTAL CONTROLS & ENERGY MGMT. SYSTEMS COMMISSIONING	8/1/2016
23 09 23	ENVIRONMENTAL CONTROLS AND ENERGY MANAGEMENT SYSTEMS	8/1/2016
23 30 00	AIR DISTRIBUTION	8/1/2016
23 33 19	DUCT SILENCERS	8/1/2016
23 38 13	KITCHEN VENTILATION SYSTEM	8/1/2016
23 80 00	HEATING, VENTILATING, AND AIR CONDITIONING EQUIPMENT	8/1/2016

DIVISION 26 - ELECTRICAL

26 05 00	COMMON WORK RESULTS FOR ELECTRICAL	8/1/2016
26 05 13	BASIC ELECTRICAL MATERIALS AND METHODS	8/1/2016
26 05 19	LOW VOLTAGE WIRES	8/1/2016
26 05 26	GROUNDING BONDING	8/1/2016
26 05 33	RACEWAYS, BOXES, FITTINGS, AND SUPPORTS	8/1/2016
26 08 00	ELECTRICAL SYSTEMS COMMISSIONING	8/1/2016
26 09 23	LIGHTING CONTROL SYSTEMS	8/1/2016
26 10 00	SERVICE ENTRANCE	8/1/2016
26 22 00	LOW-VOLTAGE TRANSFORMERS	8/1/2016
26 24 13	SWITCHBOARDS	8/1/2016
26 24 16	PANELBOARDS AND SIGNAL TERMINAL CABINETS	8/1/2016
26 50 00	LIGHTING	8/1/2016
26 52 00	EMERGENCY POWER	8/1/2016
26 55 61	THEATRICAL LIGHTING AND STAGE DIMMING EQUIPMENT	8/1/2016

DIVISION 27 - COMMUNICATIONS

27 05 36	CABLE TRAYS FOR COMMUNICATIONS	8/1/2016
27 51 16	PUBLIC ADDRESS/CLOCK SYSTEM	8/1/2016
27 5123.50	ASSISTIVE LISTENING SYSTEM	8/1/2016

DIVISION 28 - ELECTRONIC SAFETY AND SECURITY

28 16 00	INTRUSION ALARM SYSTEM	8/1/2016
28 23 00	VIDEO SURVEILLANCE (CCTV) SYSTEM	8/1/2016
28 31 00	FIRE DETECTION ALARM	8/1/2016

EXHIBIT A

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PROJECT SPECIFICATIONS

DIVISION 31 - EARTHWORK

31 10 00	SITE CLEARING	8/1/2016
31 22 00	GRADING	8/1/2016
31 23 33	TRENCHING AND BACKFILLING	8/1/2016
31 25 00	EROSION AND SEDIMENTATION CONTROLS	8/1/2016

DIVISION 32 - EXTERIOR IMPROVEMENTS

32 11 26	ASPHALTIC BASE COURSES	8/1/2016
32 12 16	ASPHALT PAVING	8/1/2016
32 13 13	CONCRETE PAVING	8/1/2016
32 16 13	CURBS AND GUTTERS	8/1/2016
32 17 13	PARKING CURBS	8/1/2016
32 17 23	PAVEMENT MARKINGS	8/1/2016
32 30 00	MAINTENANCE	8/1/2016
32 84 00	IRRIGATION	8/1/2016
32 90 00	PLANTING AND MAINTENANCE	8/1/2016
32 90 10	HYDRO-SEEDED LAWN	8/1/2016

DIVISION 33 - UTILITIES

33 10 00	WATER UTILITIES	8/1/2016
33 30 00	SEWERAGE UTILITIES	8/1/2016
33 40 00	STORM DRAINAGE UTILITIES	8/1/2016

APPENDICES

ACM SURVEY	EORM -Environmental & Occupational Risk Management, Inc.	1/17/2014
AHERA REPORT 2011	ATC Associates Inc.	9/16/2011
HAZMAT SURVEY REPORT	EORM -Environmental & Occupational Risk Management, Inc.	1/10/2014
LEAD SURVEY	EORM -Environmental & Occupational Risk Management, Inc.	2/11/2014
LIMITED SOIL TESTING	EORM -Environmental & Occupational Risk Management, Inc.	2/14/2014
UPDATED LIMITED SOIL TESTING	EORM -Environmental & Occupational Risk Management, Inc.	2/14/2014
GEO-TECHNICAL REPORT	Earth Systems Southern California	3/4/2014
MEPF CONTRACTOR QUALIFICATION PROCESS	Oxnard School District	
SWPPP REPORT	Rick Engineering Company	10/25/2016
SWPPP Plan	Rick Engineering Company	11/17/2016
Pre Bid RFI's - #1 - 52	SVA Architects, Inc.	11/15/2016



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OXNARD SCHOOL DISTRICT



ELM STREET ELEMENTARY SCHOOL GMP PROPOSAL

December 7, 2016

To: Marlene Hickle
Caldwell Flores Winters, Inc.
1901 S. Victoria Avenue #106
Oxnard, CA 93035

BID SUMMARY



BID SUMMARY

Elm Street Elementary School Reconstruction
 450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Building Summary

Elm Street Elementary School Reconstruction

New Elementary School	53,296 sf	\$ 351 /sf	\$ 18,681,807	
				18,681,807

Subtotal				\$ 18,681,807
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General Conditions				1,755,609
General Requirements				365,885
Contractors Bond		0.64%		148,101
CCIP		1.25%		287,739
Builders Risk		1.15%		268,303
Subcontractor Default Insurance		1.20%		224,182
General Contractor's Fee		4.00%		896,419

SUBTOTAL				\$ 22,628,045
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Contractors Contingency		3.00%		678,841
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TOTAL				\$ 23,306,886
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Notes:

1. GMP is Based off DSA Approved Plans dated 8/1/16 and Specs Dated 4/22/16
2. Geotechnical Report Dated 3/2014 and Hazmat, Lead & Asbestos Reports Dated, 1/10/14, 1/17/14, 2/11/14 & 2/14/14
3. Pre-Bid RFI's I-52, Excluding RFI #9 & #43



SCHEDULE OF VALUES
Elm Street Elementary School Reconstruction
450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Description		Recommended Subcontractor	Bids Received	Amount
01000	ALLOWANCES			\$ 960,000
01570	EROSION CONTROL	Whitson CM / Bernards	1	\$ 67,646
01730	SURVEYING	Hunsaker & Assoc.	5	\$ 58,648
03200	REINFORCING STEEL	Stantru	3	\$ 182,550
03300	CAST IN PLACE CONCRETE	JT Wimsatt	2	\$ 1,032,700
N/A	INSULATING AND LIGHTWEIGHT CONCRETE	Insul-Flow	2	\$ 43,195
04200	MASONRY	Skidmore Masonry	2	\$ 79,044
05120	STRUCTURAL STEEL & MISC METALS	Ironman, Inc	2	\$ 501,400
05700	ORNAMENTAL METALS			w/ Structural Steel
06100	ROUGH CARPENTRY	WS Klem	2	\$ 2,984,977
06200	MILLWORK / CABINERY / COUNTERTOPS	ICI Millwork	4	\$ 65,042
07140	WATERPROOFING	Systems WP	4	\$ 95,436
07200	INSULATION	DJ Insulation	3	\$ 80,000
07540	ROOFING	Eberhard	4	\$ 344,200
07600	SHEET METAL	R&J SM	2	\$ 220,506
08100	DOORS / FRAMES / HARDWARE	Construction Hardware	3	\$ 236,830
08800	ALUMINUM STOREFRONT / GLASS AND GLAZING	Santa Barbara Glass	1	\$ 317,025
09220	PLASTER & DRYWALL	Pacific Int. / Perlite Plaster	6	\$ 1,516,532
09300	CERAMIC TILE	Stoneware Tile	3	\$ 118,809
09510	ACOUSTICAL CEILINGS	Cali-USA Acoustics	10	\$ 190,736
09650	CARPET AND RESILIENT FLOORING	Reliable Flooring	5	\$ 114,964
09900	PAINTING	Vanguard	8	\$ 329,600
10000	BUILDING SPECIALTIES	Various Trades	10	\$ 335,176
10110	VISUAL DISPLAY BOARDS	Claridge	3	\$ 525,000
10140	SIGNAGE	Kendall Sign	6	\$ 60,785
10280	TOILET PARTITIONS / BATHROOM ACCESORIES	SDI	4	\$ 48,061
11400	FOOD SERVICE EQUIPMENT	Kamran and Co.	5	\$ 349,000
12240	WINDOW SHADES	Sheward & Son & Sons	2	\$ 24,950
14200	ELEVATORS	Otis	1	\$ 143,500
21000	FIRE SPRINKLER	Superior Fire	2	\$ 283,790
22000	PLUMBING	Precision Plumbing	5	\$ 728,974
23000	HVAC	Sheldon Mech.	5	\$ 1,226,000
26000	ELECTRICAL / LOW VOLTAGE	Taft Elec.	3	\$ 2,415,989
31220	DEMO, EARTHWORK AND SITE CLEARING	Damar Const.	6	\$ 936,383
32122	ASPHALT PAVING	Onyx Paving	3	\$ 239,302
32131	SITE AND OFF-SITE CONCRETE	Lopez Eng.	3	\$ 671,962
N/A	FENCING AND GATES	Pilgrim Fence	1	\$ 270,872
32900	LANDSCAPE AND IRRIGATION	Advanced Land. 2000	5	\$ 363,185
33000	SITE UTILITIES	J. Vega Eng.	4	\$ 519,039

SCHEDULE OF VALUES
Elm Street Elementary School Reconstruction
450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Description	Recommended Subcontractor	Bids Received	Amount
Subcontracted Direct Costs			
		140	\$ 18,681,807
General Conditions			\$ 1,755,609
General Requirements			\$ 365,885
General Contractor Bond		0.64%	\$ 148,101
CCIP		1.25%	\$ 287,739
Builders Risk		1.15%	\$ 268,303
Subcontractor Default Insurance		1.20%	\$ 224,182
General Contractor's Fee		4.00%	\$ 896,419
Contractor Contingency		3.00%	\$ 678,841
Total Contract Amount			\$ 23,306,886

ALLOWANCES

ALLOWANCES



ALLOWANCES

Elm Street Elementary School Reconstruction
450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
December 9, 2016

Schedule of Allowances Included in Proposal		
1	Offsite Utilities Permits / Fees (Part of General Conditions Requirements 4.7.1)	\$ 15,000
2	B-Permit Offsite Plans - Hardscape (City Sidewalks, Curbs, Etc.) and Utilities (Sewer) - Plans Not Issued / Approved yet by City, Sewer Design Issues, Etc.	\$ 100,000
3	Unforeseen Utility Removal / Demolition	\$ 50,000
4	Site Fencing at New Field - 6' High Galvanized Chain-link	\$ 60,000
5	Remove and Replace City Sidewalk per General Note 8 on C-01 (Noted as Directed by City Engineer; QTY TBD) Assume 7' Wide at Montrose Ave	\$ 55,000
6	Remove and Relocate (2) Existing Portables and Demolish (1) Existing Portable Including Hookups (Elec, Plumbing, HVAC, Low Voltage)	\$ 60,000
7	Lead and Pesticide Abatement of Soil (No Recommendation Provided Within Hazardous Report)	\$ 125,000
8	Possible Additional Asbestos / Hazardous Material at Existing Buildings When Demolishing (Concealed Items Not Within Report)	\$ 25,000
9	Plumbing System Design Issues	\$ 100,000
10	Shoring at NE Corner of New Classroom Building and West End of Existing Classroom Building	\$ 20,000
11	Door Hardware Revisions to Comply with District Standards	\$ 45,000
12	Site Concrete Enhancements at Courtyard and Site Paving Areas per Pre-Bid RFI #57	\$ 20,000
13	School & Address Signage at the Admin Bldg. Not Shown. Reference 11/A-64.4 for 18" Aluminum Letters	\$ 12,000
14	Mitigate/Dewatering as Required for Shallow Water Table	\$ 18,000
15	Change Specified T8 Lamps to LED Light Fixtures/Controls	\$ 100,000
16	Add Upper & Lower Casework at Kitchen, Workrooms and Storage Rooms per SVA	\$ 45,000
17	Environmental and Geotechnical Testing of Imported Soil for District's Testing Lab	\$ 15,000
18	Kitchen Design Corrections to Meet Health Department Requirements	\$ 50,000
19	SCE Design Enhancements	\$ 45,000
TOTAL ALLOWANCES		\$ 960,000

QUALIFICATIONS

SUBCONTRACTOR EVALUATIONS

Bid Evaluation Report



Surveying	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Adkan	Hunsaker & Assoc.	Brenner & Carpenter	Precision	Stantec	Gromatici
Base Bid	42,000	39,504	65,100	44,975	76,000	Incomplete
Spec #: 017300	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	Included	Included	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Set-up	Included	Included	Included	Included	Included	
Travel Costs	5,000	5,000	5,000	5,000	5,000	
Horizontal Control	Included	Included	Included	Included	Included	
Survey Boundary Map	5,800	5,920	5,800	5,800	5,800	
Excavation	Included	Included	Included	Included	Included	
Rough Grade Staking	Included	5,920	Included	Included	Included	
Location and Existing Elevation at Future Driveways, Access Ramps	2,320	Included	Included	Included	Included	
Bluetop Stakes at Bottom of Excavation for Fine Grading	Included	Included	Included	Included	Included	
Gridlines at Elevator	1,160	1,184	Included	1,120	Included	
Buildings	Included	Included	Included	Included	Included	
Building Corner Stakes (All Bldgs)	Included	Included	Included	Included	Included	
Utility Sleeve Layout for Sanitary Sewer, Storm Drain, Domestic and Fire Water, and Permanent Electrical Service	Included	Included	Included	Included	Included	
Final Verification Upon Project Completion	Included	Included	Included	Included	Included	
Site	Included	Included	Included	Included	Included	
Stakes for Sanitary Sewer, Storm Drain and Domestic Fire	Included	Included	Included	Included	Included	
Stakes for CMU Enclosure Footings	Included	560	Included	420	Included	
Line and Grade Stakes for Underground Electrical Devices, POCs and Duct Banks	3,480	Included	Included	1,680	Included	
Line and Grade Stakes Outlining all B-Permit Concrete, AC Paving, Swales, Etc.	Included	Included	Included	Included	Included	
Parking Lot Lights	Included	560	Included	Included	Included	

Bid Evaluation Report



Surveying	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Subcontractors					Date Printed	12/6/2016
Description	Adkan	Hunsaker & Assoc.	Brenner & Carpenter	Precision	Stantec	Gromatici
TOTALS	59,760	58,648	75,900	58,995	86,800	0
Recommendation:		Amount				
Hunsaker & Assoc.		58,648				

Bid Evaluation Report



Demo & Earthwork	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Triangle Ent.	Damar Const.	Ground Breakers	Leko Const.	Sharma Gen. Eng.	Toro Ent.
Base Bid	See Below	See Below	See Below	See Below	See Below	See Below
Spec #: 024300, 311000, 312200, 312333	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	10 Days	30 Days	30 Days	30 Days	60 Days	30 Days
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Abatement						
Potential Inaccessible Asbestos Materials	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Asbestos as Surveyed	N/A	N/A	N/A	N/A	N/A	N/A
Abatement for Grading	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Unquantifiable Soils with Potential Lead Contamination at Existing Buildings	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Demo - Standard Industries	297,500	331,603	322,000	331,603	331,603	331,603
Phase 1	Included	Included	Included	Included	Included	Included
Offsite per Page 4 of 4	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) PCC Curb and Gutter	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) Sidewalks	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) 2' AC Paving in Street Along Elm, Montrose and Fir - 9/C02	Included	Included	Included	Included	Included	Included
Sawcut AC in Street for New Utilities - C08	4,608	4,608	4,608	4,608	4,608	4,608
Sawcut and Remove (E) Curb Ramps for New ADA Ramps with Truncated Domes	Included	Included	Included	Included	Included	Included
Onsite Clearing / Demolition - C05	Included	Included	Included	Included	Included	Included
Underground Utility Location	2,400	2,400	2,400	2,400	2,400	2,400
Remove Existing Trees	Included	Included	Included	Included	Included	Included
Sawcut & Remove AC Paving Parking Lot	Included	Included	Included	Included	Included	Included
Remove Fencing and Gates	Included	Included	Included	Included	Included	Included
Remove (E) Utilities, SD & Irrigation	Included	Included	Included	Included	Included	Included
(E) Drywell per RFI 35	Included	Included	Included	Included	Included	Included
Remove Trash Enclosure	Included	Included	Included	Included	Included	Included
Phase 2	Included	Included	Included	Included	Included	Included
Remove All Existing Facilities - Portables & Classroom Building	Included	Included	Included	Included	Included	Included

Bid Evaluation Report



Demo & Earthwork	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triangle Ent.	Damar Const.	Ground Breakers	Leko Const.	Date Printed	12/6/2016
					Sharma Gen. Eng.	Toro Ent.
AC Paving and Play Areas	Included	Included	Included	Included	Included	Included
Fencing	Included	Included	Included	Included	Included	Included
Concrete Pavement	Included	Included	Included	Included	Included	Included
Electrical Equipment	Included	Included	Included	Included	Included	Included
Salvage & Relocate	Included	Included	Included	Included	Included	Included
Light Poles (3)	In Electrical	In Electrical	In Electrical	In Electrical	In Electrical	In Electrical
Backflow (1)	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities
Adjust to Height - Sewer Cleanouts (2)	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities
Grading	579,100	536,995	533,500	720,118	748,340	589,068
Water Meter and Construction Watering for Own Scope	21,000	21,000	21,000	21,000	21,000	21,000
Move-Ins	Included	Included	Included	Included	Included	Included
April '17 Movie-In for MPR Bldg Due to Portables	Included	Included	Included	Included	Included	Included
Mass Excavation and Fine Grade Subgrade	Included	Included	Included	Included	Included	Included
Temp Soil Stabilization	7,500	7,500	7,500	7,500	7,500	7,500
Over-Ex 4' or 3' Below Footings (Phase 1) per RFI 39	Included	Included	Included	Included	Included	Included
Extend 5' from Perimeter Edges - RFI 7	Included	Included	Included	Included	Included	Included
Geogrid - Tensar Tri-Axial TX160 or Equal - RFI 7	Included	Included	Included	Included	Included	Included
1' Crushed Rock	Included	Included	Included	Included	Included	Included
Over-Ex at Elevator Pit, 1.5' Below Bottom and 3' Lateral per RFI 40	Included	Included	Included	Included	Included	Included
Over-Ex 6" at Site Conditions	Included	Included	Included	Included	Included	Included
Sub-Grade Compaction of 95%	Included	Included	Included	Included	Included	Included
Over-Ex 6" at Play Field (Phase 2)	Included	Included	Included	Included	Included	Included
Import per Geotech +/- 8,000 CY	Included	Included	Included	Included	Included	Included
Export Spoils Stockpiled by Others	\$19 / CY	\$20.30 / CY	\$29 / CY	\$25.57 / CY	\$26.10 / CY	\$28.80 / CY
Concrete Spoils	18,810	20,097	28,710	25,314	25,839	28,512
Site Utilities	9,500	10,150	14,500	12,785	13,050	14,400
Plumbing, Electrical	1,900	2,030	2,900	2,557	2,610	2,880
Structure Moving	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Relocate 2 (E) Portables - (Phase 1A)	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
TOTALS	942,318	936,383	937,118	1,127,885	1,156,950	1,001,971
Recommendation:	Amount					
Damar Const.	936,383					

Bid Evaluation Report



Asphalt Paving & Striping	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Terra Pave	Onyx Paving	Toro Ent.	Date Printed	12/6/2016
Base Bid	384,000	221,230	205,557		
Spec #: 321126, 321216, 321723	Included	Included	Included		
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days					
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A		
AC Paving	Included	Included	Included		
Phase 1	Included	Included	Included		
Road Work at Elm, Montrose & Fir	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 8" Sub Base	Included	Included	10,981		
4" AC o/ 5" Class II Base o/ 8" Sub Base at Bus Drop Offs in Street	Included	Included	23,150		
Grind and Overlay 0.20" AC (2' Wide Min.) in Street - Elm, Montrose & Fir - 9/C02	Included	Included	1,426		
Parking Lot	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" & 4" Sub Base	Included	Included	Included		
Phase 1A	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" & 4" Sub Base at Elec Yard	Included	Included	Included		
Phase 2	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" Sub Base at Playground	Included	Included	Included		
Redwood Header at Grass	Included	1,908	1,908		
Striping	ABC Resources	Included	ABC Resources		
Parking Lot - 4/C02	14,368	9,800	14,368		
Concrete Wheel Stops - 7/Gen2	Included	Included	Included		
Stripe Crosshatch Areas	Included	Included	Included		
Standard Parking Spaces	Included	Included	Included		
Fire Lane Curbs Red - F12/A01.2	Included	Included	Included		
Handicap Parking Spaces	Included	Included	Included		
Arrows and Stall Numbers	Included	Included	Included		
Signage - Parking & Fire Lane w/ Posts - 1&2/C02	Included	Included	Included		
Signage - Fire Lane - 1&9/Gen 5	Included	Included	Included		



Bid Evaluation Report

Asphalt Paving & Striping	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Terra Pave	Onyx Paving	Toro Ent.		Date Printed	12/6/2016
Signage - Stop Sign, District Signs and Fence Signs w/ Posts	Included	Included	Included			
Post Footings 12" Dia x 24" Deep	Included	3,200	Included			
Playground Track Striping at Kindergarten 3" White - 30" Wide per A0-1.1	Included	Included	Included			
Site Basketball, Tetherball, Hopscotch and Foursquare Striping per 6,8-12/A63.6	Included	Included	Included			
Elec Yard Striping per Note 17/C-06	824	824	824			
Offsite						
Paint Top of Curb and Curb Face Red / Yellow / Green as Required	2,340	2,340	2,340			
TOTALS	401,532	239,302	260,553	0	0	0
Recommendation:	Amount					
Onyx Paving	239,302					

Bid Evaluation Report



Site & Off-Site Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Lopez Eng.	A&S Cement	Santa Clarita Conc.	Toro Ent.		
Base Bid	See Below	625,000	479,000	Incomplete		
Spec #: 321213, 321613, 321713	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	30 Days	30 Days			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
On Site	Included	Included	Included			
Flat Work	282,765	Included	Included			
4" PCC with #3 Rebar at Site Walkways and Building Courtyards - C06	Included	Included	Included			
Accessible Curb Ramps at ADA Stalls/Admin Bldg with Truncated Domes- 6/C02	2,040	Included	Included			
Curb & Gutters	21,890	Included	Included			
Parking Lot per C06	Included	Included	Included			
6" Curb and Gutter - 111/C03	Included	Included	Included			
6" PCC Curb - 111/C03	Included	Included	Included			
0" Curb - 12/C02	Included	Included	Included			
Curb Ends - 7/C02	Included	Included	Included			
Concrete Mow Curbs at Site Fencing and Site Landscape - L201 & L302 (RFI 34)	6,750	6,750	Included			
Concrete Maint. Bands at Bldg Perimeters per A01.1 & 3/A63.6 (RFI 46)	8,664	Included	Included			
2"x6" Conc Header at AC to Grass Transition per A01.1 & 4/A63.6	3,578	3,578	3,578			
Misc	Included	Included	Included			
Bldg 1 - Classroom	Included	Included	Included			
6" Conc Pads for HVAC Equip - M1-1.1 & 16/S301	2,256	2,256	2,256			
Concrete Stairs at Stair 3 Per 1/A1-45.3	17,680	18,000	Included			
Fire Hydrant Bollards/Footings - 301/C04 (12)	Included	Included	Included			
3' Deep Footings	3,600	3,600	3,600			
Footings for Site Fencing and Gates - 3&4/A63.5	Included	Included	Included			
Kindergarten Bldg per RFI 41	Included	Included	Included			

Bid Evaluation Report



Site & Off-Site Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Lopez Eng.	A&S Cement	Santa Clarita Conc.	Toro Ent.	Date Printed	12/6/2016
Throughout Site per A0-1.1	Included	Included	Included			
Post Footing - 4/A-63.5	9,702	9,702	9,702			
Gate Footing - 3/A-63.5	7,560	7,560	7,560			
Flag Pole Footing 4' Dia x 6' Deep - 20/S303 (1)	1,250		Included			
Marquee Sign Footing & Cap per 18/S303	4,320	Included	Included			
Conc Base Under Rubber Play Surface at Kindergarten per 7/A63.5 & A0-1.1	29,869	29,869	29,869			
1' Conc Band Around Playgrounds at Kindergarten and Playground - A0-1.1 & 10/A63.5	4,512	Included	4,512			
Footing for Basketball Poles 84" Deep x 2' Dia - 7/A63.6 (6)	5,100	Included	5,100			
Footing for Tetherball Poles 12/A63.6 (2)	1,700	Included	1,700			
Concrete Footing for CMU Walls at Elec Yard - 1/A0-1.3 & 9&10/S303 - (3'-6" x 1'-4")	17,380	Included	17,380			
9" Conc Pad for Elec Equip at Elec Yard per 1/A0-1.3 & 16/S301	2,544	Included	2,544			
Light Pole Footings - 5&6/E7.3	6,800	Included	Included			
Base for all Paving	41,045	Included	Included			
Reinforcing Steel for All Work	37,762	Included	39,300			
Control and Expansion Joints / Sealants	20,070	20,070	20,070			
Washout Bins	2,500	2,500	2,500			
Off Site	Included	Included	Included			
4" PCC Sidewalks (8' Wide)	14,372	Included	Included			
Detectable Warning Surfaces (Truncated Domes) at Street Corner Curb Ramps - Yellow - 6/C02	3,720	Included	Included			
Loading Zone Ramp w/ Truncated Domes, Curbs and Ramp per 10/Gen 5 & C06 (2)	Included	Included	Included			
Join and Match (E) Curb, Gutter, Sidewalk	10,724	Included	Included			
Driveway Entrances per 115/C03 (3)	6,732	Included	Included			
4' Ribbon Gutter in Street Drop Off - 117/C03	10,800	Included	Included			
8" PCC Turnouts per Pg 4of4 & 200/Pg 2	39,101	Included	38,000			
Site Pavers (MFR TBD)	45,177	45,177	45,177			
Pavers Outside MPR & Admin Bldg	In Above	In Above	In Above			
Pavers in Classroom Courtyard	In Above	In Above	In Above			
Sand Base	In Above	In Above	In Above			
TOTALS	671,962	775,311	711,847	0	0	0
Recommendation:	Amount					
Lopez Eng.	671,962					

Bid Evaluation Report



Fencing & Gates	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Pilgrim Fence					
Base Bid	270,872					
Spec #: N/A	Included					
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included					
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included					
Acknowledgment of Addendum 1	Included					
Bid Good for 60 Days	Included					
Prevailing Wage	Included					
Prequalification per Bid Invite	N/A					
Attachment C Acknowledgement	N/A					
Chain Link Fencing	See Allowances					
Chain Link Fence, 6' Tall at New Play Field Perimeter	See Allowances					
Footings for Fence Posts	See Allowances					
Steel Fence and Gates - (A0-1.1, No Spec)	Included					
Steel Fencing at Kindergarten Bldg per RFI 41 - 9/S63.5	Included					
Fencing Throughout Site per 9/A63.5	Included					
Single Gates Throughout Site - 1/A63.5 (1)	Included					
Double Gates Throughout Site - 8/A63.5 (9)	Included					
Panic Hardware at All Gates	Included					
TOTALS	270,872	0	0	0	0	0
Recommendation:	Amount					
Pilgrim Fence	270,872					

Bid Evaluation Report



Landscape & Irrigation	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Pierre Land.	Advanced Land. 2000	Venco Western	Marina	Date Printed	12/6/2016
					Dafau Land.	
Base Bid	21,277	See Below	See Below	See Below	See Below	
Spec #: 323000, 328400, 329000, 329010	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	60 Days	30 Days	Included	Included	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Planting	146,171	117,918	113,905	186,000	105,213	
Furnish/Install all Project Landscape Planting (Trees, Shrubs, Groundcover, Flowers, Sod, Vines, etc.)	Included	Included	Included	Included	Included	
Planting Legend per L201	Included	Included	Included	Included	Included	
Hydroseed New Field "Sportsfield Mix"	Included	Included	Included	Included	Included	
Staking, Tree Trunk Guards, Headers and Root Barriers	Included	Included	Included	Included	Included	
Backfill Mix for Use of Planting	Included	Included	Included	Included	Included	
Planting Details per L302	Included	Included	Included	Included	Included	
Irrigation	169,413	149,757	143,545	178,000	189,247	
Irrigation Legend per L103	Included	Included	Included	Included	Included	
All Piping - Sch 40 PVC or Class 315 / Class 200 PVC	Included	Included	Included	Included	Included	
Irrigation POC on Fir Ave per L102 - RFI 12	Included	Included	Included	Included	Included	
Auto Controllers, Backflow Device, Master Valve and Flow Sensor, Rain Shut off Device	Included	Included	Included	Included	Included	
Dripline Tubing, Lighting Equipment, Pull Boxes, and Wire Cable	Included	Included	Included	Included	Included	
Temporary Watering w/ GC Supplied Water	Included	Included	Included	Included	Included	
Irrigation Tie-Ins and sleeves	Included	Included	Included	Included	Included	
Irrigation Details per L301	Included	Included	Included	Included	Included	
Misc						
Gravel Floor Covering at Elec Enclosure - 1/A0-1.3	3,426	3,426	3,426	3,426	3,426	
Gravel Pads at Curb Cuts in Parking Lot - 14/C02	2,939	3,000	3,000	3,000	3,000	
2x2 Gravel 1-1.5" Dia x 4" Deep (4)	In Above	In Above	In Above	In Above	In Above	
DG - 2.5 Tons	Included	5,471	6,000	6,000	6,000	

Bid Evaluation Report



Landscape & Irrigation	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Pierre Land.	Advanced Land. 2000	Venco Western	Marina	Date Printed	12/6/2016
					Dafau Land.	
Biofiltration Basins - 11/C02 (3)	48,586	33,041	41,000	41,000	41,000	
Vegetated Swale at Field - 15/C02 (Phase 2)	6,416	11,452	12,000	12,000	12,000	
Vegetated Swale at Field - SE Corner Not Identified on C-07	9,999	18,120	18,120	18,120	18,120	
12" Stone Layer, 6" Pea Gravel, 3" Sand & Geotextile Fabric	Included	In Above	In Above	In Above	In Above	
90 Day Maintenance	17,790	18,000	15,600	16,000	15,900	
(1) Year Warranty	Included	Included	Included	Included	Included	
Spoils Removal	2,275	3,000	3,000	3,000	3,000	
Move-Ins (2)	Included	Included	10,000	Included	Included	
TOTALS	428,292	363,185	369,596	466,546	396,906	0
Recommendation:	Amount					
Advanced Land. 2000	363,185					

Bid Evaluation Report



Reinforcing Steel	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Quality Reinforcing	Vista Steel	Stantru	Rebar Eng.	Date Printed	12/6/2016
					Base Bid	154,165
Spec #: 032000	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	30 Days				
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Rebar	Included	Included	Included			
Buildings 1-4	Included	Included	Included			
Rebar for Footings	Included	Included	Included			
Rebar for Spread Footings	Included	Included	Included			
Rebar for Column Footings	Included	Included	Included			
Rebar for Stair Footings	Included	Included	Included			
Rebar for Pad Footings	Included	Included	Included			
Rebar for Slab on Grade	Included	Included	Included			
Site Concrete Reinforcing	In Site Conc	In Site Conc	In Site Conc			
Site CMU Wall Reinforcing	In CMU	In CMU	In CMU			
Hoisting as Required	7,500	7,500	7,500			
Allowance - 5 Tons/2% per 7/S303	12,000	11,347	14,900			
Misc Site Work	11,750	11,750	11,750			
Conc Pads for HVAC Equip - 16/S301	In Above	In Above	In Above			
Conc Pad for Elec Equip at Elec Yard - 16/S301	In Above	In Above	In Above			
Conc Base Under Rubber Play Surface at Kindergarten per 7/A63.5	In Above	In Above	In Above			
Fire Hydrant Bollards/Footings - 301/C04	In Above	In Above	In Above			
TOTALS	185,415	232,139	182,550	0	0	
Recommendation:	Amount					
Stantru	182,550					

Bid Evaluation Report



Building Concrete	Elm Street Elementary School Reconstruction			Job Number	Elm
				Bid Date	12/7/2016
				Date Printed	12/6/2016
Description	Subcontractors				
	Santa Clarita Concrete	JT Wimsatt			
Base Bid	988,000	955,000			
Spec #: 031000, 033000-AD1	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	30 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Structural Concrete	Included	Included			
Base - 2" Sand Fill over Vapor Barrier	Included	Included			
15 mil. Vapor Barrier by Stego Ind.	Included	Included			
Bentonite Water Stop at Ext Wall Curbs - 1/A61.3	Included	Included			
Install Anchor/Sill Bolts for Wood Framing per Wall Framing Details - A-61.3	Included	Included			
Bldg 1 - Classroom (S-111 to 13)	Included	Included			
Spread Footings per Schedule on Foundation Pages S-111, 121, 131, 141 (W-1 to W-6)	Included	Included			
Column Footings (F-2 & F-3) - 10/S302	Included	Included			
5" SOG - 3&4/S301	Included	Included			
24" Conc Footing at Stair 1 per Note on S111	Included	Included			
10'x10'x2' Deep Footing at Exterior Stairs on Grade per Note on S111	Included	Included			
10'x10'x2' Deep Footing at Elevator Pit per S-111	Included	Included			
1-6" W x 1'-6" D Continuous Footing Between Ext. Column Footings - 8/S303	Included	Included			
2' D Footing by Width as Shown on S111 at Classrooms	Included	Included			
Elevator Pit per 13/S301	Included	Included			
Lt Wt Concrete Fill at Balconies on 2nd Floor of Classroom Bldg - 3/A63.4	60,000	56,000			
Concrete Fill at Pan Filled Metal Stair Treads and Landings w/ W4x4 Reinforcing - 2&6/S801	Included	18,000			
Balco Stair Strips AB-2 per 6/A1-45.3	3,250	3,250			
Bldg 2-4	Included	Included			
Spread Footings per Schedule on Foundation Pages S-111, 121, 131, 141 (W-1 to W-6)	Included	Included			

Bid Evaluation Report



Building Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Santa Clarita Concrete	JT Wimsatt			Date Printed	12/6/2016
5" SOG - 384/S301	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at MPR Bldg 2 per 14/S303 (5)	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at Admin Bldg 3 per 14/S303 (4)	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at Kinder Bldg 4 per 14/S303 (10)	Included	Included				
4" Conc Curb at Locker Alcove at MPR Bldg per 6/A64.4	450	450				
Dewatering as Required	See Allowances	See Allowances				
Setting Anchor Bolt Templates	Included	Included				
Curing and Sealing Compounds per Specs as Required	Included	Included				
Wash Out Bins	Included	Included				
TOTALS	1,051,700	1,032,700	0	0	0	0
Recommendation:	Amount					
JT Wimsatt	1,032,700					



Bid Evaluation Report

Masonry	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Subcontractors					Date Printed	12/6/2016
Description	Loyd Tonsing Masonry	Skidmore Masonry				
Base Bid	35,910	39,697				
Spec #: 042000	Included	Included				
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included				
Acknowledgment of Addendum 1	Included	Included				
Bid Good for 60 Days	45 Days	30 Days				
Prevailing Wage	Included	Included				
Prequalification per Bid Invite	N/A	N/A				
Attachment C Acknowledgement	N/A	N/A				
Site Masonry						
MFR - Basalite, Crystalline or Orco	Included	Included				
8x8x16 Grey Precision	Included	Included				
8' High 8" CMU Walls at Electrical Enclosure per 1/A01.3 & 9&10/S303	Included	Included				
Grouting as Required	Included	Included				
Furnish & Install Rebar for All CMU Site Walls	3,500	Included				
Scaffolding as Required	Included	Included				
Washout Bins	850	Included				
Mock-Up	2,500	2,500				
Precast Column Covers - 4/A64.4	36,847	36,847				
Bldg 1 - (22)	In Above	In Above				
Bldg 2 - (5)	In Above	In Above				
Bldg 3 - (4)	In Above	In Above				
Bldg 4 - (10)	In Above	In Above				
TOTALS	79,607	79,044	0	0	0	0
Recommendation:	Amount					
Skidmore Masonry	79,044					

Bid Evaluation Report



Structural Steel	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Ironman, Inc	Golden State Steel		Date Printed	12/6/2016
Base Bid	481,000	475,480			
Spec #: 051200, 055000, 055100, 055213	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	14 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Structural Steel	Included	Included			
Contractor to Pay for Inspector Travel Expenses if Fabricator is outside of 25 Miles of Project Site	TBD	TBD			
Bldg 1 - Classroom	Included	Included			
HSS Steel Columns on First & Second Levels - 4x4, 5x5 & 6x6	Included	Included			
HSS Beams at Elevator - 4/S501	Included	Included			
"C" Channel Framing at Elevator - S111	Included	Included			
Pipe Columns at Roof Hip Beams - 19/S602	Included	Included			
"W" Steel Beams at Elevator - S113 & 2/S501	Included	Included			
Bldg 2 - MPR	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (5)	Included	Included			
1-1/2" Dia Pipe at Ea End of Parapet Screen Walls and MC10x25 per 19A/S613	Included	2,850			
Bldg 3 - Admin	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (4)	Included	Included			
1-1/2" Dia Pipe at Ea End of Parapet Screen Walls and MC10x25 per 19A/S613	Included	2,850			
Bldg 4 - Kindergarten	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (10)	Included	Included			
Pipe Column at Roof Hip Beams - 19/S602 (1)	Included	Included			
Safety Cable Railing as Required	6,500	6,500			
FOB Anchor Bolts/ Templates for Own Work	Included	Included			
FOB Embeds, Weld Plates, etc. for Own Work	Included	Included			
Hoisting for All Work	Included	Included			
Steel Stairs	Included	Included			
Shop Primed and Painted	Included	Included			

Bid Evaluation Report



Structural Steel	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Ironman, Inc	Golden State Steel				
Stairs 1-3 at Classroom Bldg 1 - S114 & S801	Included	Included				
Stair 1 - A1-45.4	Included	Included				
Stair 2 - A1-45.2	Included	Included				
Stair 3 - A1-45.3	Included	Included				
Steel Stairs (Pan Filled Concrete)	Included	Included				
HSS, MC, C Stringers, L Brackets and Metal Pan Landings	Included	Included				
Conc Nosing at Stairs - 6/A1-45.3	2,500	2,500				
Stair Railings and Guardrails	Included	Included				
Railings & Guardrails	Included	Included				
Bldg 1 - Classroom - A1-45.1, 2 & 3	Included	Included				
Stair Railings and Guardrails	Included	Included				
1-1/2" Handrail Both Sides - A63.2	Included	Included				
Guardrail at Midlandings - A63.2	Included	Included				
Guardrail at Top of Stairs - A63.2	Included	Included				
Stair 1 - A1-45.1	Included	Included				
Stair 2 - A1-45.2	Included	Included				
Stair 3 - A1-45.3	Included	Included				
Guardrails at 2nd Floor Walkways - A1-11.2	Included	Included				
Elevations - 12/A63.2	Included	Included				
Bldg 2 - MPR	Included	Included				
Roof Guardrail -16/A63.1	Included	Included				
1" & 1-1/2" Dia Galv. Tube Steel	Included	Included				
Site	Included	Included				
Steel Bollards at Fire Hydrants - 301/C04	4,800	4,800				
Metal Gates are Site Elec Yard - 4/A0-1.3	Included	Included				
6'-8"Wx8'H Gate (1)	Included	Included				
10'Wx8'H Gate (1)	Included	Included				
HSS Posts, 22 GA Corrugated Panels, Hinges, Cane Bolts and Embed Plates	Included	Included				
Misc. Metal	Included	Included				
L2x2 Bracket for Countertops in Bldg 3 Admin	Included	Included				
Rms 3-121 & 3-122 - 8/A64.3	Included	Included				
Ridge Connection Plates per 12/S612	Included	4,200				
Drinking Fountain Cane Rails per 11/Gen-5 (2)	900	Included				
Drinking Fountain Cane Rails per 6/Gen-4 (1)	450	Included				
Bldg 3 - 12GA Bent Plates at 8" OC at Wall Popout - 13/A64.2	4,500	4,500				
Elevator Pit Ladder (1) - 1/A1-45.2 (None Shown)	750	Included				

Bid Evaluation Report



Structural Steel		Elm Street Elementary School Reconstruction			Job Number	Elm
		Subcontractors			Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Ironman, Inc	Golden State Steel				
Elevator Sill Angle & Threshold	Included	1,200				
Roof Access Ladders - 2/A64.4	Included	Included				
Bldg 1 - Classroom (1)	Included	Included				
Bldg 2 - MPR (1)	Included	Included				
Bldg 3 - Admin (1)	Included	Included				
Fixed Sun Screens	Included	Included				
HSS 4x4 Sleeve w/ 3/8" Steel Plate & 6x15" Plate at each Side of Kickers at Window Shades - 20/S602, A64.5, A64.6	Included	Included				
Bldg 1 - Classroom (8)	Included	Included				
Bldg 2 - MPR (6)	Included	Included				
Bldg 3 - Admin (2)	Included	Included				
Bldg 4 - Kindergarten (2)	Included	Included				
TOTALS	501,400	504,880	0	0	0	0
Recommendation:	Amount					
Ironman, Inc	501,400					

Bid Evaluation Report



Rough Carpentry	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	WS Klem	Abdellatif Ent.	JF Construction	Date Printed	12/6/2016
Base Bid	2,903,000	2,895,000	Incomplete		
Spec #: 061000, 061800, 061810, 065000, 066000	Included	Included			
Spec #: 067000, 097733, 107113.43	Included	Included			
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	30 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Rough Framing	Included	Included			
Wall Schedule per A61.1	Included	Included			
Plywood Sheathing as Shown on Wall Types	Included	Included			
MFR - Standard Structures	Included	Included			
GIU-Laminated Beams & Struc Eng. Beams	Included	Included			
MFR - RedBuilt Drawings 1-5	Included	Included			
Open Web Trusses, I-Joists, LVL	Included	Included			
Simpson HDW as Scheduled	Included	Included			
Supply Anchor/Sill Bolts for Wood Framing per Wall Framing Details - A-61.3	61,173	62,000			
Hold Down Schedule (A-H4)	Included	Included			
Shear Wall Panels per 2/S621	Included	Included			
Mechanical Platforms at Roof on Bldg 2 & 3 - 8/S602	Included	Included			
Wall Framing - 2x4, 2x6, 2x8	Included	Included			
Wood Backing for All Wall Items - Millwork, TV's, Marker/Tackboards, Handrails, B-RM Acc.	Included	Included			
Plywood Backboards - Electrical / Low Voltage	1,250	1,250			
Wood Nailers at Roof Parapet Coping - 7/A63.1	Included	Included			
Storage of Lumber and Delivery to Site	Included	Included			
Safety Railing as Required at Bldg 1 2nd Floor	3,200	3,200			
Bldg 1 - Classroom	Included	Included			
Plywood Floor Sheathing - 18/S622	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			

Bid Evaluation Report



Rough Carpentry	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	WS Klem	Abdellatif Ent.	JF Construction	Date Printed	12/6/2016
Flooring & Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
T1-11 Siding at Underside of Roof Overhang per 2.1/A60.1, 15/A64.2 & A1-11.5	Included	Included			
Hardie Board Fascia per Wall Sections on A1-32.1 through A1-32.6	Included	Included			
Install Pipe Columns at Roof Hip Beams - 5&19/S602 (3)	0	0			
Bldg 2 - MPR	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Kitchen Ceiling Joists - S701 & 3/A2-41.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
2x Furring Strips at Tetcum Panel Ceiling at Presentation/Serving Area Rm 105	In ACT	In ACT			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
2x6 Framing and Plywood Sheathing at Parapet Screen Wall - 19A/S613 & 11/A64.2	Included	Included			
1x8 Wood Board at Coat Hooks on 1st and 2nd Floors - 14/A64.4	5,304	5,304			
Roof Crickets per A2-11.2 & S-122	Included	12,000			
Bldg 3 - Admin	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
Simpson Strong Walls - SWS B1 & B2	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
2x6 Framing and Plywood Sheathing at Parapet Screen Wall - 19A/S613 & 11/A64.2	Included	Included			
Roof Crickets per A3-11.2 & S-132	Included	7,200			
Bldg 4 - Kindergarten	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			

Bid Evaluation Report



Rough Carpentry	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	WS Kiem	Abdellatif Ent.	JF Construction	Date Printed	12/6/2016
T1-11 Siding at Underside of Roof Overhang per 2.1/A60.1, 15/A64.2 & A4-11.3	Included	Included			
Hardie Board Fascia per Wall Sections on A4-32.1 through A4-32.4	Included	Included			
Install Pipe Column at Roof Hip Beams - 5&19/S602 (1)	650	650			
Fixed Sun Screens	Included	Included			
Fire Treated Lumber	Included	Included			
Window Shades per 20/S602 & A64.5 & A64.6	Included	Included			
4x4 & 4x6 Beams	Included	Included			
3x3 @ 8" OC	Included	Included			
4x4 Kickers w/ 3/8" Steel Plate & 6x15" Plate at each Side of Kicker	Included	Included			
4x6 & 4x10 Blocking per 3/S601	Included	Included			
Entrance Canopies per 17/S602 & A64.5 & A64.6	Included	Included			
4x10 & 6x10 Beams	Included	Included			
3x3 @ 8" OC	Included	Included			
Simpson Hardware	Included	Included			
4x Blocking	Included	Included			
Bldg 1 - Classroom	Included	Included			
Window Shades (8)	Included	Included			
Bldg 2 - MPR	Included	Included			
Window Shades (6)	Included	Included			
Entrance Canopies (1)	Included	Included			
Bldg 3 - Admin	Included	Included			
Window Shades (2)	Included	Included			
Entrance Canopies (2)	Included	Included			
Bldg 4 - Kindergarten	Included	Included			
Window Shades (2)	Included	Included			
FRP Panels - Miller Paneling	10,400	10,400			
MFR - Glasteel, Kemlite, Lasco, Marlite, Nudo	Included	Included			
Janitors Closets (Not Shown)	Included	Included			
Bldg 1 - Janitors Closets - 104, 112, 204	Included	Included			
Bldg 4 - Janitors Closet - 114	Included	Included			
TOTALS	2,984,977	2,997,004	0	0	0
Recommendation:	Amount				
WS Kiem	2,984,977				

Bid Evaluation Report



Cabinets / Millwork	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Stolo Cab.	Fremont Millwork	Dennis Reeves	ICI Millwork		
Base Bid	67,190	68,530	62,974	62,042		
Spec #: 062000, 064100, 123600	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	45 Days	30 Days	30 Days	90 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Millwork						
Lower Cabinets with Hardware	Included	Included	Included	Included		
Plastic Laminate Finish	Included	Included	Included	Included		
Plastic Laminate Countertops	Included	Included	Included	Included		
Details per A64.3	Included	Included	Included	Included		
Bldg 1 - Classroom per A1-51.3 & 4	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rms - 101,2,6,7,8,9,18,19,20,21	Included	Included	Included	Included		
Rms - 201,2,6,7,8,9,11,13,14,15,16	Included	Included	Included	Included		
Bldg 3 - Admin per A3-11.1	Included	Included	Included	Included		
Countertops per 8/A64.3	Included	Included	Included	Included		
Rms - 3-121 & 3-122	Included	Included	Included	Included		
Rm - 3-125 - 1/A3-41.1	Included	Included	Included	Included		
Rm - 3-108 - 1/A3-41.2	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rm - 3-113 - 2/A3-51.1	Included	Included	Included	Included		
Rm - 3-111 - 1/A3-51.1	Included	Included	Included	Included		
Bldg 4 - Kindergarten per A4-51.1	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rms - 4-101,2,3,4 - A4-41.2 & A4-51.1	Included	Included	Included	Included		
Install Countertop Supports	3,000	3,000	3,000	3,000		
TOTALS	70,190	71,530	65,974	65,042	0	0
Recommendation:	Amount					
ICI Millwork	65,042					

Bid Evaluation Report



Waterproofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Systems WP	Angelus WP	Eberhard	Letner	Date Printed	12/6/2016
Base Bid	33,200	43,500	63,115	45,630		
Spec #: 071400, 071616, 079005	Included	Included	Included	Included		
Spec #: 099723	Included	Included	Included	Included		
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	Included	30 Days	60 Days	Included		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Waterproofing	Included	Included	Included	Included		
Hot Fluid Applied	Included	Included	Included	Included		
MFR - Tremco, American Hydrotech, Barrett	Included	Included	Included	Included		
At Exterior Decks on Bldg 1 Classroom - 3/A63.4	Included	Included	Included	Included		
Under Topping Slabs at Exterior Decks	Included	Included	Included	Included		
Crystalline	Included	Included	Included	Included		
MFR - Euclid, Gemite, Koster or Vandez	Included	Included	Included	Included		
Inside of Elevator Pit	Included	Included	Included	Included		
Misc	Included	Included	Included	Included		
2" Thick WP at Flag Pole per 8/A64.4	2,000	2,000	2,000	2,000		
Caulking & Sealants	Included	Included	Included	Included		
Per Schedule in Specs 3.3	Included	Included	Included	Included		
Windows, Doors, Walls, As Shown	34,642	34,642	34,642	34,642		
Sealed Concrete per RFI 10	Included	Included	Included	Included		
Conc - Natural Concrete Sealed	Included	Included	Included	Included		
MFR - Concrete Coatings Inc. - CCI SuperSeal 20-WB	Included	Included	Included	Included		
Storage, Data, Elec, Custodian, Control and Fire Riser Rooms per Finish Schedule	25,594	25,594	25,594	25,594		
Bldg 1- Classroom	In Above	In Above	In Above	In Above		
Rms - 104, 110A, 112, 116, 122, 204, 212, 217	In Above	In Above	In Above	In Above		
Bldg 2 - MPR	In Above	In Above	In Above	In Above		
Rms - 109 & 110	In Above	In Above	In Above	In Above		
Bldg 3 - Admin	In Above	In Above	In Above	In Above		
Rms - 116, 119, 123	In Above	In Above	In Above	In Above		

Bid Evaluation Report



Waterproofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Systems WP	Angelus WP	Eberhard	Letner	Date Printed	12/6/2016
Bldg 4 - Kindergarten	In Above	In Above	In Above	In Above		
Rms - 114, 115, 116	In Above	In Above	In Above	In Above		
TOTALS	95,436	105,736	125,351	107,866	0	0
Recommendation:	Amount					
Systems WP	95,436					

Bid Evaluation Report



Sheet Metal & Metal Panels	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	R&J SM	Merit Metal Products		Date Printed	12/6/2016
Base Bid	151,100	147,000			
Spec #: 076200, 077123, 077200	Included	Included			
Spec #: 034900	Included	Included			
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	30 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Sheet Metal	Included	Included			
All General Sheet Metal: Roof, Decking, Walls	Included	Included			
Flashings	Included	Included			
Trim	Included	Included			
Flexible Flashing and Underlayment	Included	Included			
Flashing at Mechanical Pads	Included	Included			
SS Sill Pan at Ext. Storefront Base - 19/A62.3	Included	Included			
Bldg 1 - Classroom	Included	Included			
Balcony Flashing at 2nd Floor - 3/A63.4	Included	Included			
Bldg 2 - MPR	Included	Included			
Parapet Coping - 22 Ga - 7/A63.1	Included	Included			
SM Flashing at Parapet Top - 11/A64.2	Included	Included			
Bldg 3 - Admin	Included	Included			
Parapet Coping - 22 Ga - 7/A63.1	Included	Included			
SM Flashing at Parapet Top - 11/A64.2	Included	Included			
GSM Flashing at Wall Popout - 13/A64.2	Included	Included			
Door & Window Sill/Head Flashings	42,582	50,000			
Gutters & Downspouts - 12&13/A64.4 - RFI 26	Included	Included			
Galvanized, Rectangular Shaped - Painted	Included	Included			
Bldg 1 - Classroom	Included	Included			
Bldg 4 - Kindergarten	Included	Included			
Splash Blocks at Downspouts per Elevations	Included	Included			
Roof Hatch - 9/A63.1	Included	Included			
MFR - Acudor, Bilco, Dur-Red, Milcor	Included	Included			
Prefab Curb by MFR	Included	Included			
Bldg 1 - Classroom - (1)	Included	Included			



Bid Evaluation Report

Sheet Metal & Metal Panels	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	R&J SM	Merit Metal Products			Date Printed	12/6/2016
Bldg 2 - MPR (1)	Included	Included				
Bldg 3 - Admin (1)	Included	Included				
GFRC Panels - RFI 50						
Bldg 2 - MPR - A2-11.2	12,697	12,697				
GFRC Panels at Parapet Overhang - 11/A64.2	In Above	In Above				
Bldg 3 - Admin	14,127	14,127				
GFRC Panels at Parapet Top - 11/A64.2	In Above	In Above				
TOTALS	220,506	223,824	0	0	0	0
Recommendation:	Amount					
R&J SM	220,506					

Bid Evaluation Report



Roofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Eberhard	Letner	Best Cont.	Commercial Roofing	Date Printed	12/6/2016
Base Bid	344,200	422,350	472,000	352,124	Incomplete	
Spec #: 073110, 075423, 072800	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	60 Days	Included	90 Days	30 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Asphalt Shingles	Included	Included	Included	Included		
MFR - GAF, Owens-Corning, CertainTeed	Included	Included	Included	Included		
Underlayment per 072800	Included	Included	Included	Included		
Bldg 1 - Classroom - A1-11.3	Included	Included	Included	Included		
Bldg 4 - Kindergarten - A4-11.2	Included	Included	Included	Included		
TPO Roofing	Included	Included	Included	Included		
MFR - Firestone or Equal per RFI 1	Included	Included	Included	Included		
Single Ply Roofing System	Included	Included	Included	Included		
Fully Adhered	Included	Included	Included	Included		
Mechanically Fastened	Included	Included	Included	Included		
R30 Rigid Insulation - RFI 22	Included	Included	Included	Included		
5/8" Coverboard at Roof per RFI 21	Included	Included	Included	Included		
Walk Pads - Per Roofing Plans	Included	Included	Included	Included		
Parapet Walls	Included	Included	Included	Included		
Bldg 2 - MPR - A2-11.2	Included	Included	Included	Included		
Bldg 3 - Admin - A3-11.2	Included	Included	Included	Included		
TOTALS	344,200	422,350	472,000	352,124	0	0
Recommendation:	Amount					
Eberhard	344,200					

Bid Evaluation Report



Doors, Frames & Hardware	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Design Hardware	Star Hardware	Construction Hardware	Date Printed	12/6/2016
Base Bid	277,648	225,035	222,820		
Spec #: 081113, 081416, 087100 1-4	Included	Included	Included		
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days	60 Days	Included	30 Days		
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A		
Hollow Metal Doors and Frames	Included	Included	Included		
MFR per Specs	Included	Included	Included		
Frame Details - A62.1	Included	Included	Included		
Site					
Site 3'-4"x8' HM Door & Frame at Elec Enclosure per 1/A0-1.3 (1)	1,250	1,250	1,250		
Bldg 1 - Classroom - A1-52.1	Included	Included	Included		
Bldg 2 - MPR - A2-52.1	Included	Included	Included		
Bldg 3 - Admin - A3-52.1	Included	Included	Included		
Bldg 4 - Kindergarten - A4-52.1	Included	Included	Included		
Install HM Doors	Included	Included	Included		
Install HM Frames	In Drywall	In Drywall	In Drywall		
Install Wood Doors	Included	Included	Included		
Door Hardware	Included	Included	Included		
Hardware per Schedule in Specs per Bldg 1-4	Included	Included	Included		
Door Thresholds	Included	Included	Included		
Misc. Door Hardware	Included	Included	Included		
Storefront Doors	13,000	11,550	12,760		
Panic Hardware at Gates - 9 Doubles & 1 Single	In Fencing	In Fencing	In Fencing		
TOTALS	291,898	237,835	236,830	0	0
Recommendation:	Amount				
Construction Hardware	236,830				

Bid Evaluation Report



Glass & Glazing	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Santa Barbara Glass	Coast to Coast		Date Printed	12/6/2016
Base Bid	259,650	No Bid			
Spec #: 084313, 085113, 088000, 102229	Included				
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included				
Acknowledgment of Addendum 1	Included				
Bid Good for 60 Days	Included				
Prevailing Wage	Included				
Prequalification per Bid Invite	N/A				
Attachment C Acknowledgement	N/A				
Aluminum-Framed Storefronts	Included				
MFR - Coral, CR Laurence, EFCO or Kawneer	Included				
SS Sill Pan at Ext. Storefront Base - 19/A62.3	In Sheet Metal				
Bldg 2- MPR	Included				
Alum Storefront Entrance Doors 101 per 1/A2-52.2 per RFI 51	Included				
Bldg 3 - Admin	Included				
Breakout Rooms 128, 129, 130 - 1/A3-52.2	Included				
Makers Space Room 120 - 3/A3-52.2	Included				
Health Office Room 113 - 2/A3-52.2	Included				
Entrances 101 & 126 - 4/A3-52.2	Included				
Storefront Hardware	33,125				
Aluminum Windows	Included				
BOD - Arcadia or EFCO, Wausau, YKK	Included				
Arcadia Series T200 - Factory Finish	Included				
1/4" Safety Glass at Window Types 1,2,3,4,5 - RFI 23	Included				
Bldg 1 - Classroom - A1-52.2	Included				
Type 1 - 6x6 (46)	Included				
Type 2 - 4x6 (4)	Included				
Type 3 - 6x2 (42)	Included				
Bldg 2 - MPR - A2-52.1	Included				
Type 1 - 8x2 (2)	Included				
Type 2 - 6x2 (4)	Included				
Type 3 - 8x4 (2)	Included				
Type 4 - 10x4 (5)	Included				

Bid Evaluation Report



Glass & Glazing	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
	Subcontractors				Date Printed	12/6/2016
Description	Santa Barbara Glass	Coast to Coast				
Type 5 - 8x4 (3)	Included					
Bldg 3 - Admin - A3-52.1	Included					
Type 1 - 6'-10"x6 (16)	Included					
Type 2 - 4x6 (4)	Included					
Type 3 - 5x6 (1)	Included					
Type 4 - 6x6 (4)	Included					
Type 5 - 4x4 (1)	Included					
Bldg 4 - Kindergarten - A4-52.1	Included					
Type 1 - 6x4 (20)	Included					
Sealing and Caulking for All Window/Door Systems per Arch Details	24,250					
Glazing	Included					
Glass for Vision Lites, Storefronts & Windows	Included					
Admin Bldg - Office Doors - 103, 104, 105, 106, 107, 110	Included					
Full Height Glazed Partition System	N/A					
MFR - Avanti Solare	N/A					
Breakout Room 1, 2 & 3 per A3-11.1	N/A					
TOTALS	317,025	0	0	0	0	0
Recommendation:	Amount					
Santa Barbara Glass	317,025					

Bid Evaluation Report



Plaster & Drywall	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Church and Larsen	Berger Bros.	Rutherford Co.	Premier Drywall	Date Printed	12/6/2016
					Pacific Int. / Perlite Plaster	Jade, Inc / Perlite Plaster
Base Bid	2,269,000	1,510,081	1,799,990	1,625,947	1,467,580	1,640,988
Spec #: 092116, 092216, 092236.23, 092400	Included	Included	Included	Included	Included	Included
Spec #: 078400, 083100, 072500	Included	Included	Included	Included	Included	Included
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	30 Days	Included	30 Days	30 Days	Included	30 Days
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Plaster	Included	Included	Included	Included	Included	Included
Exterior Elevations of All Buildings 1-4	Included	Included	Included	Included	Included	Included
Bldg 1 - A1-21.1 & 2	Included	Included	Included	Included	Included	Included
Bldg 2 - A2-21.1	Included	Included	Included	Included	Included	Included
Bldg 3 - A3-21.1	Included	Included	Included	Included	Included	Included
Bldg 4 - A4-21.1	Included	Included	Included	Included	Included	Included
Ext. Column Covers per 3/A64.4	Included	Included	Included	Included	Included	Included
Texture - Smooth Finish	Included	Included	Included	Included	Included	Included
Exterior Plaster Ceilings and Soffits - A64.2	Included	Included	Included	Included	Included	Included
Foam Trim Pieces at Windows per Details 5&8/A62.2	Included	Included	Included	Included	Included	Included
Wainscoting at Exterior of Buildings up to 3' High per Elevations	Included	Included	Included	Included	Included	Included
Weather or Air Barrier per Section 072500 & 072800	Included	Included	Included	Included	Included	Included
MFR - Tyvek, Fiberweb or Vaproshield	Included	Included	Included	Included	Included	Included
2-Layers Grade D Kraft Paper	Included	Included	Included	Included	Included	Included
3-Coat System	Included	Included	Included	Included	Included	Included
Glass Fiber Reinforcement	Included	Included	Included	Included	Included	Included
Lath & Paper	Included	Included	Included	Included	Included	Included
Ribbed Lath at Plaster Ceilings & Soffits	Included	Included	Included	Included	Included	Included
Expansion/Control Joints	Included	Included	Included	Included	Included	Included
Plaster Trim	Included	Included	Included	Included	Included	Included
Vent & Weep Screeds	Included	Included	Included	Included	Included	Included
Flexible Membrane Waterproofing	Included	Included	Included	Included	Included	Included
Patching, Taping, Floating as Required	Included	Included	Included	Included	Included	Included

Bid Evaluation Report



Plaster & Drywall	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Church and Larsen	Berger Bros.	Rutherford Co.	Premier Drywall	Pacific Int. / Perlite Plaster	Jade, Inc / Perlite Plaster
All Required Caulking and Sealants at Penetrations	Included	Included	Included	Included	Included	Included
Scaffolding for Own Work	90 Days	90 Days	Included	Included	Included	Included
Trade Damage - Plaster (40 Hours)	5,400	5,400	5,400	5,400	5,400	5,400
Drywall	Included	Included	Included	Included	Included	Included
Drywall per Wall Schedule - A61.1 & A61.2	Included	Included	Included	Included	Included	Included
Drywall Ceilings per A60.2 & A64.2	Included	Included	Included	Included	Included	Included
Bldg 2 - No Notes for Gyp on Roof Joists	Included	Included	Included	Included	Included	Included
Bldg 3 - 2/A3-32.2 notes detail 15/A-61.3	Included	Included	Included	Included	Included	Included
Bldg 4 - 2 Layers Gyp on Ceiling Joists - 2 & 3/A4-32.1 & A4-32.2 notes detail 15/A-61.3	Included	Included	Included	Included	Included	Included
5/8" Drywall Vertical Surfaces	Included	Included	Included	Included	Included	Included
Cement Backerboard at Restroom Walls	Included	Included	Included	Included	Included	Included
Level 1-4 Finish at Locations per Specifications Based on Paint or Wall Finish	Included	Included	Included	Included	Included	Included
Fire Resistant Sealants at Head and Base of Walls per A61.1	Included	Included	Included	Included	Included	Included
Acoustic Sealants as Shown and Spec'd	Included	Included	Included	Included	Included	Included
Installation of HM Door Frames Supplied by Others	25,250	25,250	25,250	25,250	25,250	25,250
Supply and Install of Access Panels 12x12	4,500	4,500	4,500	4,500	4,500	4,500
Installation of FEC Supplied by Others	3,000	3,000	3,000	3,000	3,000	3,000
Drywall Pickup	Included	Included	Included	Included	Included	Included
Hoisting for Own Work	Included	Included	Included	Included	Included	Included
Trade Damage - Drywall (80 Hours)	10,800	10,800	10,800	10,801	10,802	10,803
TOTALS	2,317,950	1,559,031	1,848,940	1,674,898	1,516,532	1,689,941
Recommendation:	Amount					
Pacific Int. / Perlite Plaster	1,516,532					

Bid Evaluation Report



Tile Flooring	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Stoneware Tile	J. Colavin & Son	Stonerock Tile			
Base Bid	118,809	145,690	171,350			
Spec #: 093000, 090561	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	90 Days	60 Days			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Tile	Included	Included	Included			
MFR - Dal-Tile, Groups 2 & 3	Included	Included	Included			
DalTile Keysontes 2"x2" Mosaic - Floors	Included	Included	Included			
DalTile Ceramic 4-1/4"x4-1/4" - Walls in Checkerboard Pattern - RFI 25	Included	Included	Included			
Tile on Cement Backer Board	In Drywall	In Drywall	In Drywall			
Cold Applied Waterproofing Membrane	Included	Included	Included			
Men's & Women's Restrooms	Included	Included	Included			
Faculty Restrooms	Included	Included	Included			
Bldg 1 - Classroom per A1-41.3 & A1-51.1 & 2	Included	Included	Included			
Rms - 103, 105, 110, 111, 113, 203, 205	Included	Included	Included			
Bldg 2 - MPR per 2/A2-41.1 & A2-51.1	Included	Included	Included			
Rm - 114	In Above	Included	Included			
Quarry Tile in Rms 106, 107, 108, 111, 112, 113, 114	In Above	Included	Included			
Bldg 3 - Admin per A3-41.1 & A3-51.1	Included	Included	Included			
Rms - 115, 117, 118	Included	Included	Included			
Bldg 4 - Kindergarten per A4-41.1 & 2 & A4-51.2	Included	Included	Included			
Rms - 107, 108, 112, 113	Included	Included	Included			
Sink Vestibule 106 & 111	Included	Included	Included			
TOTALS	118,809	145,690	171,350	0	0	0
Recommendation:	Amount					
Stoneware Tile	118,809					

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Southwest Acoustical Int.	Sound Control	Commercial Interiors	Elljay Acoustics	Date Printed	12/6/2016
					Cali-USA Acoustics	Prime Acoustics
Base Bid	174,760	212,000	196,568	282,000	178,000	221,000
Spec #: 095100, 098400, 098413	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	30 Days	60 Days	Included	Included	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Acoustical Panel Ceilings	Included	Included	Included	Included	Included	Included
MFR - Armstrong, ACP, CerainTeed, Hunter Douglas or USG	Included	Included	Included	Included	Included	Included
Armstrong Fine Fissured, White, No Pattern, 3/4" Thick 24"x48"	Included	Included	Included	Included	Included	Included
Grid - Prelude XL 15/16" Exposed Tee by Armstrong	Included	Included	Included	Included	Included	Included
Prefinished Aluminum Capping (White) per Specs 095100, 2.03, C. 3	17,000	17,900	16,058	17,000	10,000	17,000
Unistrut per 13&14/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
Install Wire Through Blocking per 10/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
Expansion Joints at Ceiling per 7/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
ACT Details per A64.1 & 2	Included	Included	Included	Included	Included	Included
Bldg 1 - Classroom - A1-11.4 & 5	Included	Included	Included	Included	Included	Included
Bldg 3 - Admin - A3-11.3	Included	Included	Included	Included	Included	Included
Bldg 4 - Kinder - A4-11.3	Included	Included	Included	Included	Included	Included
Fixed Sound-Absorptive Panels	Included	Included	Included	Included	Included	Included
ACP-1 MPR/Gym	Included	Included	Included	Included	Included	Included
MFR - Tectum 2" Thick Panels	Included	Included	Included	Included	Included	Included
Hat Channel and Furring Strips - A64.2	Included	Included	Included	Included	Included	Included
Bldg 2 -MPR	Included	Included	Included	Included	Included	Included
2" Tectum Ceiling Panels	Included	Included	Included	Included	Included	Included
Presentation Area - 8/A64.2	Included	Included	Included	Included	Included	Included
2x Furring at Presentation Ceiling - 8/A64.2	2,736	2,736	2,736	2,736	2,736	2,736
Multi-Purpose Room -2/A64.2	Included	Included	Included	Included	Included	Included
2" x 4' High Tectum Wall Panels - A2-51.1	Included	Included	Included	Included	Included	Included
Acoustic Room Components	N/A	N/A	N/A	N/A	N/A	N/A

Bid Evaluation Report



Acoustical Ceilings		Elm Street Elementary School Reconstruction				Job Number	Elm	
		Subcontractors				Bid Date	12/7/2016	
						Date Printed	12/6/2016	
Description	Southwest Acoustical Int.	Sound Control	Commercial Interiors	Eljjay Acoustics	Cali-USA Acoustics	Prime Acoustics		
Mineral Fiber Core Ceiling Baffles	N/A	N/A	N/A	N/A	N/A	N/A		
TOTALS	194,496	232,636	215,362	301,736	190,736	240,736		
Recommendation:	Amount							
Cali-USA Acoustics	190,736							

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Hamilton Ceiling Systems	CG Acoustics	Chaney Company	Cooustic-Glo		
Base Bid	200,370	201,500	248,200	366,593		
Spec #: 095100, 098400, 098413	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	30 Days	Included	60 Days	60 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Acoustical Panel Ceilings	Included	Included	Included	Included		
MFR - Armstrong, ACP, CerainTeed, Hunter Douglas or USG	Included	Included	Included	Included		
Armstrong Fine Fissured, White, No Pattern, 3/4" Thick 24"x48"	Included	Included	Included	Included		
Grid - Prelude XL 15/16" Exposed Tee by Armstrong	Included	Included	Included	Included		
Prefinished Aluminum Capping (White) per Specs 095100, 2.03, C. 3	17,000	17,000	17,000	17,000		
Unistrut per 13&14/A64.1	N/A	N/A	N/A	N/A		
Install Wire Through Blocking per 10/A64.1	N/A	N/A	N/A	N/A		
Expansion Joints at Ceiling per 7/A64.1	N/A	N/A	N/A	N/A		
ACT Details per A64.1 & 2	Included	Included	Included	Included		
Bldg 1 - Classroom - A1-11.4 & 5	Included	Included	Included	Included		
Bldg 3 - Admin - A3-11.3	Included	Included	Included	Included		
Bldg 4 - Kinder - A4-11.3	Included	Included	Included	Included		
Fixed Sound-Absorptive Panels	Included	Included	Included	Included		
ACP-1 MPR/Gym	Included	Included	Included	Included		
MFR - Tectum 2" Thick Panels	Included	Included	Included	Included		
Hat Channel and Furring Strips - A64.2	Included	Included	Included	Included		
Bldg 2 -MPR	Included	Included	Included	Included		
2" Tectum Ceiling Panels	Included	Included	Included	Included		
Presentation Area - 8/A64.2	Included	Included	Included	Included		
2x Furring at Presentation Ceiling - 8/A64.2	2,736	2,736	2,736	2,736		
Multi-Purpose Room -2/A64.2	Included	Included	Included	Included		
2" x 4' High Tectum Wall Panels - A2-51.1	Included	Included	Included	Included		
Acoustic Room Components	N/A	N/A	N/A	N/A		

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Hamilton Ceiling Systems	CG Acoustics	Chaney Company	Cooustic-Glo	Date Printed	12/6/2016
Mineral Fiber Core Ceiling Baffles	N/A	N/A	N/A	N/A		
TOTALS	220,106	221,236	267,936	386,329	0	0
Recommendation:	Amount					
Cali-USA Acoustics	190,736					

Bid Evaluation Report



Carpet & Resilient Flooring	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Hur Flooring	JJJ Flooring	Floor Tech America	Continental Flooring	Date Printed	12/6/2016
					Reliable Flooring	
Base Bid	115,000	191,618	152,745	102,721	108,814	
Spec #: 096500, 096566, 096800, 090561	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	30 Days	60 Days	Included	60 Days	30 Days	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Flooring						
Minor Floor Prep	Included	Included	Included	Included	Included	
Testing for PH and Moisture	Included	Included	Included	6,500	Included	
Remediation if Applicable	\$3.70 / SF	\$5.25 / SF	\$5.00 / SF	\$5.00 / SF	\$5.00 / SF	
Resilient Flooring						
MFR - Armstrong, Exelon, Imperial Textures 12"x12" - RFI 10	Included	Included	Included	Included	Included	
Resilient Base - Rubber, Cove, 4"	Included	Included	Included	Included	Included	
Bldg 1 - Classroom						
All Classrooms	Included	Included	Included	Included	Included	
VCT in Elevator Cab per 7/Gen-6	650	650	650	650	650	
Bldg 2 - MPR						
Rms - 102, 103, 104, 115	Included	Included	Included	Included	Included	
Bldg 3 - Admin						
Rms - 101, 102, 107-114, 120-122	Included	Included	Included	Included	Included	
Bldg 4 - Kindergarten						
Rms - 101-105, 109, 110	Included	Included	Included	Included	Included	
Carpet Tile						
MFR - Shaw, Tandus, Aladdin	Included	Included	Included	Included	Included	
Broadloom Carpet: Patcraft - 10129 Night Moves, 29701 Romance - RFI 16	Included	Included	Included	Included	Included	
Bldg 3 - Admin						
Rms - 103-106, 124-130	Included	Included	Included	Included	Included	
Resilient Athletic Flooring						
MFR - AFP, No Fault Sport, Pawling, Robbins	Included	Included	Included	Included	Included	
24x24, 1/4" Thick	Included	Included	Included	Included	Included	

Bid Evaluation Report



Carpet & Resilient Flooring		Elm Street Elementary School Reconstruction				Job Number	Elm	
		Subcontractors				Bid Date	12/7/2016	
Description		Hur Flooring	JJJ Flooring	Floor Tech America	Continental Flooring	Date Printed	12/6/2016	
						Reliable Flooring		
Color A & B - A63.3	Included	Included	Included	Included	Included	Included		
Bldg 2 - MPR	Included	Included	Included	Included	Included	Included		
Rm - 101 & 105	Included	Included	Included	Included	Included	Included		
Basketball Court Striping - 1&2/A63.3	5,500	5,500	5,500	5,500	5,500	5,500		
Volleyball Court	In Above	In Above	In Above	In Above	In Above	In Above		
Basketball Court	In Above	In Above	In Above	In Above	In Above	In Above		
TOTALS	121,150	197,768	158,895	115,371	114,964	0		
Recommendation:	Amount							
Reliable Flooring	114,964							

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triumph Painting	Borbon Inc	Channel Coast Corp	Vanguard	Date Printed	12/6/2016
					Prime Painting	Valley Painting
Base Bid	280,734	238,650	249,822	219,600	220,000	353,465
Spec #: 099000	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	90 Days	Included	Included	30 Days	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Painting and Coating						
BOD - Dunn Edwards or EM, PPG, SW, Vista	Included	Included	Included	Included	Included	Included
Colors TBD - RF1 10	Included	Included	Included	Included	Included	Included
Bldg 1 Finish Sch - A1-53.1	Included	Included	Included	Included	Included	Included
Bldg 2 Finish Sch - A2-53.1	Included	Included	Included	Included	Included	Included
Bldg 3 Finish Sch - A3-53.1	Included	Included	Included	Included	Included	Included
Bldg 4 Finish Sch - A4-53.1	Included	Included	Included	Included	Included	Included
(2) Top Coats and (1) Coat Primer	Included	Included	Included	Included	Included	Included
Exterior Plaster All Bldgs	Included	Included	Included	Included	Included	Included
Walls and Ceilings	Included	Included	Included	Included	Included	Included
Insulated and Exposed Pipes, Ducts, Conduit, Hangers, Brackets, Collars and Supports, Mechanical and Electrical Equipment	Included	Included	Included	Included	Included	Included
Shop-Primed Items	Included	Included	Included	Included	Included	Included
High Performance Coating at Ext. Hand and Guardrails - A63.2	Included	Included	14,500	Included	Included	Included
Exterior Stairs Shop Primed and Painted	Included	Included	Included	Included	Included	Included
Intumescent Fireproofing	110,000	93,125	110,000	110,000	110,000	110,000
HSS Steel at Ext. Column Covers per 3/A64.4	In Above	Included	In Above	In Above	In Above	In Above
Bldg 1 - (22)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 2 - (5)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 3 - (4)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 4 - (10)	In Above	Included	In Above	In Above	In Above	In Above
HSS Columns at 2nd Floor - 18/A64.4	In Above	5,000	In Above	In Above	In Above	In Above

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triumph Painting	Borbon Inc	Channel Coast Corp	Vanguard	Date Printed	12/6/2016
					Prime Painting	Valley Painting
TOTALS	390,734	336,775	374,322	329,600	330,000	463,465
Recommendation:	Amount					
Vanguard	329,600					

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Guy Smithson	Pacific Painting Co	ISR Painting	Date Printed	12/6/2016
Base Bid	368,123	343,000	Incomplete		
Spec #: 099000	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	Included	Included			
Prevailing Wage	N/A	N/A			
Prequalification per Bid Invite	N/A	N/A			
Painting and Coating					
BOD - Dunn Edwards or EM, PPG, SW, Vista	Included	Included			
Colors TBD - RFI 10	Included	Included			
Bldg 1 Finish Sch - A1-53.1	Included	Included			
Bldg 2 Finish Sch - A2-53.1	Included	Included			
Bldg 3 Finish Sch - A3-53.1	Included	Included			
Bldg 4 Finish Sch - A4-53.1	Included	Included			
(2) Top Coats and (1) Coat Primer	Included	Included			
Exterior Plaster All Bldgs	Included	Included			
Walls and Ceilings	Included	Included			
Insulated and Exposed Pipes, Ducts, Conduit, Hangers, Brackets, Collars and Supports, Mechanical and Electrical Equipment	Included	Included			
Shop-Primed Items	Included	Included			
High Performance Coating at Ext. Hand and Guardrails - A63.2	Included	Included			
Exterior Stairs Shop Primed and Painted	Included	Included			
Intumescent Fireproofing	110,000	110,000			
HSS Steel at Ext. Column Covers per 3/A64.4	In Above	In Above			
Bldg 1 - (22)	In Above	In Above			
Bldg 2 - (5)	In Above	In Above			
Bldg 3 - (4)	In Above	In Above			
Bldg 4 - (10)	In Above	In Above			

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Guy Smithson	Pacific Painting Co	ISR Painting		Date Printed	12/6/2016
TOTALS	478,123	453,000	0	0	0	0
Recommendation:	Amount					
Vanguard	329,600					

Bid Evaluation Report



Visual Display Boards	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	ABC School Equip	Claridge	SDI			
Base Bid	398,807	525,000	527,666			
Spec #: 101101	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	60 Days	90 Days	Included			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Visual Display Boards						
MFR - MooreCo, Claridge or Polyvision	Polyvision	Claridge	Per Specs			
Marker & Tack Boards	Included	Included	Included			
Mounting Details 12/A64.3	Included	Included	Included			
Bldg 1 - Classroom	Included	Included	Included			
Horizontal Sliding Unit Wall System by Claridge per 13/A64.3	Included	Included	Included			
(4) per Classroom & (3) in RSP Rm = (87) Total	53,650	Included	Included			
Markerboards 4x8 (164)	58,000	Included	Included			
Markerboards 4x5.5 (8)	Included	Included	Included			
Tackboards 4x8 (40)	Included	Included	Included			
Tackboards 4x6 (20)	Included	Included	Included			
Tackboards 4x5.5 (4)	Included	Included	Included			
Bldg 4 - Kindergarten	Included	Included	Included			
Horizontal Sliding Unit Wall System by Claridge per 13/A64.3	Included	Included	Included			
(3) per Classroom = (12) Total	17,400	Included	Included			
Markerboards 4x8 (12)	Included	Included	Included			
Markerboards 4x6 (4)	Included	Included	Included			
Tackboards 4x8 (10)	Included	Included	Included			
Tackboards 4x6 (6)	Included	Included	Included			
TOTALS	527,857	525,000	527,666	0	0	0
Recommendation:	Amount					
Claridge	525,000					

Bid Evaluation Report



Signage	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	A2Z Sign Co	CA Signs	Kendall Sign	A Good Sign	CA Signs - San Diego	John Pence Bldg Spec.
Base Bid	21,174	38,617	13,128	62,975	16,205	21,860
Spec #: 101400	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	Included	Included	Included	Included	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Signage						
Signage at Each Bldg per Floor Plans and Elevations	Included	Included	Included	Included	Included	Included
Sign Schedule per Gen-3 Sheet & Specs	Included	Included	Included	Included	Included	Included
Room Signs	Included	Included	Included	Included	Included	Included
Exit Signs	Included	Included	Included	Included	Included	Included
Stair Signs at Classroom Bldg	Included	Included	Included	Included	Included	Included
Restroom Signs	Included	Included	Included	Included	Included	Included
Assistive Listening Signage	Included	Included	Included	Included	Included	Included
Occupancy Signs	Included	Included	Included	Included	Included	Included
ADA Signage	Included	Included	Included	Included	Included	Included
Bldg 3 - Ext. Aluminum Letters - 11/A64.4 (No Callouts on Elevations)	6,500	Included	6,500	6,500	6,500	6,500
Site Signage	Included	Included	Included	Included	Included	Included
Marquee Sign - 15/A64.4	12,330	12,330	12,330	Included	12,330	12,330
Install Daktronic Sign	5,600	5,600	5,600	Included	5,600	5,600
Electronic Sign	Included	Included	Included	Included	Included	Included
MFR - Daktronics Galaxy G6 Series 19.8 mm (6'-9" x 3'-8")	Included	Included	Included	Included	Included	Included
Electronic Message Board at MPR Bldg per 1/A2-21.1 & 17/A64.4	17,627	17,627	17,627	Included	17,627	17,627
Install Daktronic Sign	5,600	5,600	5,600	Included	5,600	5,600
TOTALS	68,831	79,774	60,785	69,475	63,862	69,517
Recommendation:	Amount					
Kendall Sign	60,785					

Bid Evaluation Report



Toilet Compartments & Accessories	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Subcontractors					
	Inland Empire Arch	SDI	Russco	John Pence Bldg Spec.		
Base Bid	43,157	48,061	51,001	54,200		
Spec #: 102113.19, 102800	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	30 Days	30 Days	30 Days	90 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Toilet Compartments & Accessories						
MFR - Ampco, Metpar, PSI, Scranton or Bradley	Included	Included	Included	Included		
Urinal & Vestibule Screens	Included	Included	Included	Included		
Solid Plastic Compartments	Included	Included	Included	Included		
Accessories, Hand Dryers, Mirrors, Shower Curtain Rods, Clothes Hooks, Utility Shelves Shower Curtains Mop/Broom Holder	5,600	Included	5,600	5,600		
Bldg 1 - Classroom per A1-41.3 & A1-51.1 & 2	Included	Included	Included	Included		
Rms - 103, 105, 110, 111, 203, 205	Included	Included	Included	Included		
Rm - 113	Included	Included	Included	Included		
Janitors Closets - 104, 112, 204	Included	Included	Included	Included		
Bldg 2 - MPR per 2/A2-41.1 & A2-51.1	Included	Included	Included	Included		
Rm - 114	Included	Included	Included	Included		
Bldg 3 - Admin per A3-41.1 & A3-51.1	Included	Included	Included	Included		
Rms - 117, 118	Included	Included	Included	Included		
Rm - 115	Included	Included	Included	Included		
Bldg 4 - Kindergarten per A4-41.1 & 2 & A4-51.2	Included	Included	Included	Included		
Rms - 107, 108, 112, 113	Included	Included	Included	Included		
Sink Vestibules 106 & 111	Included	Included	Included	Included		
Janitors Closet - 114	Included	Included	Included	Included		
TOTALS	48,757	48,061	56,601	59,800	0	0
Recommendation:	Amount					
SDI	48,061					



Bid Evaluation Report

Fire Sprinklers			Elm Street Elementary School Reconstruction				Job Number	Elm
			Subcontractors				Bid Date	12/7/2016
Description			Apex Fire Protection	Superior Fire			Date Printed	12/6/2016
Base Bid			501,200	268,790				
Spec #: 212000			Included	Included				
Spec #:								
Furnished, Installed, FOB Jobsite, Tax Included			Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016			Included	Included				
Acknowledgment of Addendum 1			Included	Included				
Bid Good for 60 Days			60 Days	Included				
Prevailing Wage			Included	Included				
Prequalification per Bid Invite			Yes	Yes				
Attachment C Acknowledgement			N/A	N/A				
Fire Sprinklers			Included	Included				
MFR - Tyco			Included	Included				
Standard Upright, Pendent, Sidewall Sprinklers			Included	Included				
Bldg 1 - Classroom - FP02 & 3			Included	Included				
Bldg 2 - MPR - FP04			Included	Included				
Bldg 3 - Admin - FP05			Included	Included				
Bldg 4 - Kinder - FP06			Included	Included				
4" Fire Riser at Each Bldg - 1/FP07			Included	Included				
POC 5" Outside of Bldg			Included	Included				
Upright Sprinkler Deflectors as Shown			Included	Included				
Brass or White Finish			Included	Included				
Heads to be Centered in ACT Panels			Included	Included				
Furnish & Install Sleeves			Included	Included				
All Seismic Bracing, Hangers, Embeds as Required			Included	Included				
Hydrostatic Testing at 200 PSI for (2) Hours			Included	Included				
All Gauges, Valves, Flow and Tamper Switches			Included	Included				
Sound and Vibration Control			Included	Included				
All Bracing and Hangers - FP07			Included	Included				
Firestopping & Sealants as Required at Penetrations			Included	Included				
BIM Requirements			18,700	15,000				
TOTALS			519,900	283,790	0	0	0	0
Recommendation:			Amount					
Superior Fire			283,790					

Bid Evaluation Report



Site Utilities	Elm Street Elementary School Reconstruction				Job Number	Elm
	Description	Subcontractors				Bid Date
		Ground Breakers	Toro Ent.	J. Vega Eng.	Burns Pacific Const.	Date Printed
Base Bid	671,450	513,546	456,457	526,000		
Spec #: 331000, 333000, 334000	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	Included	60 Days	Included	Included		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Site Utilities						
Utility Location (C Below)	Included	Included	Included	Included		
Cutting and Capping of Existing Utilities	2,450	2,450	2,450	2,450		
Layout and Trenching	Included	Included	Included	Included		
Sawcutting for New Utilities	Included	Included	Included	Included		
Traffic Control	3,584	3,584	3,584	3,584		
Traffic Rated Trench Plates	Included	Included	Included	Included		
Temp Asphalt Patching	Included	Included	Included	Included		
Excavation Spoils Stockpile	2,048	2,048	2,048	2,048		
Pressure Test and Flush System	Included	Included	Included	Included		
Sewer						
6" SDR 35 PVC Sewer Line	Included	Included	Included	Included		
Cleanouts (8)	Included	Included	Included	Included		
All Piping and Connections to Main line (2)	Included	Included	Included	Included		
Storm Drain	3,000	3,000	3,000	2,600		
6", 8", 12" & 18" HDPE Storm Drain Pipe	Included	Included	Included	Included		
18"x18" Prefabricated Catch Basins - 10/C02 (3)	Included	Included	Included	Included		
18"x18" Prefabricated Catch Basin at Biofiltration - 11/C02 (3)	Included	Included	Included	Included		
24"x24" Prefabricated Catch Basin at Biofiltration - 11/C02 (1)	Included	Included	Included	Included		
Storm Drain Manhole per Riverside County Flood Control, STD, MH251 (C4.4)	Included	Included	Included	Included		
Contech Detention System at Parking Lot per C10 - C13	Included	Included	Included	Included		



Bid Evaluation Report

Site Utilities	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Ground Breakers	Toro Ent.	J. Vega Eng.	Burns Pacific Const.		
(2) Catch Basins Under Each Playground Rubber Surface and Tied Into SD System per 7/A63.5 & (RFI 47)	3,500	3,500	3,500	Included		
Roof Drain Connections (15)	9,000	9,000	Included	8,245		
Street Work (Sewer and Storm Trench Repairs Only)	See Allowances	See Allowances	See Allowances	See Allowances		
Base Pavement Trenches	See Allowances	See Allowances	See Allowances	See Allowances		
Trench Repair	See Allowances	See Allowances	See Allowances	See Allowances		
Grind Existing	See Allowances	See Allowances	See Allowances	See Allowances		
Overlay with 1-1/2" Asphalt	See Allowances	See Allowances	See Allowances	See Allowances		
Lane Closure/Traffic Control	See Allowances	See Allowances	See Allowances	See Allowances		
Fire Water per C-08 (RFI 4)	Included	Included	Included	Included		
6" & 8" Class 150 C900 PVC Water Line	Included	Included	Included	Included		
Thrust Blocks - 320/C04	Included	Included	Included	Included		
Fire Hydrants per 300/C04 (3)	Included	Included	Included	Included		
8" Double Check Detector Backflow - 311/C04	Included	Included	Included	Included		
Post Indicator Valves (3)	Included	Included	Included	Included		
FDC (3)	In Site Conc	In Site Conc	In Site Conc	In Site Conc		
Fire Hydrant Bollards/Footings - 301/C04 (12)	3,000	3,000	3,000	2,600		
Fire Sprinkler Connections - 5' Outside Bldg	Included	Included	Included	Included		
Domestic Water and Irrigation	Included	Included	Included	Included		
6" Class 150 C900 Water Line	Included	Included	Included	Included		
6" Meter and Backflow - 310/C04 (2)	Included	Included	Included	Included		
Connect to Existing Water Line	Included	40,000	Included	Included		
Gas	Included	Included	Included	Included		
Gas Lines per Plumbing P005	N/A	N/A	45,000	N/A		
Performance Contingency						
TOTALS	698,032	580,128	519,039	541,895	0	0
Recommendation:	Amount					
J. Vega Eng.	519,039					

Bid Evaluation Report



Plumbing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Smith Elec.	HL Moe Co.	Suttles Plumbing	City Commercial	Date Printed	12/6/2016
					Precision Plumbing	
Base Bid	744,973	879,641	780,000	722,000	706,474	
Spec #: 220500, 220513, 220553, 220700, 221000 Spec #:	Included	Included	Included	Included	Included	
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	Included	Included	15 Days	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	Yes	Yes	Yes	Yes	Yes	
Attachment C Acknowledgement	Included	Included	Included	Included	Included	
Plumbing						
Temporary Water Service & Distribution	Included	Included	Included	Included	Included	
All Related Trenching / Backfill	7,500	7,500	7,500	7,500	7,500	
Sewer and Storm Stub Out to 5' - P002	Included	Included	Included	Included	Included	
Site Gas Riser Plans - P005	Included	Included	Included	Included	Included	
Plumbing Fixtures per Sch on P004	Included	Included	Included	Included	Included	
Water Heaters - WH1-4 per 1/P503	Included	Included	Included	Included	Included	
Floor Mounted WC per RFI 44	Included	Included	Included	Included	Included	
Custodial Sinks - 4/P502	Included	Included	Included	Included	Included	
Grease Interceptor - 1200 GA at MPR Bldg 2 - 8/P502 & 2/P503	Included	Included	Included	Included	Included	
Domestic Water	Included	Included	Included	Included	Included	
Sanitary Sewer	Included	Included	Included	Included	Included	
Storm Drain	Included	Included	Included	Included	Included	
Gas Piping (Shown at MPR per P2-2.1 & Admin per P3-2.2) **Missing Plan/Risers at Classroom Bldg** (RFI 45 - Not Answered With Correct Info)	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	
HW / CW Piping	Included	Included	Included	Included	Included	
2, 3, 4" Sewer & Vent Piping	Included	Included	Included	Included	Included	
Storm Drain Piping	Included	Included	Included	Included	Included	
Roof / Overflow Drain Piping - Bldg 2 MPR & Bldg. 3 Admin - P2-1.3 & P3-1.3	Included	Included	Included	Included	Included	
1.5, 2" VTR Piping at Bldg 1 Classroom & Bldg 4 Kindergarten	Included	Included	Included	Included	Included	
3/4" Condensate Drain Piping	Included	Included	Included	Included	Included	
Connect Sewer, DW, FW & Storm Drain Service	Included	Included	Included	Included	Included	
POC to 5' Outside of Bldg.	Included	Included	Included	Included	Included	



Bid Evaluation Report

Plumbing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Smith Elec.	HL Moe Co.	Suttles Plumbing	City Commercial	Precision Plumbing	
Piping Insulation	Included	Included	Included	Included	Included	
Supports / Anchors / Seismic Bracing	Included	Included	Included	Included	Included	
Access Panels - Furnish Only	Included	Included	Included	Included	Included	
Sheet Metal Flashings for all Plumbing Penetrations	Included	Included	Included	Included	Included	
Furnish and install all Metal Sleeves	Included	Included	Included	Included	Included	
Flashings at Roof Penetrations	Included	Included	Included	Included	Included	
Earthquake Shut-Off Valves	Included	Included	Included	Included	Included	
All Related Caulking / Sealants	Included	Included	Included	Included	Included	
Fire Caulking / Sleeves / Fire Stopping	Included	Included	Included	Included	Included	
Coring, as Required	Included	Included	Included	Included	Included	
Equipment / Lifts / Hoisting	Included	Included	Included	Included	Included	
Flush / Chlorinate / Disinfect Domestic Water	Included	Included	Included	Included	Included	
Ansul Gas valve	Included	Included	Included	2,500	Included	
BIM Requirements	15,000	15,000	15,000	15,000	15,000	
TOTALS	767,473	902,141	802,500	747,000	728,974	0
Recommendation:	Amount					
Precision Plumbing	728,974					

Bid Evaluation Report



HVAC	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Smith Elec.	Acco Eng.	United Mech.	Sheldon Mech.	Climate Control	
Base Bid	1,258,955	1,391,229	1,384,230	1,211,000	2,104,673	
Spec #: 230500, 230513, 230548, 230553, 230700, 230800, 230813, 230923, 233000, 233319, 233813	Included	Included	Included	Included	Included	
Spec #: 238000	Included	Included	Included	Included	Included	
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	30 Days	90 Days	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	Yes	Yes	No	Yes	No	
Attachment C Acknowledgement	Included	Included	Included	Included	Included	
HVAC	Included	Included	Included	Included	Included	
Equipment	Included	Included	Included	Included	Included	
VAV - Anemostat	Included	Included	Included	Included	Included	
Fan Coil Units - Trane	Included	Included	Included	Included	Included	
Condensate Drain Piping - 1/M505	Included	Included	Included	Included	Included	
VRF Diagrams M010 - M014	Included	Included	Included	Included	Included	
Exhaust Fans - Greenheck	Included	Included	Included	Included	Included	
Makeup Air - Greenheck	Included	Included	Included	Included	Included	
Air Handling Unit - Trane	Included	Included	Included	Included	Included	
Split AC Units - Trane	Included	Included	Included	Included	Included	
Supply Fans - Anemostat	Included	Included	Included	Included	Included	
Sound Traps - IAC Acoustic	Included	Included	Included	Included	Included	
Factory Curbs/ Install	Included	Included	Included	Included	Included	
Buildings	Included	Included	Included	Included	Included	
Enviro Controls and EMS (DDC)	Included	Included	Included	Included	Included	
MFR - Alerton, Auto Logic, Honeywell, Johnson, TAC, Trane, Carrier	Included	Included	Included	Included	Included	
Bldg 1 - Classroom	Included	Included	Included	Included	Included	
6" Conc Pads for Equip - 16/S301	Included	Included	Included	Included	Included	
Bldg 2 - MPR	Included	Included	Included	Included	Included	
3 Makeup Air Units on Roof with Curbs	Included	Included	Included	Included	Included	
Kitchen Exhaust Ducting and Fans - M504 (Hood by Food Service Contractor)	Included	Included	Included	Included	Included	
Bldg 3 - Admin	Included	Included	Included	Included	Included	
2 Roof Units with Factory Curbs	Included	Included	Included	Included	Included	

Bid Evaluation Report



HVAC	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Smith Elec.	Acco Eng.	United Mech.	Sheldon Mech.	Climate Control	
All Duct Supports, Seismic Restraints and Bracing	Included	Included	Included	Included	Included	
Spring Isolation Hangers	Included	Included	Included	Included	Included	
Hydronic / Refrigerant Piping	Included	Included	Included	Included	Included	
Metal Ducts / Duct Work	Included	Included	Included	Included	Included	
Duct Liner	Included	Included	Included	Included	Included	
Supply & Return Air Plenums	Included	Included	Included	Included	Included	
Registers / Grilles / Diffusers	Included	Included	Included	Included	Included	
Wall Louvers	Included	Included	Included	Included	Included	
Duct Insulation	Included	Included	Included	Included	Included	
Fire / Smoke Dampers	Included	Included	Included	Included	Included	
HVAC Mounting - Mason Ind Type MC w/ Spring Mounts	Included	Included	Included	Included	Included	
Mechanical Identification	Included	Included	Included	Included	Included	
Supports / Anchors / Seismic Bracing	Included	Included	Included	Included	Included	
Flashings / Roof Jacks at Roof Penetrations	Included	Included	Included	Included	Included	
Fire Caulking / Sleeves / Firestopping	Included	Included	Included	Included	Included	
Equipment / Lifts / Hoisting	Included	Included	Included	Included	Included	
BIM Requirements	15,000	15,000	15,000	15,000	15,000	
TOTALS	1,273,955	1,406,229	1,399,230	1,226,000	2,119,673	0
Recommendation:	Amount					
Sheldon Mech.	1,226,000					

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Venco Elec.	Taft Elec.	Oilfield Elec.	Date Printed	12/6/2016
Base Bid	2,440,000	2,385,000	2,440,275		
Spec #: 260500, 260513, 260519, 260526, 260533, 260800, 260923, 261000, 262200, 262413, 262416, 265000, 265200, 265561	Included	Included	Included		
Spec #: 270536, 275116, 275123.50, 281600, 282300, 283100	Included	Included	Included		
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days	30 Days	30 days	30 Days		
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	Yes	Yes	Yes		
Attachment C Acknowledgement	Included	Included	Included		
Electrical	Included	Included	Included		
Temporary Power - Install, Maintain, Relocate for Construction Offices	Included	Included	Included		
Temporary Power - Install, Maintain, Relocate for Building Areas & Site	Included	Included	Included		
Temp Power Boxes and Cords	10,659	10,659	10,659		
Temporary Lighting	5,330	5,330	5,330		
Site	Included	Included	Included		
2" & 4" Conduits for Site Utilities - E1.1	Included	Included	Included		
Conduit Runs as Shown Site Plan - E1.2	Included	Included	Included		
Encase All Underground Conduits in Concrete per Note 6 on E0.1	Included	Included	Included		
Pour Back of Utility Trenches	Included	Included	Included		
Signal, Fire and Power Pull Boxes - 1/E7.7	Included	Included	Included		
Site Lighting Plan - E1.3	Included	Included	Included		
Site Lighting Fixtures, per Schedule	Included	Included	Included		
Site Signal, CCTV, FA Speakers - E1.6	Included	Included	Included		
U/G Power Distribution for Site Power	Included	Included	Included		
Electrical Vaults / Pull Boxes, as required	Included	Included	Included		
Traffic Rated Covers / Frames, as required	Included	Included	Included		
U/G Power Distribution for Site Lighting	Included	Included	Included		
Buildings 1-4	Included	Included	Included		
Lighting Fixtures per Schedule on E0.5	Included	Included	Included		
Mechanical Schedule - E0.6	Included	Included	Included		

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Venco Elec.	Taft Elec.	Oilfield Elec.	Date Printed	12/6/2016
				Cable Schedule - E0.4	Included
Main Switchboard, 1200A, 277/480V, 3PH, 4W	Included	Included	Included		
Distribution Panelboards	Included	Included	Included		
Panel Boards	Included	Included	Included		
Power Distribution	Included	Included	Included		
Conduits & Raceways	Included	Included	Included		
Terminal Cabinets & Racks	Included	Included	Included		
Cable Trays & Supports	Included	Included	Included		
Wiring / Conductors	Included	Included	Included		
Floor boxes	Included	Included	Included		
Outlet & Junction Boxes, Pull Boxes	Included	Included	Included		
Connections to Existing Generator	Included	Included	Included		
Lighting Control Panel / System	Included	Included	Included		
Emergency Lighting / Exit Signs	Included	Included	Included		
Power to Mechanical & Plumbing Equipment	Included	Included	Included		
Bldg 1 - Classroom	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Elec & Comm Rooms 114 & 115 - E1-3.1	Included	Included	Included		
Bldg 2 - MPR	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Connections for all Kitchen Equipment	Included	Included	Included		
Conduit for Theatrical Lighting	Included	Included	Included		
Elec Room 102 - E2-4.1	Included	Included	Included		
Bldg 3 - Admin	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Power for VAV & Rooftop Equipment	Included	Included	Included		
Elec Rooms 116 & 123 - E3-3.1	Included	Included	Included		
Bldg 4 - Kindergarten	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Elec & Comm Rooms 115 & 116 - E4-3.1	Included	Included	Included		
Single Line Diagram - E4.0	Included	Included	Included		
Mounting & Anchoring Details - E7.1 & 7.2	Included	Included	Included		
Pendent Mounted Fixtures - 4/E7.3	Included	Included	Included		
Light Pole Footings - 5&6/E7.3	In Site Conc	In Site Conc	In Site Conc		
Theatrical Lighting and Stage Dimming Equip	Included	Included	Included		
MFR - Electronic Theatre Controls (ETC)	Included	Included	Included		

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Venco Elec.	Taft Elec.	Oilfield Elec.			
Bldg 2 - MPR (TL2.1.1 & 2)	Included	Included	Included			
Dimmer Racks and Controls	Included	Included	Included			
Stage Lighting Control System	Included	Included	Included			
Lighting Track & Fixtures - 10/TL8.1.1	Included	Included	Included			
Panels & Receptacles	Included	Included	Included			
Miscellaneous	Included	Included	Included			
Plywood Backboards	In Rough Framing	In Rough Framing	In Rough Framing			
Flashings at Penetrations	Included	Included	Included			
Caulking / Sealants	Included	Included	Included			
Sleeves / Fire Caulking / Firestopping - 1/E0.7	Included	Included	Included			
BIM Requirements	15,000	15,000	15,000			
Low Voltage Systems	Included	Included	Included			
Computer Network Cabling	Included	Included	Included			
Communications Cabinets, Racks, Frames and Enclosures - E7.10	Included	Included	Included			
Communications Cabling	Included	Included	Included			
Devices, Equipment, Conduit & Conductors	Included	Included	Included			
Public Address/Clock System	Included	Included	Included			
MFR - Atlas Sound Wall Speaker/Clock Combo	Included	Included	Included			
Alt by Valcom	Included	Included	Included			
Assistive Listening System	Included	Included	Included			
MFR - Listen Technologies	Included	Included	Included			
FM Transmitters - LT-700 LT-800	Included	Included	Included			
Receiver - LR-100 & LR-400	Included	Included	Included			
(1) 8-Hour Training Session	Included	Included	Included			
Intrusion Alarm System	26,080	Included	26,080			
Contractor to Have C7 and C10 License	In Above	Included	In Above			
MFR - Digital Monitoring Products (DMP)	In Above	Included	In Above			
Complete System - Devices, Equipment, Conduit, Cameras & Installation	In Above	Included	In Above			
Video Surveillance (CCTV) System	72,395	Included	72,395			
Complete System - Devices, Equipment, Conduit, Cameras & Installation	In Above	Included	In Above			
MFRs - Per Specs	In Above	Included	In Above			
Fire Detection Alarm	88,292	Included	Included			
Fire Alarm System	In Above	Included	Included			
MFR - Notifier, Simens, Simplex, Johnson or Gamewell-FCI	In Above	Included	Included			
Complete Addressable Fire Alarm System	In Above	Included	Included			

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm	
				Bid Date	12/7/2016	
Subcontractors				Date Printed	12/6/2016	
Description	Venco Elec.	Taft Elec.	Oilfield Elec.			
FACP, Annunciator, Devices, Equipment & Conductors	In Above	Included	Included			
Fire Alarm Details - E7.8 & 7.9	In Above	Included	Included			
Elevator System - E0.4	In Above	Included	Included			
Horns, Strobes, Pull Stations, Detectors	In Above	Included	Included			
Conduit & Back Boxes	In Above	Included	Included			
Submittals / Shop Drawings / As-Built	In Above	Included	Included			
TOTALS	2,657,756	2,415,989	2,569,739	0	0	0
Recommendation:	Amount					
Taft Elec.	2,415,989					

Bid Evaluation Report



Building Specialties		Elm Street Elementary School Reconstruction		Job Number	Elm
				Bid Date	12/7/2016
				Date Printed	12/6/2016
Div	Description	Amount	Recommended Subcontractor	Bids Received	
104400	Fire Extinguishers & Specialties FEC at Elec Yard - Surface Mount per 16/A64.4 (1) Bldg 1 - FEC 1/A64.4 (22) Bldg 2 - FEC 1/A64.4 (3) Bldg 3 - FEC 1/A64.4 (3) Bldg 4 - FEC 1/A64.4 (2)	6,150	Glendon Co.	5	
105100	Lockers MFR - Art Metal, Penco, Republic Locker Alcove 2-113 2-Tier Lockers per 6&7/A64.4	1,650	John Pence	3	
107500	Flagpoles Flag Pole 35' per 8/A64.4 (1) Set Pole Footing per Site Concrete	4,293	Pole Tech	2	
114800	Physical Education Equipment MFR - Jaypro, Cassidy, Draper Volleyball Sleeves, Standards, Net, Antenna Ref Stand and Pad	5,150	Bernards		
124813	Entrance Floor Mats MFR - AFP, RC Musson, Pawling Rubber Mat 1/4" Thick, 48x72	N/A	N/A		
126823	Folding Cafeteria Tables	OFOI	OFOI		
N/A	Misc Site Furnishings Benches at Site per S32/A0-1.1 (18) Rubber Play Surface at Playgrounds - Kindergarten & Playground - 7/A63.5 Relocate Existing Playground Equipment and Reinstall at New Areas - S39/A0-1.1 New Conc Footings (TBD) Basketball Pole & Basket - 7/A63.6 (6) Coat Hooks - 14/A64.4 Dull Chrome - Single MFR - McMaster-Carr 1760A2 Wall-Mount Hook, Chrome-Plated Brass, 1-1/4" Wide x 1-1/2" High x 1-5/8" Deep Bldg 1 = 544 Bldg 4 = 60	128,099	Bernards		
N/A	Misc Equipment (TV's) TV's in Classrooms MFR - Sharp 50" & 60" LE65OU Wall Mount - Chief TS318TU Ceiling Mount - Chief MCM1U Bldg 1 - Classroom 60" TV's in Classroom Bldg per 9/A64.4 (62) TV Mounts (62) Bldg 4 - Kindergarten 50" TV's in Classroom Bldg per 11/A64.3 (4) TV Mounts (4)	121,300	Bernards		
N/A	Final Cleanup Exterior Interior	68,534	Bernards		
Total		335,176	Bids Received	10	

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Approval of Field Contract #FC-P20-02067– David Atkin Construction Inc. (Penanhoat/De Leon)

Proposals were solicited for Field Contract #FC-P20-02067, Minor Alterations for the Transportation Department, pursuant to the Uniform Public Construction Cost Accounting Act. Two (2) proposals were received on Monday, October 28, 2019.

It is requested that the Board of Trustees approve the award of Field Contract #FC-P20-02067 to the lowest responsible bidder, David Atkin Construction Inc., in the amount of \$13,857.00. The project will be funded through Routine/Restricted Maintenance Funds.

FISCAL IMPACT:

\$13,857.00 - Routine/Restricted Maintenance Funds

RECOMMENDATION:

It is the recommendation of the Director, Facilities, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve the award of Field Contract #FC-P20-02067 to David Atkin Construction Inc., in the amount of \$13,857.00.

ADDITIONAL MATERIALS:

Attached: [Field Contract #P20-02067- David Atkin Construction 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-P20-02067
--

FIELD CONTRACT FOR LABOR AND MATERIALS FOR PROJECTS LESS THAN \$60,000.00

THIS CONTRACT is made as of 11/13/19, between **David Atkin Construction 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 Thirteen Thousand Thousand Eight Hundred Fifty-Seven Dollars (\$13,857.00), 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 10/28/19.**

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> </u> Performance/Payment Bonds
<u> X </u> Specifications	<u> X </u> Certificates/Liability Insurance	<u> X </u> Purchase Order No. <u>P20-02067</u>
<u> </u> Drawings	<u> X </u> Certificates/Workers Compensation Insurance	<u> X </u> Proposal dated <u>10/28/19</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)

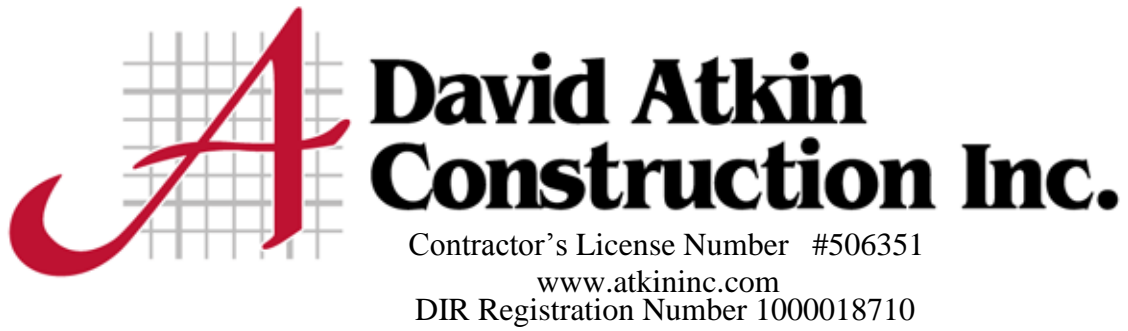
Firm Name _____	Date _____
Signature _____	Telephone _____
Title _____	Fax No. _____
Firm Address _____	Contractor’s License No. _____
	Fax No. _____
	License Class _____
	Tax I.D. No. _____

FOR DISTRICT USE ONLY

Project Manager <u>Orlando De Leon, Director of Facilities</u>	Date _____
Signature _____	Funding Source <u>Routine/Restricted Maintenance Funds</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 (2) 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 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.



10/27/2019

Oxnard School District

Transportation Facility
516 West Wooley Road
Oxnard, Ca 93030

Proposal for office remodel per plan and job walk done by Orlando.

Includes Addendum # 1

\$13,857.00

Regards,

David Atkin

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Approval of Credit Change Order No. 024 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (ECDC) (Penanhoat/De Leon/CFW)

As work has progressed on the Lemonwood Early Childhood Development Center (ECDC) Renovation Project, savings to the construction budget have been identified by the Architect and General Contractor. An example of these savings is Credit PCI #508, Eliminate Gas Fired Hot Water System. It was found that the hot water needs for the ECDC building can be accommodated by using electrically powered “insta-hots” at lavatories to provide hot water. The gas fired hot water system shown in the construction documents could then be eliminated. After Board approval of Credit Change Order No. 024, the additional project budget shall be returned to the Master Construct and Implementation Program Reserve. Credit Change Order No. 024 provides for the Board’s consideration and approval of five (5) credit change orders with the following scope of work.

- PCI #506R2 – Eliminate Mechanical Room Enclosure, Add Chain Link
- PCI #507R2 – Eliminate New Gas Service to ECDC Building
- PCI #508 – Eliminate Gas Fired Hot Water System
- PCI #512R – Eliminate Exterior Sunshades
- PCI #514 – Eliminate Draft Stops

FISCAL IMPACT:

Fifty-Eight Thousand Seven Hundred Four Dollars and Forty-Eight Cents (\$58,704.48) decrease to the overall project budget and an identical decrease in the amount paid to Swinerton under Board approved Construction Services Agreement #15-198. Any unused credit amount shall be returned to the Master Construct and Implementation Program Reserve upon completion of the project.

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 Credit Change Order No. 024 to Construction Services Agreement #15-198 with Swinerton Builders related to the Lemonwood ECDC Renovation Project. Furthermore, it is recommended that the Board approve the transfer of \$58,704.48 into the project contingency to account for this credit.

ADDITIONAL MATERIALS:

Attached: Credit Change Order No. 024 (2 Pages)
PCI 0506R2 - Eliminate Mechanical Room Enclosure Add Chain Link (16 Pages)
PCI 0507R2 - Eliminate New Gas Service to ECDC Building (2 Pages)
PCI 0508 - Eliminate Gas Fired Hot Water System (26 Pages)
PCI 0512R - Eliminate Exterior Sunshades (4 Pages)
PCI 0514 - Eliminate Draft Stops (4 Pages)
Construction Services Agreement #15-198 - Swinerton Builders (19 Pages)



CHANGE ORDER

Date: 11.13.2019

CHANGE ORDER NO. 024

PROJECT: LEMONWOOD K-8 RECONSTRUCTION (ECDC) PROJECT OWNER: Oxnard School District
 O.S.D. BID No. N/A 1051 South A Street
 O.S.D. Agreement No. 15-198 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.: 03-116656

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
AMENDMENTS TO ORIGINAL CONTRACT SUM (001)	\$ 2,976,375.45
AMENDED CONTRACT SUM	\$ 32,552,273.36
NET CHANGE - ALL PREVIOUS CHANGE ORDERS (001-023)	\$ 4,094,703.25
ADJUSTED CONTRACT SUM.....	\$ 36,646,976.61
NET CHANGE	(\$ 58,704.48)

Total Change Orders to Date: (001-024) \$ 4,035,998.77

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 024..... \$ 36,588,272.13

Commencement Date: May 23, 2016

Original Completion Date: July 23, 2018

Original Contract Time: 791 Calendar Days

Time Extension for all Previous Amendments: 229 Calendar Days

Time Extension for all Previous Change Orders: 297 Calendar Days

Time Extension for this Change Order: 0 Calendar Days

Adjusted Completion Date: December 31, 2019

Percentage (12.40%)

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCI No. 506R2- Eliminate Mechanical room enclosure add chain link (ECDC)		(\$ 7,227.74)		
2.	PCI No. 507R2- Eliminate new gas service to ECDC building (ECDC)		(\$ 3,824.00)		
3.	PCI No. 508- Eliminate gas fired hot water system (ECDC)		(\$ 15,539.74)		
4.	PCI No. 512R- Eliminate Exterior Sunshades (ECDC)		(\$ 22,405.00)		
5.	PCI No. 514- Eliminate draft stops (ECDC)		(\$ 9,708.00)		
	Totals		(\$58,704.48)		

Total Change Order No. 024..... (\$58,704.48)

**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: _____

ASST. SUPT., BUSINESS & FISCAL SERVICES _____

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



SWINERTON

August 29, 2019

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. 0506R2 Eliminate Mechanical room enclosure, add chain link enclosure

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers. Add chain link enclosure with gates

Phase	Category	Description	Subcontractor	Quote
02410005	71111	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers. Add chain link enclosure with gates	SWINERTON - LABOR	-680.00
061000	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers.	ABDELLATIF ENTERPRISES, INC.	-5,917.00
081000	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers.	Star Hardware, Inc.	-4,534.00
092900	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers.	RUTHERFORD CO., INC.	-1,944.00
099100	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers.	TRIUMPH PAINTING	-933.59
23001005	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers. Add chain link enclosure with gates	BRANNON INC DBA SMITH ELECTRIC SERVICE	-2,421.31
323100	71140	Eliminate wood framed enclosure; including plaster exterior and drywall interior. Eliminate new framed roof opening and sheet metal shroud. Eliminate hollow metal doors and frames; and louvers. Add chain link enclosure with gates	CROWN FENCE CO., INC.	9,285.09
			Subtotal	-7,144.81



SWINERTON

007480	71160	Subguard	1.15%	-82.93
007410	71160	Builders Risk	0.6%	.00
007420	71160	General Insurance	1.15%	.00
007510	71160	P&P Bond	1%	.00
991000	79999	Change Order Fee	5%	.00
			Markup Subtotal	-82.93
			PCI Total	-7,227.74

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-7,227.74.**

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.

If you have any questions or comments pertaining to this matter, please contact the undersigned.

Sincerely,
Swinerton Builders

Quotation accepted by:
Oxnard School District

By: _____

Date: _____

Date: _____



Lemonwood Early Child Development Change Order 1R

Credit Cost associated with framing deletion of the HVAC enclosure at east side of Building.

Description: Credit all material and labor associated with the HVAC enclosure at east side of Building. This includes the new walls and blocking at the roof.

Labor

28 hours	wall framing	Rate	\$ 73.64	lf	\$ (2,061.92)
21 hours	Roof blocking and hardware	Rate	\$ 73.64	hour	\$ (1,546.44)
8 hours	4/S-602	Rate	\$ 73.64	hour	\$ (589.12)

Material

34 pc	2x6x10	DF #1	\$ 10.20		\$ (346.80)
34 lf	2x6	PT DF #2	\$ 1.20		\$ (40.80)
102 lf	2x6	DF #1	\$ 1.20		\$ (122.40)
78 lf	2x10	DF #1	\$ 1.02		\$ (79.56)
4 pc	4x4x10'	DF #1	\$ 16.00		\$ (64.00)
5 pc	1/2"x4'x10'		\$ 33.00		\$ (165.00)
4 pc	HDU		\$ 19.98		\$ (79.92)
4 pc	4"x4"x3/8" washers		\$ 4.00		\$ (16.00)
4 pc	5/8x36" allthread		\$ 3.98		\$ (15.92)
14 pc	5/8"x18" anchor bolts		\$ 3.25		\$ (45.50)
14 pc	5/8" nuts		\$ 0.50		\$ (7.00)
14 pc	5/8" plate washers		\$ 1.75		\$ (24.50)
16 pc	A35		\$ 0.38		\$ (6.08)
20 pc	5/8" x6" bolts, nuts , washers		\$ 3.89		\$ (77.80)

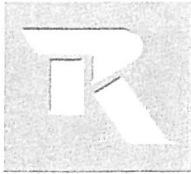
Material Tax \$ (90.20)

Material delivery

Subtotal \$ (5,378.96)

Profit and Overhead 10% \$ (537.90)

Change order Total \$ (5,917)



Rutherford Co., Inc.
 2107 Crystal Street
 Los Angeles, CA 90039
 Phone: (323) 666-5284 / Fax: (323) 665-0328
 www.rutherfordco.net

Date:	07/30/19
RCI Job #:	16-075
RCI COR #:	115
GC Tracking #:	

CHANGE ORDER REQUEST

EMAIL: bgray@swinerton.com
 TO: Swinerton Builders
 ATTN: Bill Gray
 JOB NAME: **LEMONWOOD K-8 SCHOOL:**

DESCRIPTION OF WORK:

PCI #0506: Deduct Exterior Plaster and Interior Drywall at Deleted Mechanical Room #18:

BREAKDOWN:		HR. RATE	QTY.	UNIT		AMOUNT	COMMENTS
LABOR	Regular-Journeyman	\$78.60	14	HRS	\$	1,100.40	
	Regular-Foreman	\$0.00	0	HRS	\$	-	
	Regular-Superintendent	\$0.00	0	HRS	\$	-	
	Safety/QC Manager	\$0.00	0	HRS	\$	-	
	Overtime-Journeyman	\$0.00	0	HRS	\$	-	
	Doubletime-Journeyman	\$0.00	0	HRS	\$	-	
MATERIAL		\$539.00	0	Tax	\$	590.00	
EQUIPMENT	Scissor Lift	\$0.00	0	Day			
	Dumpster	\$0.00	0	ea.			
		\$0.00	1	Day	\$	-	
SCAFFOLD		\$0.00	0	Day	\$	-	
SUBS/MISC.							
FREIGHT/DELIVERY			0	LS	\$	-	
		\$0.00	0	LS	\$	-	
		\$0.00	0	LS	\$	-	
					SUBTOTAL	\$	1,690.40
					15.0% OHP MARKUP	\$	253.56
					COR TOTAL:	\$	1,944

QUALIFICATIONS

1. ADDITIONAL TIME MAY BE REQUIRED ON THE PROJECT SCHEDULE FOR THE WORK DESCRIBED ABOVE
2. ALL GAS/ELECTRIC EQUIPMENT USED FOR THIS COR WILL BE CHARGED AT A 1-DAY MINIMUM RENTAL

"THIS PROPOSAL IS FOR THE DESCRIBED WORK ONLY. PRICING IS BASED ON THE CURRENT PROJECT STATUS. RUTHERFORD IS ENTITLED TO COMPENSATION FOR ADDITIONAL COSTS IF THE PROJECT STATUS CHANGES BEFORE APPROVAL. FURTHERMORE, THE STATED PRICE DOES NOT INCLUDE ANY AMOUNT FOR COSTS RESULTING FROM IMPACTS, WHETHER THE IMPACTS ARE CAUSED BY SCHEDULING, RESCHEDULING, OUT OF SEQUENCE OPERATIONS, TRADE CONGESTION, OTHER DISRUPTIONS, DELAYS OR ACCELERATION. RUTHERFORD EXPRESSLY RESERVES THE RIGHT TO COLLECT FULL OVERHEAD AND PROFIT FOR ANY OF SUCH IMPACTS."

Submitted By:
Project Manager

Approved By:

Transmitted To:
SWINERTON Builders

Transmitted To: **Bill Gray**

Project Manager | Swinerton|Lemonwood

| F 949.355.6822 |

W www.swinerton.com E Bgray@swinerton.com

Transmitted By: *Anthony Herder: Project Executive*



DATE:
9/26/2019

PROJECT:
LEMONWOOD
ECDC

Change Order PCI 0506

- **Description:** Deletion of contract work at Mechanical Enclosure. Deletion of Drywall substrates/HM Doors & Frames.
- Labor Subtotal: 599.88
- Labor Mark Up ~~15%: \$29.99~~ 5%
- Labor Total: \$629.87
- Material Subtotal: \$264.16
- Material Tax: \$25.10
- Material Mark Up ~~15%: \$14.46~~
- Material Total: \$303.72
- Total Cost for ~~Additional~~ Contract Work: \$933.59

Credit Eliminated

--	--

RFC: Material & Labor Installation **Project Name: Lemonwood ECDC**
Mechanical Enclosure PCI0506 **Date: 9/26/2019**

MATERIAL	QTY	UNIT	\$ / Unit	EXTENSION	TOTAL
Dunn Edwards Series Finish	4	EA	\$ 34.88	\$ 139.52	\$ 139.52
Dunn Edwards Series Primer	3	EA	\$ 24.88	\$ 74.64	\$ 74.64
		EA		\$ -	\$ -
		EA		\$ -	\$ -
Sundries	1	EA	\$ 50.00	\$ 50.00	\$ 50.00
		EA		\$ -	\$ -
		EA		\$ -	\$ -
		LS		\$ -	\$ -
				\$ -	\$ -
Material Subtotal					\$ 264.16
Material Tax 9.5%					\$ 25.10
Material Mark Up (5% of Material Subtotal)					\$ 14.46
MATERIAL TOTALS					\$ 303.72

Equipment	QTY	UNIT	UNIT COST	EXTENSION	
		DAYS		\$ -	\$ -
		DAYS		\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
Equipment Subtotal					\$ -
Equipment Tax					\$ -
Equipment Mark Up (10% of Equipment Subtotal)					\$ -
EQUIPMENT TOTALS					\$ -

Labor	TYPE	HOURS	RATE	UNIT	EXTENSION	
Credit Due for Painting of Interior Drywall Substrates					\$ -	\$ -
& HM Doors/Frames					\$ -	\$ -
Labor Hour Proposed for Original Work		12.00	\$ 49.99	\$/hr	\$ 599.88	\$ 599.88
			\$ 49.99	\$/hr	\$ -	\$ -
			\$ 49.99	\$/hr	\$ -	\$ -
					\$ -	\$ -
					\$ -	\$ -
Labor Subtotal					\$ 599.88	
LABOR MARK-UP (5% of Subtotal)					\$ 29.99	
Labor TOTALS					\$ 629.87	

Subcontractor Buy Out / Tiered Subs	QTY	UNIT	UNIT COST	EXTENSION	
		Ea		\$ -	\$ -
		Ea		\$ -	\$ -
				\$ -	\$ -
Subcontractor Subtotal					\$ -
Subcontractor Mark Up (5% of Subtotal)					\$ -
SUBCONTRACTOR TOTALS					\$ -

Unit Cost Buy Out	QTY	UNIT	UNIT COST	EXTENSION	
		LOT		\$ -	\$ -
		EA		\$ -	\$ -
		EA		\$ -	\$ -
				\$ -	\$ -

SUMMARY	
1. MATERIAL TOTAL COST	\$ 303.72
2. EQUIPMENT TOTAL COST	\$ -
3. LABOR TOTAL COST	\$ 629.87
4. SUBCONTRACTOR BUY OUT / TIERED SUBS TOTAL COST	\$ -
5. UNIT BUY OUT TOTAL	\$ -
SUBTOTAL OF SUMMARY ITEMS 1 - 5	\$ 933.59
SCOPE CHANGE SELLING PRICE	ADD/DEDUCT \$ 934

Brannon, Inc.

dba Smith Electric Service
 1340 West Betteravia Rd.
 Santa Maria, Ca. 93455

Lemonwood ECDC

August 12, 2019

Description of Work Effort:
Credit Shroud at Mechanical Enclosure, Credit Louvers and Add Rooftop Outside Air

Cost Elements	Hours	Rate	Extended Cost
1. Direct Material/Parts			\$301.24
a. Subcontracts			\$0.00
2. Total Material/ Subcontracts			\$301.24
3. Material Overhead/Handling			\$0.00
4. Other Direct Costs/Equip			\$0.00
5. Craft Labor			(\$623.28)
6. Subtotal Cost			(\$322.04)
7. Overhead		8.00%	(\$25.76)
8. Profit		7.00%	(\$22.54)
8. Total			(\$370.00)

Remarks:

MECHANICAL ROOM CREDIT

LABOR < 934.92 >

MATERIAL < 1067.00 >

< \$ 2001.92 >

SALE TAX $\leftarrow 1067.00 \times .0875$ < 93.36 >
 8% O/H < 167.02 >
 7% Profit < 158.40 >

Submitted by:

TOTAL CREDIT < 2421.30 >

POTTORFF®

Project:
Quotation Date: 8/12/2019
Quotation By: vh01

Quote - Lot Price

Customer Information

To:
SMITH ELECTRIC SERVICE
1340 W. BETTERAVIA RD.
ATTN: LONY-A/P
SANTA MARIA, CA 93455-1030

Project Information

Architect:
Engineer:
Contractor:
Location:
Addendum:
Specifications:

Quote Details

Quote Reference #:
Schedule Date: Standard
Not Before:
Freight Terms: FFA - Full Freight
Allowed
Freight Method: Standard

(2) Model HAD

General Construction

Material: Galvanized steel
Door panel: 24 gauge - double wall, insulated
Insulation: 1" thick fiberglass
Gasket: Compressible closed cell neoprene - door to frame and
frame to duct
Latches: Cam

Options

Window: Yes

Ratings

Operating temperature range: -20°F to 200°F

Details

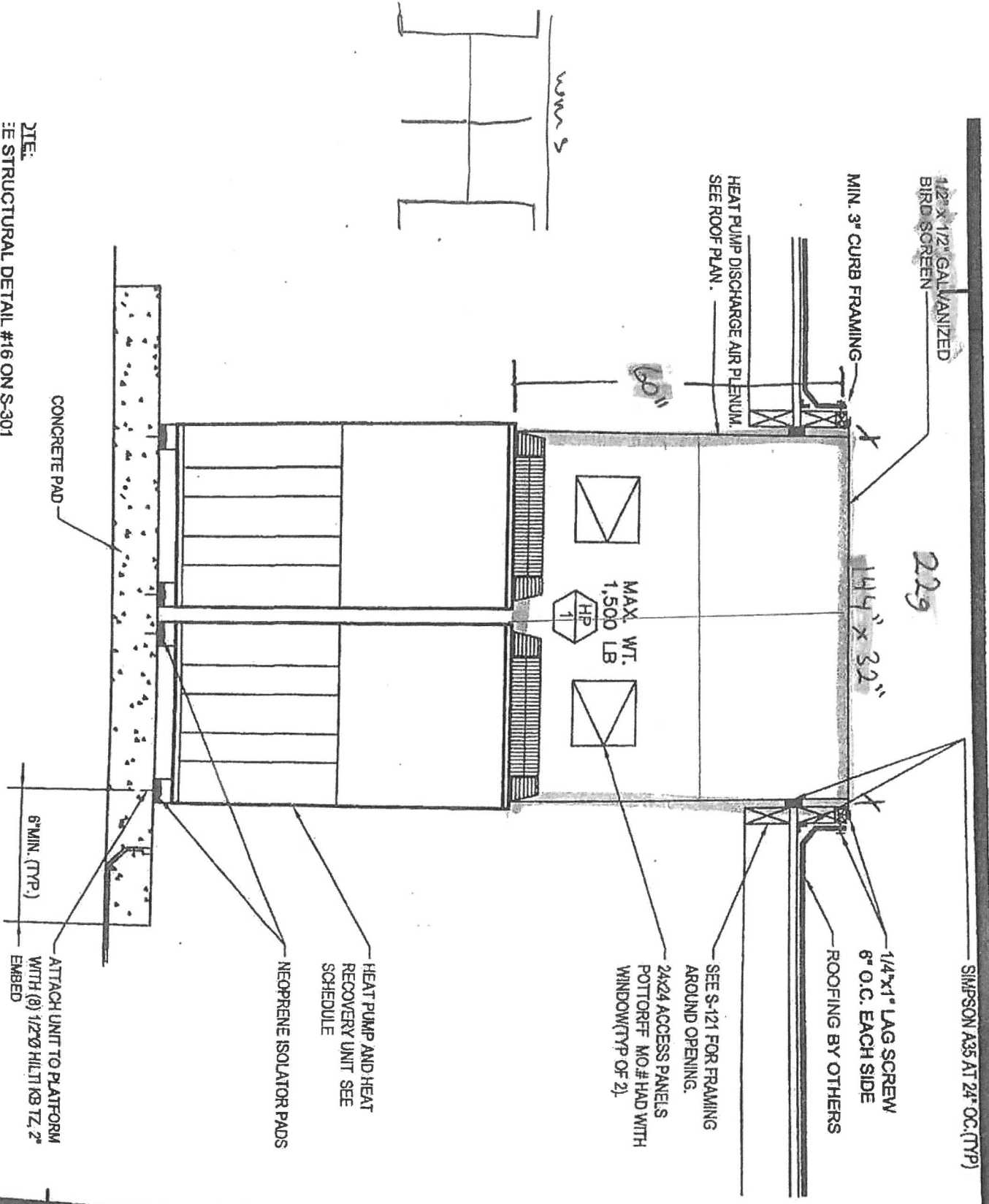
Line Item	Tag	Qty	Frame gauge	Door Size (in.xxxx)	Duct Opening Size	Window Size	Qty Latches	Ratings
				W x H	W x H (in)	D (in)	W x H	Press (in.w.g.)
1		2	22	24 x 24	23 x 23	9	0 x 2	2

Total Net

\$ 400.00

NOTE:
 SEE STRUCTURAL DETAIL #16 ON S-301
 OR CONCRETE PAD DETAIL.

HEAT RECOVERY UNIT MOUNTING



OXNARD SCHOOL DISTRICT

SCALE	4
NONE	



CROWN FENCE

Since 1923

Date: 09/04/19

Contractor Name: Swinerton Builders
 Job Name: Lemonwood
 Authorization No: _____

ADDITIONAL DESCRIPTION:

Install Mechanical enclosure 6' tall black chain link with slats and 1ea 9' gate

1 LABOR

Taxable wage plus non-taxable fringe benefits

TRADE	HOURS		RATE / HR		
	0.00	X	0.00	=	0.00
Foreman:	20.00	X	70.58	=	1411.60
Foreman 1.5 OT (Travel time)	8.00	X	94.45	=	755.60
Journeyman:	20.00	X	68.02	=	1360.40
Journeyman 1.5 OT	0.00	X	90.61	=	0.00
Operating Engineer	0.00	X	89.22	=	0.00
Operating Engineer 1.5 OT	0.00	X	119.81	=	0.00
	0.00	X	0.00	=	0.00
	0.00	X	0.00	=	0.00
LABOR TOTAL:					3527.60

MATERIAL

DESCRIPTION	UNITS		\$ / UNIT		
SEE ATTACHED INVOICE	1.00	X	2882.26	=	2882.26
	0.00	X	0.00	=	0.00
MATERIAL TOTAL:					2882.26

TOTAL LABOR + MATERIAL
 MARK-UP 15%

6409.86
961.48

2 SUBCONTRACTORS

COMPANY NAME	WORK PERFORMED	TOTAL
		0.00
		0.00
		0.00

TOTAL SUBCONTRACTORS

MARK-UP 5%

0.00
0.00

3 EQUIPMENT

Bare Equipment Costs

DESCRIPTION	HOURS		RATE / HR		
Utility /Crew Truck	36.00	X	39.96		1438.56
Welder Generator	0.00	X	7.50		0.00
Hydraulic Excavator	0.00	X	48.34		0.00
Ramp truck / flatbed	0.00	X	32.48		0.00
Towable Compressor	0.00	X	16.81		0.00
Towable Cement Mixer	0.00	X	3.72		0.00
Fork Lift 6 K-8K	0.00	X	37.77		0.00
	0.00	X	0.00		0.00

TOTAL EQUIPMENT COSTS

MARK-UP 15%

1438.56
215.78

SUPPLEMENTAL COSTS:

DESCRIPTION	HRS- UNIT		\$ / HR - UNIT		
FREIGHT	0.00	X	0.00		0.00
Packaging	0.00	X	0.00		0.00
Submittals/Shop Drawings	0.00	X	0.00		0.00
Mobilization	0.00	X	0.00		0.00
	0.00	X	0.00		0.00

TOTAL SUPPLEMENTAL COSTS

MARK-UP 15%

0.00
0.00

SALES TAXES

SUBTOTAL

BOND

9.00 % of \$2,882
 0.00 % of \$9,285

259.40
9285.09
0.00

4 TOTAL COST

\$ 9,285.09



SWINERTON

August 7, 2019

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. 0507R2 Eliminate gas service to building

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate new medium pressure natural gas service to existing ECDC Building; including new concrete vault, trench and backfill, pressure regulator, piping and all related ancillary items. Cut and cap existing medium pressure gas after existing valve located in existing planter. Remove existing gas regulator assembly and turn over to owner. New concrete vault to be turned over to owner, non returnable item

Phase	Category	Description	Subcontractor	Quote
220010	71140	Eliminate new medium pressure natural gas service to existing ECDC Building; including new concrete vault, trench and backfill, pressure regulator, piping and all related ancillary items.	CITY COMMERCIAL PLUMBING, INC.	-3824
			Subtotal	-3824
007480	71160	Subguard	1.15%	.00
007410	71160	Builders Risk	0.6%	.00
007420	71160	General Insurance	1.15%	.00
007510	71160	P&P Bond	1%	.00
991000	79999	Change Order Fee	5%	.00
			Markup Subtotal	.00
			PCI Total	-3824

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-3824**

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 5 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.



SWINERTON

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

Quotation accepted by:
Oxnard School District

By: _____

Date: _____

Date: _____



SWINERTON

August 7, 2019

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. 0508 Eliminate gas fired hot water system

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate gas hot water heater including all ancillary devices and flues, hot water piping systems, pumps, tanks, etc.. Add point of use Insta-Hot hot water heaters at four (4) locations

Phase	Category	Description	Subcontractor	Quote
220010	71140	Eliminate gas hot water heater including all ancillary devices and flues, hot water piping systems, pumps, tanks, etc.. Add point of use Insta-Hot hot water heaters at four (4) locations	CITY COMMERCIAL PLUMBING, INC.	-22,865.00
260010	71140	Eliminate gas hot water heater including all ancillary devices and flues, hot water piping systems, pumps, tanks, etc.. Add point of use Insta-Hot hot water heaters at four (4) locations	TAFT ELECTRIC COMPANY	8,617.00
			Subtotal	-14,248.00
007480	71160	Subguard	1.15%	-163.85
007410	71160	Builders Risk	0.6%	-86.47
007420	71160	General Insurance	1.15%	-165.74
007510	71160	P&P Bond	1%	-142.48
991000	79999	Change Order Fee	5%	-733.20
			Markup Subtotal	-1,291.74
			PCI Total	-15,539.74

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-15,539.74.**

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 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: 8/9/2019

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

August 1, 2019

TO: SWINERTON BUILDERS

ATTENTION: BILL GRAY

JOB NAME: LEMONWOOD ECDC

EXTRA WORK ORDER NO: CCP Inc., C.O.R.#2 CREDIT R-1

DESCRIPTION: PCI 0508 DELETE HOT WATER SYSTEM COMPLETE INCLUDING HEATER & FLUE, PIPING AND INSULATION FOR HOT WATER SYSTEM AND FLOOR SINK FOR RELIEF VALVE, CIRCULATING PUMP & EXPANSION TANK.

-\$24,654.00

DESCRIPTION: ADD FOUR NEW INSTA-HOTS.

\$ 1,789.00

NET CREDIT:

-\$22,865.00

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 3 days extension to complete this change order. We reserve the right to assess the cumulative impact of change.

This is the cost to DELETE the scope from 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

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 ECDC
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 592

CHANGE ORDER NO. 2

RE: PCI 0508 DELETE HOT WATER SYSTEM

LABOR:	WAGES	HOURS	TOTAL
COMPOSITE	86.43	-106.21	(9,179.73)
		TOTAL LABOR:	(9,179.73)
OTHER EXPENSE:			
		TOTAL OTHER EXP.:	0.00
		OTHER EXPENSE:	0.00
		MATERIAL TOTAL:	(15,473.85)
		LABOR TOTAL:	(9,179.73)
		SUBTOTAL:	(24,653.58)
		OVERHEAD/PROFIT: 0.00%	0.00
		SUBTOTAL:	(24,653.58)
		TEXTURA FEES: 0.00%	0.00
		SUBTOTAL:	(24,653.58)
			0.00
			(24,653.58)
		ROUND UP/DOWN:	(\$24,654.00)

NOTES:

CITY COMMERCIAL PLUMBING, INC.

MATERIAL LIST

JOB: LEMONWOOD ECDC
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 592
 CHANGE ORDER NO. 2

RE: PCI 0508 DELETE HOT WATER SYSTEM

QTY.	U/M	MATERIAL NAME	LAB U.	T. LAB.	MAT.COST	T. MAT
		DELETE WATER HEATER		-15.05		-7527.00
		CREDIT FLOOR SINK		-5.80		-750.92
		DELETE HOT WATER & INSULATION		-85.36		-5918.27
LABOR & MATERIAL TOTAL				(106.21)		-14196.19
SALES TAX:					9.00%	-1277.66
<u>TOTAL MATERIAL COST:</u>						<u>-15473.85</u>

NOTES

Category	Item	Item Desc	Qty	U...	Material			Field Labor		
					Mat Unit	Mat ...	Mat Ext	Fld Unit	Fld Adj	Fld Ex
Section : Section 028: DELETE WATER HEATER										
Category : Category 053: PLUMBING SPECIALTIES										
PLUMBING SPECIALTIES	Unsize	AQUASTAT	1.00	ea	151.00	1.00	151.00	0.50	1.00	0.50
Subtotals for Category : Category 053: PLUMBING SPECIALTIES							151.00			0.50
Category : Category 057: PLUMBING EQUIPMENT										
PLUMBING EQUIPMENT	50"	HOT WATER HTR-GAS	1.00	ea	5247.74	1.00	5,247.74	10.00	1.00	10.00
PLUMBING EQUIPMENT	1"	EXPANSION TANK	1.00	ea	1716.43	1.00	1,716.43	1.00	1.00	1.00
PLUMBING EQUIPMENT	1"	CIRCULATING PUMPS	1.00	ea	297.89	1.00	297.89	1.00	1.00	1.00
PLUMBING EQUIPMENT	Unsize	EARTHQUAKE STRAP	1.00	ea	30.00	1.00	30.00	1.00	1.00	1.00
PLUMBING EQUIPMENT	Unsize	SMITTY PAN	1.00	ea	47.19	1.00	47.19	0.40	1.00	0.40
Subtotals for Category : Category 057: PLUMBING EQUIPMENT							7,339.25			13.40
Category : Category 090: WATER HEATER VENT PIPES										
WATER HEATER VENT ...	4"	D.WALL PIPE 12" LONG	5.00	ea	7.35	1.00	36.75	0.23	1.00	1.10
Subtotals for Category : Category 090: WATER HEATER VENT PIPES							36.75			1.10
Subtotals for Section : Section 028: DELETE WATER HEATER							7,527.00			15.00
Grand Totals							7,527.00			15.00

NOTES

Category	Item	Item Desc	Qty	U...	Material			Field Labor		
					Mat Unit	Mat ...	Mat Ext	Fld Unit	Fld Adj	Fld Ex
Section : Section 029: DELETE FLOOR SINK										
Category : Category 003: COPPER KLM LEAD FREE										
COPPER KLM LEAD FREE	1/2"	L-HARD TUBE	10....	'	1.17	1.00	11.70	0.03	1.00	0.3
COPPER KLM LEAD FREE	1/2"	90 ELBOW CxC	2.00	ea	0.48	1.00	0.96	0.14	1.00	0.2
COPPER KLM LEAD FREE	1/2"	COUPLING	1.00	ea	0.36	1.00	0.36	Skip	1.00	0.0
COPPER KLM LEAD FREE	Unsize	SOLDER LBS. LEADFREE	1.00	ea	27.00	1.00	27.00	Skip	1.00	0.0
COPPER KLM LEAD FREE	Unsize	PRESTOLITE-#2 CYL.	1.00	ea	32.03	1.00	32.03	Skip	1.00	0.0
COPPER KLM LEAD FREE	1/2"	ADAPTER CxM	2.00	ea	0.99	1.00	1.98	0.30	1.00	0.6
COPPER KLM LEAD FREE	Unsize	EVERFLUX-2 OZ. CAN	1.00	ea	8.56	1.00	8.56	Skip	1.00	0.0
COPPER KLM LEAD FREE	Unsize	ABRASIVE CLOTH-25YD	1.00	ea	11.42	1.00	11.42	Skip	1.00	0.0
Subtotals for Category : Category 003: COPPER KLM LEAD FREE							94.01			1.1
Category : Category 041: C.I. SOIL NO HUB										
C.I. SOIL NO HUB	2"	PIPE--C.I. NO HUB	10....	'	3.69	1.00	36.90	0.05	1.00	0.5
C.I. SOIL NO HUB	2"	P-TRAP	1.00	ea	8.98	1.00	8.98	0.16	1.00	0.1
C.I. SOIL NO HUB	2"	1/4 BEND	2.00	ea	6.18	1.00	12.36	0.16	1.00	0.3
C.I. SOIL NO HUB	2"	COMBINATION	1.00	ea	8.98	1.00	8.98	0.25	1.00	0.2
C.I. SOIL NO HUB	2"	SANITARY TEE	1.00	ea	8.52	1.00	8.52	0.25	1.00	0.2
C.I. SOIL NO HUB	2"	FLOOR SINK	1.00	ea	410.02	1.00	410.02	1.00	1.00	1.0
C.I. SOIL NO HUB	4"	SLEEVE--CRETE	1.00	ea	7.00	1.00	7.00	0.30	1.00	0.3
C.I. SOIL NO HUB	2"	COUPLING-N.H.	10....	ea	1.97	1.00	19.70	Skip	1.00	0.0
C.I. SOIL NO HUB	4"	COUPLING-N.H.	1.00	ea	2.78	1.00	2.78	Skip	1.00	0.0
C.I. SOIL NO HUB	4" x2"	REDUCED COMBINATION	1.00	ea	14.67	1.00	14.67	0.34	1.00	0.3
C.I. SOIL NO HUB	4"	FIRESTOPPING	1.00	ea	31.00	1.00	31.00	Skip	1.00	0.0
Subtotals for Category : Category 041: C.I. SOIL NO HUB							560.91			3.1
Category : Category 053: PLUMBING SPECIALTIES										
PLUMBING SPECIALTIES	1"	TP	1.00	ea	46.00	1.00	46.00	1.00	1.00	1.0
PLUMBING SPECIALTIES	12" x12"	ACC.DOOR SS	1.00	ea	50.00	1.00	50.00	0.50	1.00	0.5
Subtotals for Category : Category 053: PLUMBING SPECIALTIES							96.00			1.5
Subtotals for Section : Section 029: DELETE FLOOR SINK							750.92			5.8
Grand Totals							750.92			5.8

NOTES

Category	Item	Item Desc	Qty	U...	Material			Field Labor			
					Mat Unit	Mat ...	Mat Ext	Fld Unit	Fld Adj	Fld B	
Section : Section 030: DELETE HOT WATER SYSTEM											
Category : Category 003: COPPER KLM LEAD FREE											
	COPPER KLM LEAD FREE	1/2"	L-HARD TUBE	22...	'	1.17	1.00	259.74	0.03	1.00	6.6
	COPPER KLM LEAD FREE	3/4"	L-HARD TUBE	25...	'	1.89	1.00	487.62	0.03	1.00	7.7
	COPPER KLM LEAD FREE	1/2"	90 ELBOW CxC	22....	ea	0.48	1.00	10.56	0.14	1.00	3.0
	COPPER KLM LEAD FREE	3/4"	90 ELBOW CxC	34....	ea	1.06	1.00	36.04	0.17	1.00	5.7
	COPPER KLM LEAD FREE	1/2"	TEE	1.00	ea	0.81	1.00	0.81	0.44	1.00	0.4
	COPPER KLM LEAD FREE	3/4"	TEE	3.00	ea	1.95	1.00	5.85	0.47	1.00	1.4
	COPPER KLM LEAD FREE	1/2"	SLEEVES	15....	ea	4.01	1.00	60.15	0.50	1.00	7.5
	COPPER KLM LEAD FREE	3/4"	SLEEVES	13....	ea	4.46	1.00	57.98	0.50	1.00	6.5
	COPPER KLM LEAD FREE	3/4"	CHECK VALVE-SWT 125#	1.00	ea	130.98	1.00	130.98	0.29	1.00	0.2
	COPPER KLM LEAD FREE	1/2"	COUPLING	12....	ea	0.36	1.00	4.32	Skip	1.00	0.0
	COPPER KLM LEAD FREE	3/4"	COUPLING	13....	ea	0.72	1.00	9.36	Skip	1.00	0.0
	COPPER KLM LEAD FREE	2-1/2"	HANGERS	29....	ea	6.60	1.00	191.40	0.25	1.00	7.2
	COPPER KLM LEAD FREE	3"	HANGERS	36....	ea	10.74	1.00	386.64	0.50	1.00	18.0
	COPPER KLM LEAD FREE	Unsize	SOLDER LBS. LEADFREE	1.00	ea	27.00	1.00	27.00	Skip	1.00	0.0
	COPPER KLM LEAD FREE	Unsize	PRESTOLITE-#2 CYL.	1.00	ea	32.03	1.00	32.03	Skip	1.00	0.0
	COPPER KLM LEAD FREE	1/2"	FIRESTOPPING	15....	ea	25.00	1.00	375.00	Skip	1.00	0.0
	COPPER KLM LEAD FREE	3/4"	FIRESTOPPING	13....	ea	25.00	1.00	325.00	Skip	1.00	0.0
	COPPER KLM LEAD FREE	3/4" x1/2"	REDUCED TEE - BRANCH	2.00	ea	1.85	1.00	3.70	0.21	1.00	0.4
	COPPER KLM LEAD FREE	Unsize	EVERFLUX--2 OZ. CAN	1.00	ea	8.56	1.00	8.56	Skip	1.00	0.0
	COPPER KLM LEAD FREE	Unsize	ABRASIVE CLOTH-25YD	1.00	ea	11.42	1.00	11.42	Skip	1.00	0.0
Subtotals for Category : Category 003: COPPER KLM LEAD FREE								2,424.16			65.0
Category : Category 005: VALVES											
	VALVES	1/2"	BALANCING COCK	2.00	ea	44.94	1.00	89.88	0.35	1.00	0.7
	VALVES	3/4"	BALANCING COCK	1.00	ea	122.63	1.00	122.63	0.39	1.00	0.3
Subtotals for Category : Category 005: VALVES								212.51			1.0
Category : Category 085: FIBERGLASS INSUL.											
	FIBERGLASS INSUL.	1/2"	1 THK PIPE COVER	22...	ea	5.30	1.00	1,176.60	Skip	1.00	0.0
	FIBERGLASS INSUL.	3/4"	1 THK PIPE COVER	25...	ea	5.30	1.00	1,367.40	Skip	1.00	0.0
	FIBERGLASS INSUL.	3/4"	SADDLE-PROTECT 1"	16...	ea	4.61	1.00	737.60	0.12	1.00	19.2
	FIBERGLASS INSUL.	Unsize	SURFACE AREA-P.C.	36...	ea	Skip	1.00	0.00	Skip	1.00	0.0
Subtotals for Category : Category 085: FIBERGLASS INSUL.								3,281.60			19.2
Subtotals for Section : Section 030: DELETE HOT WATER SYSTEM								5,918.27			85.3
Grand Totals								5,918.27			85.3

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 ECDC
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 592

CHANGE ORDER NO. 2

RE: PCI 0508 ADD INSTA HOTS

LABOR:	WAGES	HOURS	TOTAL
COMPOSITE	86.43	4.00	345.72
TOTAL LABOR:			345.72
OTHER EXPENSE:			
TOTAL OTHER EXP.:			0.00
OTHER EXPENSE:			0.00
MATERIAL TOTAL:			1,209.73
LABOR TOTAL:			345.72
SUBTOTAL:			1,555.45
OVERHEAD/PROFIT:	15.00%		233.32
SUBTOTAL:			1,788.76
TEXTURA FEES:	0.00%		0.00
SUBTOTAL:			1,788.76
			0.00
			1,788.76
ROUND UP/DOWN:			\$1,789.00

NOTES:

CITY COMMERCIAL PLUMBING, INC.

MATERIAL LIST

JOB: LEMONWOOD ECDC
 2200 CARNEGIE COURT
 OXNARD, CA 93033

CCP JOB NO.: 592
 CHANGE ORDER NO. 2

RE: PCI 0508 ADD INSTA HOTS

QTY.	U/M	MATERIAL NAME	LAB U.	T. LAB.	MAT.COST	T. MAT
		ADD EWH-1 & EWH-2		4.00		1109.84
LABOR & MATERIAL TOTAL				4.00		1109.84
SALES TAX:					9.00%	99.89
<u>TOTAL MATERIAL COST:</u>						1209.73

NOTES

Category	Size	Item Desc	Qty	U...	Material			Field Labor		
					Mat Unit	Mat ...	Mat Ext	Fld Unit	Fld Adj	Fld Ext
Section : Section 031: ADD INSTA HOTS										
Category : Category 006: FIXTURES										
FIXTURES	1"	INSTANTANEOUS W.H.	2.00	ea	185.00	1.00	370.00	1.00	1.00	2.00
FIXTURES	2"	INSTANTANEOUS W.H.	2.00	ea	369.92	1.00	739.84	1.00	1.00	2.00
Subtotals for Category : Category 006: FIXTURES							1,109.84			4.00
Subtotals for Section : Section 031: ADD INSTA HOTS							1,109.84			4.00
Grand Totals							1,109.84			4.00



Taft Electric
 1694 Eastman Avenue
 Ventura, California 93003
 Phone: (805) 642-0121

PCO #109

Project: 2241 - Lemonwood
 2200 Carnegie Ct
 Oxnard, California 93033

Change Order Request #109: CE #108 - ECDC EWH

TO:		FROM:	
PCO NUMBER/REVISION:	109 / 0	CONTRACT:	1 - Lemonwood Prime Contract
REQUEST RECEIVED FROM:		CREATED BY:	Bryan Smith (Taft Electric Company)
STATUS:	Pending - Pricing	CREATED DATE:	8/6 /2019
REFERENCE:		FIELD CHANGE:	No
SCHEDULE IMPACT:		LOCATION:	
		TOTAL AMOUNT:	\$8,617.00

POTENTIAL CHANGE ORDER TITLE: CE #108 - ECDC EWH

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

CE #108 - ECDC EWH

Our quoted price for the referenced change is stated above.

RFI 00400: Install [4] Electric Water Heaters

Install [2] EHW-1 and [2] EWH-2 in the Staff Rest Rooms and Work Rooms. Per the submittal sheets provided as part of RFI 00400.

Attached is back-up to support this additional scope. This price is based on documentation provided with this COR. Taft Electric reserves it's right to revise or amend the pricing for this COR should further work need to be performed within this scope.

This change proposal is based on the usual cost elements such as labor, materials, and markup and does not include any amount for impacts such as interference, trade stacking, disruptions, rescheduling, changes in the sequence of work, delays, and/or associated acceleration. We expressly reserve our right to submit our request for any of these items should we be faced with performing work under any of these conditions.

This cost proposal supersedes all previously submitted cost proposals relating to this same work. The work of other trades which may be required to complete this change order is not part of this proposal.

This quote is valid for 30 calendar days from the above date. We reserve our right to re-quote this change proposal should the approval take longer than 30 days.

EXCLUSIONS:

1. Any trenching, backfilling, encasement, coring, cutting, patching, roofing or painting for any conduit system.
2. Any weatherproofing or sealing of exterior penetrations for water intrusion.
3. Any fireproofing or sealing complete.
4. Any shift work, holiday work, or overtime labor, all work is to be performed during normal working hours Monday-Friday between 7 AM & 3:30 PM
5. Any and all parts and labor not specifically listed above or within.
6. Any abatement including asbestos removal or containment.
7. Any permits or fees.
8. Any costs associated with the design, engineering (including wet stamps), or approval process.
9. Any access panels.

ATTACHMENTS:

COR 108 ECDC EWH SUMMARY REV1.pdf _ConEst Takeoff CPO.pdf _RFI #00400 - ECDC Gas Supply and Hot Water System.pdf



SWINERTON

Request For Information # 00400

To:	SVA ARCHITECTS, INC.	RFI Date:	07/02/2019
Attention:	Gerald Michaels	Date Due:	07/05/2019
CC:	Paul Vernier	RFI Type:	Plumbing
	Dean Hawkins	Priority:	Critical
	Mel Tan	Schedule/Activity ID:	
	Nalani Scanlon	Document Reference:	
		Spec Section:	
		Status:	Returned

Subject: ECDC Building gas supply and hot water system

INFORMATION REQUESTED:

Requested By: Bill Gray

The new ECDC building calls for new medium pressure gas supply, new hot water heater and related piping system to supply four (4) new sinks. There could be a substantial cost savings to eliminate the new gas supply, hot water system and related piping and use Insta-hot water heaters at the individual locations

SUGGESTION:

Possible Cost Impact: Potentially

Possible Time Impact: Potentially

Eliminate the new hot water heating and piping and use point of use heaters

ANSWER:

Answered By: Gerald Michaels

Date of Response: 07/15/2019

Accept suggestion modified as follows: Gas service shall be eliminated to the building inclusive of all gas related equipment. The four sinks shall receive minimum 8 Watt "Insta-hot" electric heaters to each sink and supplied from the design cold water supply.

ATTACHMENTS:

- EWH-1 for Staff RR Lavs
- EWH-2 for Workroom Sinks
- L-1 faucet
- RFI - 00400 ECDC Building gas supply and hot water system
- S-1 faucet

Job ID: 2241 LEMONWOOD COR
 Project: 2241 Lemonwood COR



Collapsed Takeoff

7 Aug 2019 8:47:50

Region: COR 108 ECDC EWH
 Area: ADD

Item #	Qty	U/M	Q/M	Size	Description	Mat Result	Lab Result
EWH1							
180705	2.00	EA	M	15/2	PLUG-IN BREAKER	68.18	0.96
ASMY	155.00	EA	M		3/4" EMT (3)#10+G	386.91	26.85
ASMY	2.00	FT	M		ELECTRIC WATER HEATER CONNECTION	69.62	5.95
EWH2							
180710	2.00	EA	M	40/2	PLUG-IN BREAKER	68.60	1.60
ASMY	185.00	EA	M		3/4" EMT (3)#8+G	553.73	33.36
ASMY	2.00	FT	M		ELECTRIC WATER HEATER CONNECTION	69.62	5.95
						1,216.67	74.68

Region: COR 108 ECDC EWH

Area: DELETE

Item #	Qty	U/M	Q/M	Size	Description	Mat Result	Lab Result
ASMY	-81.00	EA	M		1/2" EMT (2)#12+G	-85.20	-3.90
ASMY	-1.00	FT	M		PUMP MOTOR CONNECTION	-66.86	-2.54
180088	-1.00	EA	M	20/1	BOLT-ON BREAKER		-0.21
						-152.06	-6.65

MECHANICAL FAUCETS

2200-4E39VPABCP

Manual Sink Faucets

L-1 faucet



Product Type

Deck Mounted 4" Fixed Centers Single Lever Hot and Cold Water Mixing Sink Faucet

Features & Specifications

4" Fixed Centers
0.35 GPM (1.3 L/min) Vandal Proof Non-Aerating Outlet
2-3/4" Lever Handles
Ceramic Volume Control and Hot Water Limit Stop Cartridges
3/8" Compression Flexible Stainless Steel Supply Hoses
4 3/4" Center to Center Integral Cast Brass Spout
ECAST® design provides durable construction with total lead content equal to or less than 0.25% by weighted average
CFNow! Item Ships in 3 Days

Performance Specification

Rated Operating Pressure: 20-125 PSI
Rated Operating Temperature: 40-140°F

Warranty

Lifetime Limited Faucet Warranty
5-Year Limited Cartridge Warranty
1-Year Limited Finish Warranty

Codes & Standards

ASME A112.18.1/CSA B125.1
Certified to NSF/ANSI 61, Section 9 by CSA
California Health and Safety Code 116875 (AB1953-2006)
Vermont Bill S.152
NSF/ANSI 372 Low Lead Content
ADA ANSI/ICC A117.1
CALGreen

Job Name _____

Item Number _____

Section/Tag _____

Model Specified _____

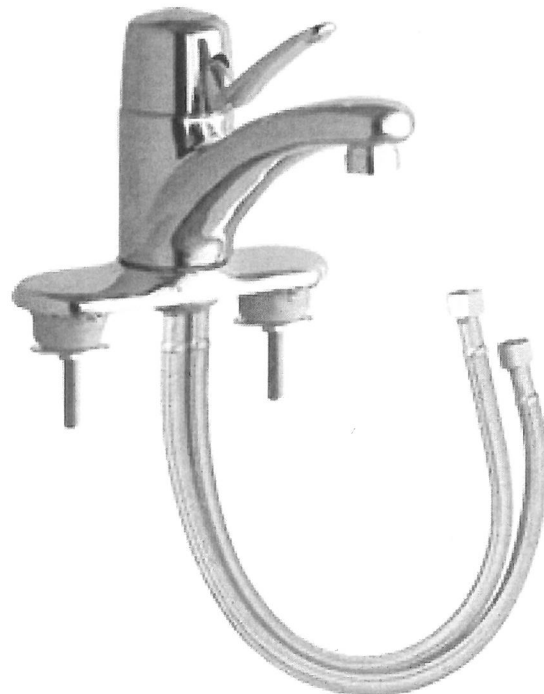
Architect _____

Engineer _____

Contractor _____

Submitted as Shown Submitted with Variations

Date _____



ECAST

ECAST products are intended for installation where state laws and local codes mandate lead content levels or in any location where lead content is a concern.

229

2100 South Clearwater Drive
Des Plaines, IL
P: 847/803-5001
F: 847/803-5451
Technical: 800/TEC-TRUI
www.chicagofaucets.com

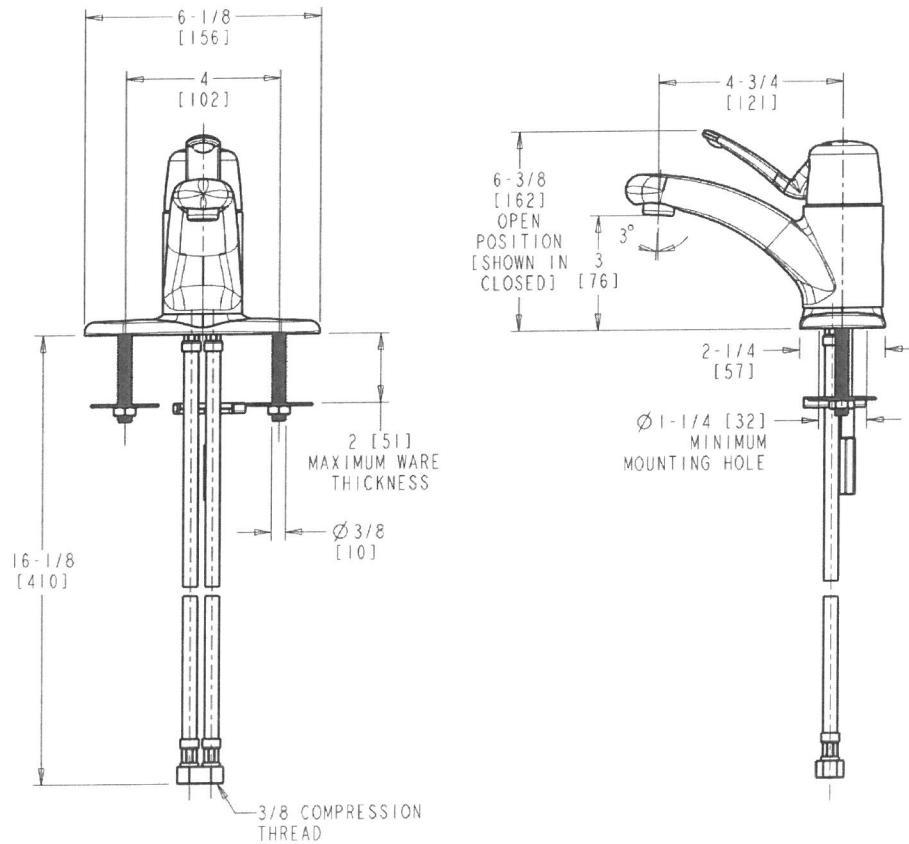


2200-4E39VPABCP

Manual Sink Faucets

Architect/Engineer Specification

Chicago Faucets No. 2200-4E39VPABCP, Sink Faucet for hot and cold water, single lever, deck-mounted with 4" fixed centers, chrome plated. Integral cast brass spout, 4-3/4" center-to-center. 0.35 GPM (1.3 L/min) vandal-proof, pressure compensating, non-aerating, Econo-Flow outlet. 1-3/4" metal lever handle. Ceramic quarter-turn cartridge, features square, tapered stem. Flexible stainless steel supply hoses with 3/8" compression fitting. ECAST® construction with less than 0.25% lead content by weighted average. CALGreen compliant. This product meets ADA ANSI/ICC A117.1 requirements and is tested and certified to industry standards: ASME A112.18.1/CSA B125.1, Certified to NSF/ANSI 61, Section 9 by CSA, California Health and Safety Code 116875 (AB1953-2006), Vermont Bill S.152, NSF/ANSI 372 Low Lead Content, and California Green Building Standards Code (CALGreen).



Operation and Maintenance

Installation should be in accordance with local plumbing codes. Flush all pipes thoroughly before installation. After installation, remove spout outlet or low control and flush faucet thoroughly to clear any debris. Care should be taken when cleaning the product. Do not use abrasive cleaners, chemicals or solvents as they can result in surface damage. Use mild soap and warm water for cleaning and protecting the life of Chicago Faucet products. For specific operation and maintenance refer to the installation instructions and repair parts documents that are located at www.chicagofaucets.com.

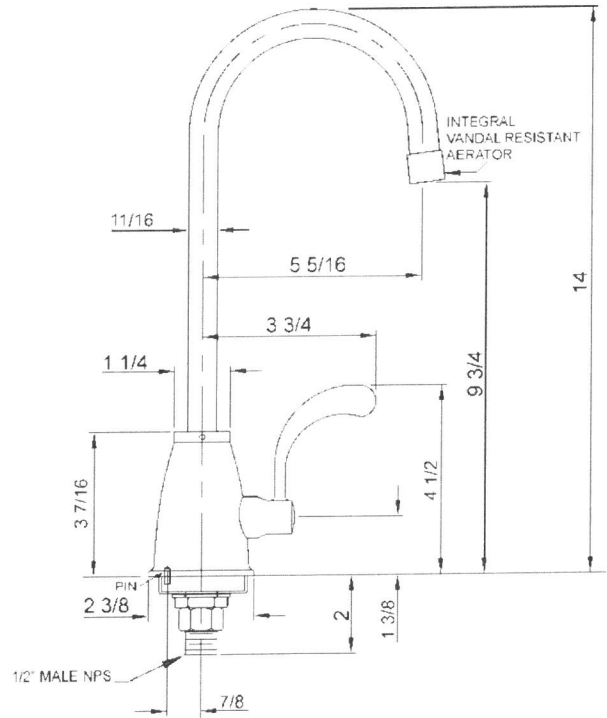
Chicago Faucets, member of the Geberit Group, is the leading brand of commercial faucets and fittings in the United States, offering a complete range of products for schools, laboratories, hospitals, office buildings, food service, airports and sport facilities. Call 1.800.TECTRUE or .847.803.5000 Option 1 for installation or other technical assistance.





S-1 faucet

JSFVR-5
FAUCET GROUP
 STAINLESS STEEL
 VANDAL RESISTANT BUBBLER



SUBMITTAL DATA

TECHNICAL DATA

CONSTRUCTION:

- Stainless Steel body
- Stainless steel pipe spout
- Cast solid lever handle
- Ceramic disc cartridge
- Equipped with water saving aerator
- Conforms to ANSI standard 112.18.1
- NSF Certified TO NSF/ANSI 61/9-G - NSF 372
- AB1953 Certified

FINISH

Polished mirror finish

FLOW RATE

2.2 GPM flow restricting aerator

A.D.A. COMPLIANCE

Yes

VARIANTS

- 1.5 GPM aerator

APPROVED FOR MANUFACTURING

MODEL NO.: JSFVR-5 QTY: _____

JOB NAME: _____

TAG/ITEM: _____

CUSTOMER: _____

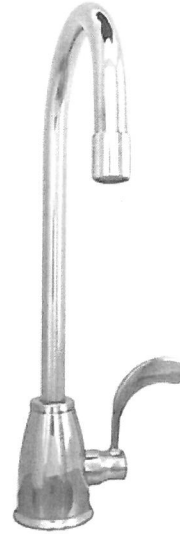
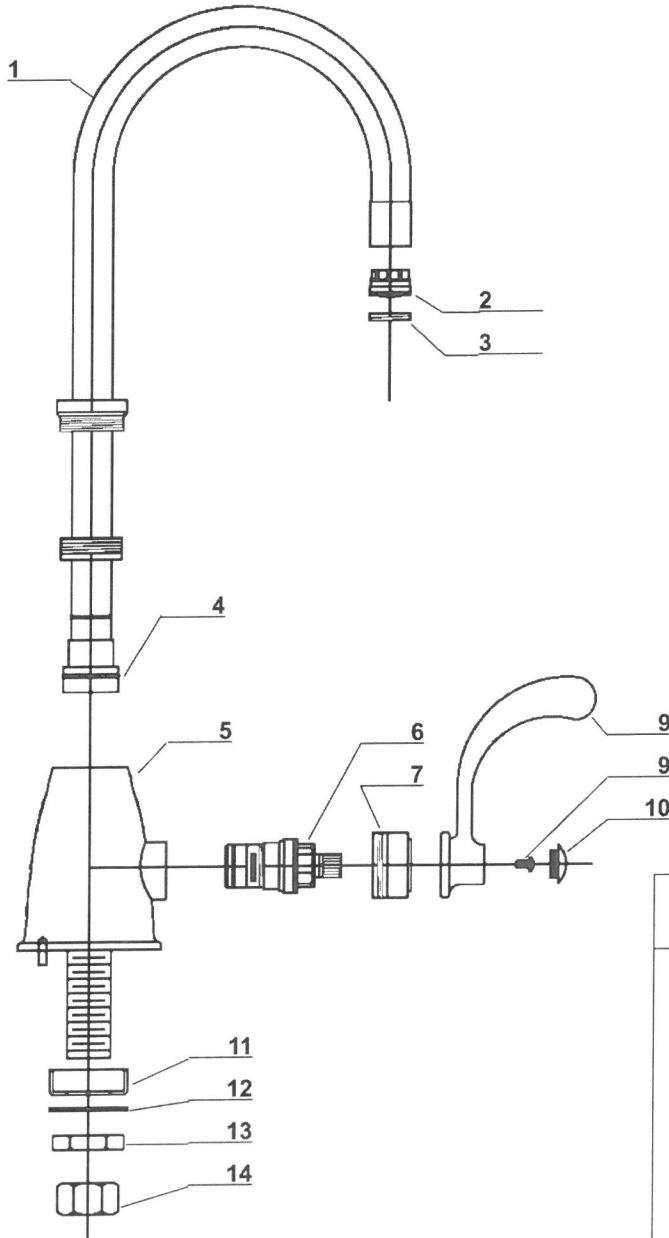
SIGNATURE: _____

JUST MFG. COMPANY CONTINUES TO MAKE QUALITY AND FUNCTIONALITY A MARK OF THE JUST PRODUCT LINE. TO DO SO REQUIRES THAT WE RESERVE THE RIGHT TO CHANGE PRODUCT INFORMATION WITHOUT NOTICE. DIMENSIONS MAY VARY AND ARE SUBJECT TO CHANGE WITHOUT NOTICE. NO RESPONSIBILITY IS ASSUMED FOR USE OF SUPERCEDED OR VOIDED DATA. FOR THE MOST CURRENT AND ACCURATE INFORMATION REGARDING THE COMPLETE LINE OF JUST SINKS, FAUCETS AND DRAINS, CLICK ON THE **SPEC LINE DRAWINGS** LINK ON OUR WEB SITE AT www.justmfg.com



JSFVR-5
FAUCET GROUP
 STAINLESS STEEL
 VANDAL RESISTANT FAUCET

PARTS DATA



Item No.	Part No.	Description
1	VSP-102	Spout Assembly
2	V-2301.1.5	Aerator 1.5 GPM
3	V-5475	Retainer
4	V-5121	O-Ring-spout base
5	V-515	Body
6	V-5450	Cartridge
7	V-5182	Retainer-cartridge
8	VH-472	Handle
9	V-5173	Screw-handle
10	V-5102	Cap-handle
11	V-7817	Cup
12	VF-7894	Washer
13	V-8283	Locknut
14	V-8479	Coupling Nut



ELECTRIC TANKLESS WATER HEATER - POINT OF USE

INSTANT-FLOW® SR - LOW FLOW

INSTANT-FLOW® SR - LOW FLOW METRIC CHART

MODEL	AMPS/PHASE	1 Ø VOLTAGE	WATTS	ACTIVATION LPM	°C TEMPERATURE RISE @		
					1.50 LPM	3.00 LPM	4.00 LPM
SR-15L/120	15	120	1800	1.3	17	--	--
SR-15L/277	15	277	4150	1.3	40	20	15
SR-20L/120	20	120	2400	1.3	23	11	--
SR-20L/208	20	208	4160	1.3	40	20	15
SR-20L/240	20	240	4800	1.3	46	23	17
SR-20L/277	20	277	5540	1.3	53	27	20
SR-30L/120	30	120	3600	1.3	34	17	13

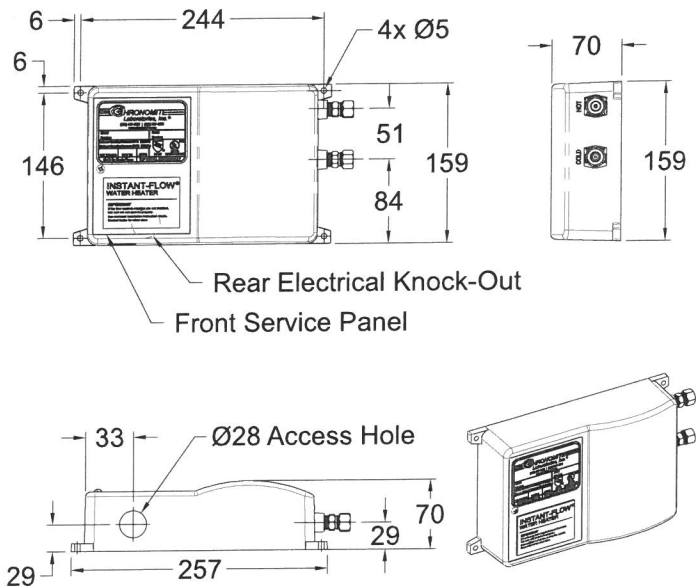
TECHNICAL DIMENSIONS

INSTANT-FLOW® SR - LOW FLOW

Dimensions:	159 (H) x 244 x 70mm
Weight:	2.27 Kg
Materials:	Rugged cast aluminum housing Celcon plastic element assembly with nichrome coils
Housing Color:	White
Minimum Operating Flow Rate:	1.3 LPM
Minimum Operating Pressure:	172 kPa
Maximum Operating Pressure:	552 kPa
Maximum Pressure:	1034 kPa
Maximum Water Temperature:	71°C
Maximum Ambient Operating Temperature:	60°C
Listing:	UL, IAPMO, UPC, ADA, ETL

GENERAL NOTES:

- 240V models when operated at 220V will have approximately a 15% temperature decrease.
- 120V models when operated 110V will have approximately a 15% temperature decrease.



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SELECTION SUMMARY & APPROVAL FOR MANUFACTURING	Company _____	Quantity _____	<p>CHRONOMITE LABORATORIES, INC.</p> <p>PH. 800-447-4962 626-937-4270 FAX 626-937-4279 www.chronomite.com</p>
	Model Number & Options _____		
	Contact _____	Title _____	
	Signature (Approval for Manufacturing) _____	Date _____	



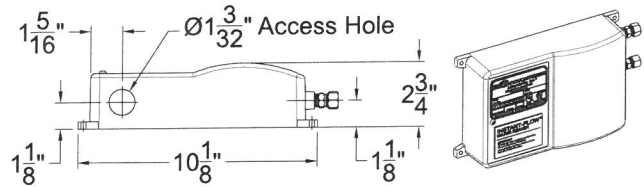
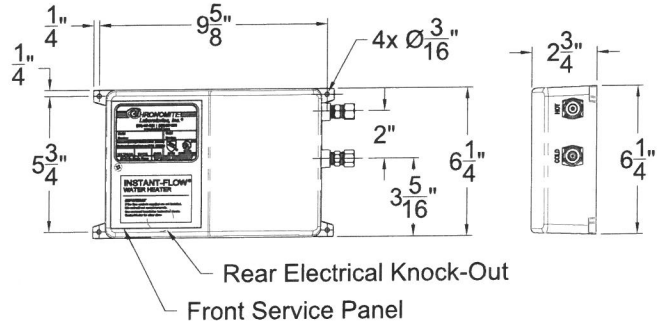
ELECTRIC TANKLESS WATER HEATER - POINT OF USE

INSTANT-FLOW® SR - LOW FLOW

TECHNICAL DIMENSIONS

INSTANT-FLOW® SR - LOW FLOW

Dimensions:	6-1/4" (H) x 9-5/8" x 2-3/4"
Weight:	5 lbs.
Materials:	Rugged cast aluminum housing Celcon plastic element assembly with nichrome coils
Housing Color:	White
Minimum Operating Flow Rate:	0.35 GPM
Minimum Operating Pressure:	25 PSI
Maximum Operating Pressure:	80 PSI
Maximum Pressure:	150 PSI
Maximum Water Temperature:	160°F
Maximum Ambient Operating Temperature:	140°F
Listing:	UL, IAPMO, UPC, ADA, ETL



GENERAL NOTES:

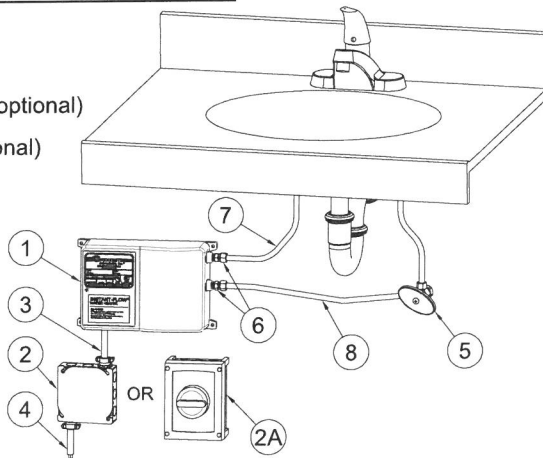
- 240V models when operated at 220V will have approximately a 15% temperature decrease.
- 120V models when operated 110V will have approximately a 15% temperature decrease.

INSTALLATION DIAGRAM

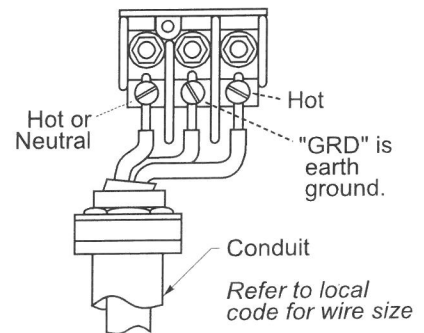
Notes:

1. Heater to be installed below the level of all hot water outlets serviced by the heater.
2. Diagram shown with standard 3/8" Compression Fitting. Optional 1/2" Male NPT water connections available.

- 1 Instant-Flow SR-L Heater
- 2 Electrical Junction Supply Box (optional)
- 2A 2095-1 Disconnect Switch (optional)
- 3 Electrical Supply Conduit
- 4 Electrical Supply Wire
- 5 Dual outlet Stop, 3/8" Comp. Outlet Connections
- 6 3/8" Comp. x 1/4" NPT Fittings (supplied)
- 7 3/8" Hot Water Outlet
- 8 3/8" Cold Water Inlet



WIRING CONNECTION



ATTENTION:
Unit must be hard wired.
NOTE: Heaters are single phase.
All tests are measured at the output of the heater.

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SELECTION SUMMARY & APPROVAL FOR MANUFACTURING

Company _____

Model Number & Options _____ Quantity _____

Contact _____ Title _____

Signature (Approval for Manufacturing) _____ Date _____

CHRONOMITE
LABORATORIES, INC.
PH. 800-447-4962
626-937-4270
FAX 626-937-4279
www.chronomite.com



ELECTRIC TANKLESS WATER HEATER - POINT OF USE

INSTANT-FLOW® MICRO - STANDARD FLOW

INSTANT-FLOW® MICRO - STANDARD FLOW METRIC CHART

MODEL	AMPS/PHASE	1 Ø VOLTAGE	WATTS	ACTIVATION LPM	°C TEMPERATURE RISE @		
					4.00 LPM	6.00 LPM	8.00 LPM
M-30/208	30	208	6240	2.5	22	15	11
M-30/240	30	240	7200	2.5	26	17	13
M-30/277	30	277	8310	2.5	30	20	15
M-40/208	40	208	8320	2.5	30	20	15
M-40/240	40	240	9600	2.5	34	23	17
M-40/277	40	277	11080	2.5	40	27	20

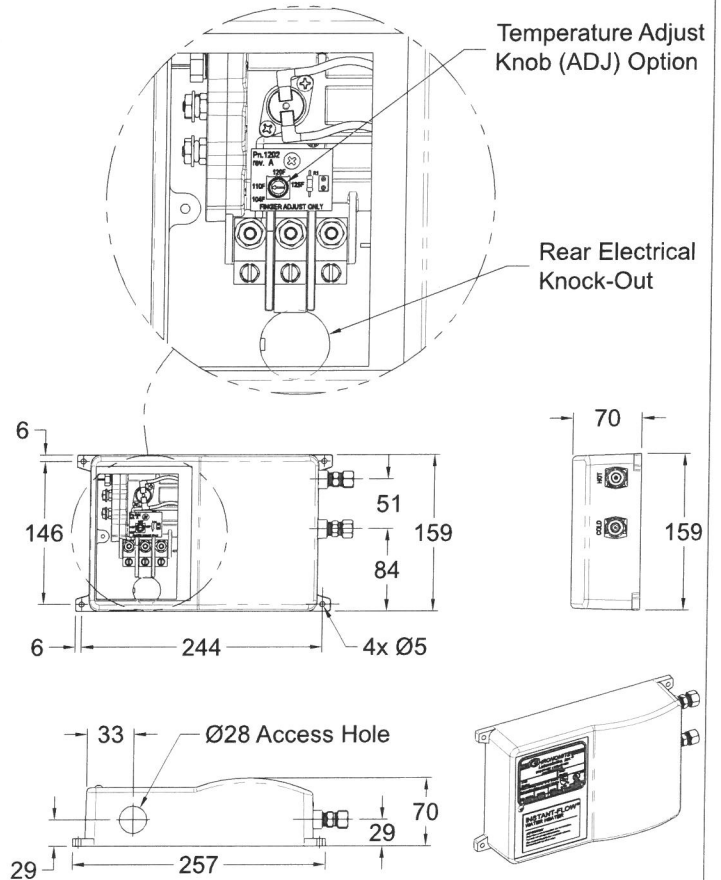
TECHNICAL DIMENSIONS

INSTANT-FLOW® MICRO - STANDARD FLOW

Dimensions:	159 (H) x 244 x 70mm
Weight:	2.27 Kg
Materials:	Rugged cast aluminum housing Celcon plastic element assembly with nichrome coils
Housing Color:	White
Minimum Operating Flow Rate:	2.5 LPM
Minimum Operating Pressure:	172 kPa
Maximum Operating Pressure:	552 kPa
Maximum Pressure:	1034 kPa
Maximum Water Temperature:	71°C
Maximum Ambient Operating Temperature:	60°C
Listing:	UL, IAPMO, UPC, ADA, ETL

GENERAL NOTES:

- The microprocessor adjusts the heater's power for variations in flow rates, inlet water temperature and pressure to assure the selected factory preset water temperature.
- 240V models when operated at 220V will have approximately a 15% wattage decrease.
- 120V models when operated 110V will have approximately a 15% wattage.
- Factory setting of 43°C or above require cold water mixing at the hand wash faucet.
- Microprocessor limits temperature increase according to the pre-selected temperature.
- M40/277 not certified to CAN/CSA STD C22.2 No. 88



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SELECTION SUMMARY & APPROVAL FOR MANUFACTURING

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Signature (Approval for Manufacturing) _____ Date _____

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PH. 800-447-4962
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ELECTRIC TANKLESS WATER HEATER - POINT OF USE

INSTANT-FLOW® MICRO - STANDARD FLOW

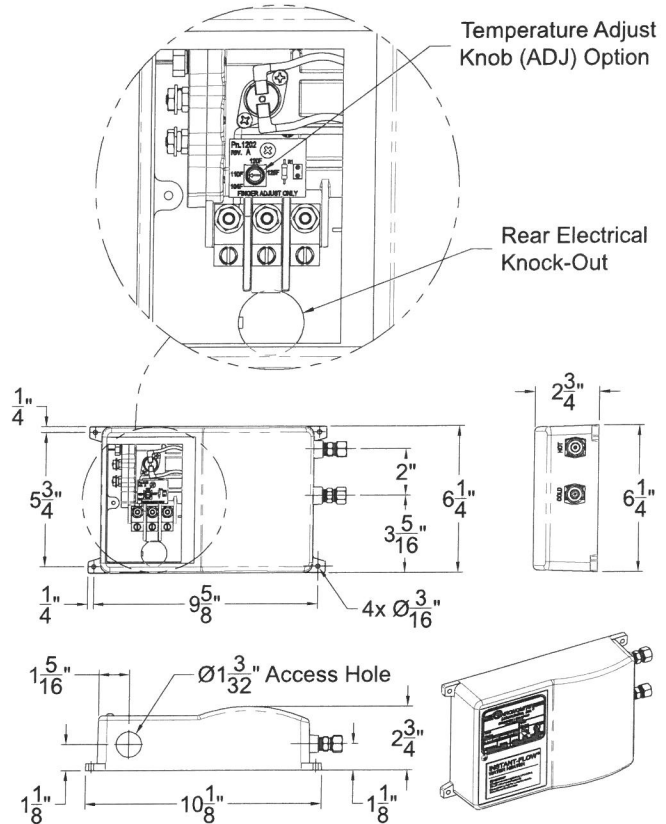
TECHNICAL DIMENSIONS

INSTANT-FLOW® MICRO - LOW FLOW

Dimensions:	6-1/4" (H) x 9-5/8" x 2-3/4"
Weight:	5 lbs.
Materials:	Rugged cast aluminum housing Celcon plastic element assembly with nichrome coils
Housing Color:	White
Minimum Operating Flow Rate:	0.65 GPM
Minimum Operating Pressure:	25 PSI
Maximum Operating Pressure:	80 PSI
Maximum Pressure:	150 PSI
Maximum Water Temperature:	160°F
Maximum Ambient Operating Temperature:	140°F
Listing:	UL, IAPMO, UPC, ADA, ETL

GENERAL NOTES:

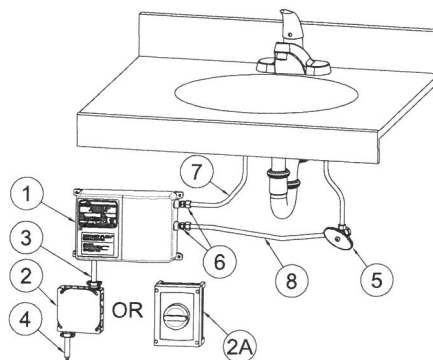
- The microprocessor adjusts the heater's power for variations in flow rates, inlet water temperature and pressure to assure the selected factory preset water temperature.
- 240V models when operated at 220V will have approximately a 15% wattage decrease.
- 120V models when operated 110V will have approximately a 15% wattage decrease.
- Factory setting of 110°F or above require cold water mixing at the hand wash faucet.
- Microprocessor limits temperature increase according to the pre-selected temperature.
- M40/277 not certified to CAN/CSA STD C22.2 No. 88



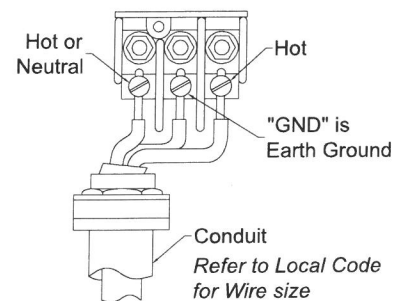
Notes:

1. Heater to be installed below the level of all hot water outlets serviced by the Heater.
2. Diagram shown with standard 3/8" Compression Fitting. Optional 1/2" NPT Male water connections available.

- 1 Instant-Flow Micro Heater
- 2 Electrical Junction Supply Box (Optional)
- 2A 2095-1 Disconnect Switch (Optional)
- 3 Electrical Supply Conduit
- 4 Electrical Supply Wire
- 5 Dual Outlet Stop, 3/8" Comp. Outlet Connections
- 6 3/8" Comp. x 1/4" NPT Fittings (supplied)
- 7 3/8" Hot Water Outlet
- 8 3/8" Cold Water Inlet



WIRING CONNECTION



ATTENTION:

Unit must be hard wired.

NOTE: Heaters are single phase. All tests are measured at the output of the heater.

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SELECTION SUMMARY & APPROVAL FOR MANUFACTURING

Company _____

Model Number & Options _____ Quantity _____

Contact _____ Title _____

Signature (Approval for Manufacturing) _____ Date _____

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PH. 800-447-4962
626-937-4270
FAX 626-937-4279
www.chronomite.com



SWINERTON

July 30, 2019

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. 0512 Eliminate exterior sunshades

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate new exterior sunshades

Phase	Category	Description	Subcontractor	Quote
076000	71140	Eliminate new exterior sunshades	G.E.S. SHEET METAL, INC.	-22,405.00
			Subtotal	-22,405.00
007480	71160	Subguard	1.15%	.00
007410	71160	Builders Risk	0.6%	.00
007420	71160	General Insurance	1.15%	.00
007510	71160	P&P Bond	1%	.00
991000	79999	Change Order Fee	5%	.00
			Markup Subtotal	.00
			PCI Total	-22,405.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-22,405.00.**

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 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: 7/30/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____

Job Name: **Lemonwood ECDC** Change Order Request: **01R1**



Date: 7/31/19
 Contractor: Swineton Builders
 Attn: Bill Gray CC: Nalani Scanlon, Dave McCauley,
 Phone: Fax:

Description of Work: Delete exterior sunshade canopies (KN 773) per PCI 512.

Qty	Unit	Material Description	Unit Cost	Unit	Extension
1	Lot	Exterior Canopy 2x4, 1x4, 1x1 HSS & Flat Sheet Materials	\$ (3,640.00)	Lot	\$ (3,640.00)
1	Lot	Misc fasteners / consumables	\$ (1,032.00)	Lot	\$ (1,032.00)
1	Lot	Primer	\$ (2,260.00)	Lot	\$ (2,260.00)
			\$ -		\$ -
			\$ -		\$ -
			\$ -		\$ -
Material Cost:					\$ (6,932.00)
Sales Tax: 9.50%					\$ (658.54)
Subtotal:					\$ (7,590.54)
Markup 5.0%					\$ (379.53)
Material Total:					\$ (7,970.07)

Qty	Unit	Labor Description	Unit Cost	Unit	Extension
	Hr	Detailing and Engineering	\$ 125.00	Hr	\$ -
0	Hr	Shop Fabrication	\$ (99.32)	Hr	\$ (8,938.80)
40	Hr	Journeyman	\$ (99.32)	Hr	\$ (3,972.80)
40	Hr	Foreman	\$ (106.41)	Hr	\$ (4,256.40)
	Hr	Supervisor	\$ 108.94	Hr	\$ -
			\$ -		\$ -
Labor Cost					\$ (17,168.00)
Markup 5.0%					\$ (858.40)
Labor Total:					\$ (18,026.40)

Qty	Unit	Equipment Description	Unit Cost	Unit	Extension
1	Lot	Shipping / Handling	\$ 1,550.00	Lot	\$ 1,550.00
1	Week	Fork Lift Rental	\$ 1,870.00	Week	\$ 1,870.00
			\$ -		\$ -
			\$ -		\$ -
			\$ -		\$ -
			\$ -		\$ -
Equipment Costs					\$ 3,420.00
Markup 5.0%					\$ 171.00
Equipment Total:					\$ 3,591.00

Jeff Sims
 Project Manager

Cost Subtotal \$ (22,405.47)
 Adjustment

Total Change Order Request \$ (22,405.00)

NOTE: If any work is performed on this change order request, GES reserves the right to request payment for the work on its regularly scheduled monthly progress billing. If this billing is denied, a monthly interest charge of 2% will be added to the COR until an official change order is issued.



SWINERTON

August 1, 2019

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. 0514 Eliminate drywall draft stop and spray-on fireproofing

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Eliminate drywall draft stop, and spray-on fire proofing at the ECDC building

Phase	Category	Description	Subcontractor	Quote
092900	71140	Eliminate drywall draft stop, and spray on fire proofing at the ECDC building	RUTHERFORD CO., INC.	-9,708.00
			Subtotal	-9,708.00
			%	
			Markup Subtotal	
			PCI Total	-9,708.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-9,708.00.**

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

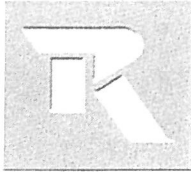
Sincerely,
Swinerton Builders

Date: 8/01/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Rutherford Co., Inc.
 2107 Crystal Street
 Los Angeles, CA 90039
 Phone: (323) 666-5284 / Fax: (323) 665-0328
 www.rutherfordco.net

Date:	08/01/19
RCI Job #:	16-075
RCI COR #:	116
GC Tracking #:	

CHANGE ORDER REQUEST

EMAIL: bgray@swinerton.com

TO: Swinerton Builders

ATTN.: Bill Gray

JOB NAME: **LEMONWOOD K-8 SCHOOL:**

DESCRIPTION OF WORK:

PCI #0514: Eliminate Drywall Draft Stops and Spray On Fireproofing at ECDC Bldg.

BREAKDOWN:		HR. RATE	QTY.	UNIT		AMOUNT	COMMENTS
LABOR	Regular-Journeyman	\$78.60	103	HRS	\$	8,095.80	
	Regular-Foreman	\$0.00	0	HRS	\$	-	
	Regular-Superintendent	\$0.00	0	HRS	\$	-	
	Safety/QC Manager	\$0.00	0	HRS	\$	-	
	Overtime-Journeyman	\$0.00	0	HRS	\$	-	
	Doubletime-Journeyman	\$0.00	0	HRS	\$	-	
MATERIAL		\$1,050.00	0	Tax	\$	1,149.75	
EQUIPMENT	Scissor Lift	\$0.00	0	Day			
	Dumpster	\$0.00	0	ea.			
		\$0.00	1	Day	\$	-	
SCAFFOLD		\$0.00	0	Day	\$	-	
SUBS/MISC.							
FREIGHT/DELIVERY			0	LS	\$	-	
		\$0.00	0	LS	\$	-	
		\$0.00	0	LS	\$	-	
SUBTOTAL						\$	9,245.55
5.0% Profit MARKUP						\$	462.30
Credit COR TOTAL:						\$	9,708

QUALIFICATIONS

1. ADDITIONAL TIME MAY BE REQUIRED ON THE PROJECT SCHEDULE FOR THE WORK DESCRIBED ABOVE
2. ALL GAS/ELECTRIC EQUIPMENT USED FOR THIS COR WILL BE CHARGED AT A 1-DAY MINIMUM RENTAL

"THIS PROPOSAL IS FOR THE DESCRIBED WORK ONLY. PRICING IS BASED ON THE CURRENT PROJECT STATUS. RUTHERFORD IS ENTITLED TO COMPENSATION FOR ADDITIONAL COSTS IF THE PROJECT STATUS CHANGES BEFORE APPROVAL. FURTHERMORE, THE STATED PRICE DOES NOT INCLUDE ANY AMOUNT FOR COSTS RESULTING FROM IMPACTS, WHETHER THE IMPACTS ARE CAUSED BY SCHEDULING, RESCHEDULING, OUT OF SEQUENCE OPERATIONS, TRADE CONGESTION, OTHER DISRUPTIONS, DELAYS OR ACCELERATION. RUTHERFORD EXPRESSLY RESERVES THE RIGHT TO COLLECT FULL OVERHEAD AND PROFIT FOR ANY OF SUCH IMPACTS."

Submitted By:

Project Manager

Approved By:

ADDENDUM NO.: _____

RUTHERFORD CO., INC.

SHEET NO.: 2

PROJECT: Lemonwood K-8 ECDC Bldg.

BID DATE: _____

ADDRESS: _____ TIME: _____ AM PM

LOCATION: Oxnard TAKE - OFF MADE: _____

ARCHITECT: _____ TEL: _____ PLAN NOS: _____ PLAN DATES: _____

PCI #051A:

Eliminate Drywall Draft Stops &
Spray-On Fireproofing on Test Hoopings:

	QUANTITY	UNITS	COST MATERIAL PER UNIT	MATERIAL COST	LABOR AVER.	TOTAL DAYS
5/8" Drywall	999	Sq.	.40	400	25	40
F. Tac	999	"	.05	50	65	15
Spray-On Fireproofing	100	sq	.50	50	-	24
Set up / Mch. / Clean up	-	-	-	100	-	24
				<u>710.50</u>		<u>103</u>
				<u>77x.</u>	<u>x 78.60</u>	
				<u>\$1,149.75</u>	<u>98,095.80</u>	

Sub-Total: 49,246.
 + (5%) Profit
 Credit \$ 9,708 -

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.

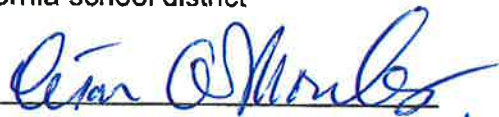
CONTRACTOR

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

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OXNARD SCHOOL DISTRICT
Lemonwood K-8 School Project

CONSTRUCTION SERVICES AGREEMENT
April 6, 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).

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #19-156 - San Mateo-Foster City School District - Super Co-Op (Penanhoat/Lugotoff)

OSD receives a USDA Commodity entitlement annually. There are three avenues to receive USDA Commodity goods: 1) Direct from USDA as an Allocation Agency; 2) through the CDE State Co-Op Distribution system; and 3) through an established private Co-Op. The private "Super" Co-Op enables OSD to order and distribute commodities with expanded benefits to manage and receive inventory. San Mateo-Foster City School District will serve as the lead agency of the Super Co-Op to maintain an inventory management system for all USDA Foods that are received and stored for Co-Op members. By collaborating with other participating Super Co-Op school districts in the area of receiving commodity goods, districts have expanded choices, delivery flexibility and availability to utilize unused entitlement. Term of Agreement: July 1, 2020 through June 30, 2021.

FISCAL IMPACT:


Not to exceed \$2,500.00 - CNS Funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Child Nutrition Services, that the Board of Trustees approve Agreement #19-156 with San Mateo-Foster City School District.

ADDITIONAL MATERIALS:

Attached: [Agreement #19-156 - San Mateo-Foster City School District \(3 Pages\)](#)

<p>SY2020-21 Annual Renewal of Services Super Co-Op A California USDA Foods Cooperative</p>	
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Member District: Oxnard School District

Please check (✓) your response:

X	We plan to CONTINUE membership with Super Co-Op for SY2020-21.
	We do NOT plan to continue membership with Super Co-Op for SY2020-21. What alternate USDA Foods delivery method do you plan to use? _____

San Mateo-Foster City School District is the Lead Agency of the Super Co-Op and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead Agency is assigned control of the Member District’s fair share of USDA Foods entitlement for SY2020-21. The Lead Agency is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of the Member District.
3. Lead Agency is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of the Member District. The Member District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to the Member District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2020-21 Fees:
 Membership Fees are paid by Member District directly to the Lead Agency, billed in July 2020.
 Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.
 State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.
 Delivery fees as per member district selected distributors.
 All fees are subject to change, as approved by the Super Co-Op Governing Council.
 Member District agrees to remit all Super Co-Op fees promptly upon receipt of invoice.
6. Member District agrees to abide by the current Super Co-Op Governing Rules, Brown Box Storage Policy, and other rules or policies as approved by the Governing Council.

7. Member District acknowledges that Super Co-Op is currently in the process of changing its legal entity status, potentially to a joint powers authority. Should Super Co-Op legal entity status change for any reason whatsoever during the duration of this renewal of services agreement, the agreement may be assumed by the successor joint powers authority or other legal entity and the terms of the renewal will be fulfilled for the duration of the contract period by that entity.
8. Should a loss of USDA Foods being held for the Member District occur, due to/ but not limited to theft, spoilage, etc., the Lead Agency is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Member District and Lead Agency shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Member District shall respond to pre-planners and offerings promptly.
10. Member District shall read all correspondence from the Super Co-Op and respond promptly as indicated.
11. Member District shall maintain accurate contact information with the Super Co-Op to assure proper routing of invoices and correspondence.
12. Member District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Member District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead Agency, this Agreement shall convey to the new Agency.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead Agency no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	Suzanne Lugotoff
Title	Director
Telephone	805-385-1501 x2435
Email	slugotoff@oxnardsd.org

Accounts Payable Contact	
Name	Sue Littell
Title	Account Tech.
Telephone	805-385-1501 x2431
Email	

Additional Contact for USDA Foods management	
Name	Allison Cairns
Title	Assistant Director
Telephone	805-385-1501 x2433
Email	acairns@oxnardsd.org

By signing this, I certify that I am an authorized representative of the Member District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Member District's Board of Education at a duly called and noticed Regular Board Meeting on Nov. 13, 2019.

Member District	Oxnard School District
Signature	
Print Name	Lisa A. Franz
Title	Director, Purchasing
Date	

Lead Agency	San Mateo-Foster City School District
Signature	
Print Name	Andrew Soliz
Title	Director Child Nutrition Services
Date	

Return signed copy by December 1, 2019 to Andrew Soliz at the Lead Agency. A signed copy will be returned to you.

Andrew Soliz
asoliz@smfc.k12.ca.us
San Mateo-Foster City School District
1170 Chess Drive, Foster City, CA 94404
Phone (650) 312-1968

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section C: Support Services Agreement

Approval of Agreement #19-158 - Institute for Educational Leadership (Aguilera-Fort)

The Institute for Educational Leadership (IEL) team will visit OSD to meet with the Superintendent and his senior team, key district staff, and, if possible conduct focus group sessions with a cross section of constituents including, but not limited to principals, assistant principals, teachers and para-professionals, parents, community partners, and cross-sector leaders. The IEL team will also collect and examine key policy documents, strategic and operational plans, and other artifacts that inform current OSD practices, and systems (structures and processes). During the Report and Recommend Phase IEL will review all data collected during the exploration phase and draft a report including detailed recommendations and a suggested timeline. Agreement #19-158 includes Phases 1 through 3 only. Phase 4 - Implementation will be under a separate agreement and the timeline will be determined at a later date. Term of Agreement is November 14, 2019 through June 30, 2020.

FISCAL IMPACT:

\$17,000.00 - Title 1 Funds.

RECOMMENDATION:

It is the recommendation of the District Superintendent that the Board of Trustees approve Agreement #19-158 with Institute for Educational Leadership as outlined above.

ADDITIONAL MATERIALS:

**Attached: [Agreement #19-158 - Institute for Educational Leadership \(13 Pages\)](#)
[Proposal \(5 Pages\)](#)**

OXNARD SCHOOL DISTRICT

Agreement #19-158

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 13th day of November, 2019 by and between the Oxnard School District (“District”) and Institute for Educational Leadership (IEL) (“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 January 21, 2020 through March 13, 2020 (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 in **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed Seventeen Thousand Dollars (\$17,000.00) per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____ (Initials)

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

_____ (Initials)

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

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

_____ (Initials)

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

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

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

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

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

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

21. **Indemnification.**

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

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

_____ (Initials)

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

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

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

To District: Oxnard School District
 1051 South A Street
 Oxnard, California, 93030
 Attention: Karling Aguilera-Fort
 Phone: (805) 385-1501 ext. 2034
 Fax: (805) 483-7426

To Consultant: Institute for Educational Leadership (IEL)
 4301 Connecticut Avenue, NW Suite 100
 Washington, DC 20008
 Phone: (202) 822-8405
 Email: rollinsk@iel.org

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

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

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

26. **Administration.** **KARLING AGUILERA-FORT** shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

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

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT

INSTITUTE FOR EDUCATIONAL LEADERSHIP

Signature

Signature

Lisa A. Franz, Director of Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #19-158

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #19-158

SERVICES

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

***PER ATTACHED PROPOSAL/RATE SHEET**

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

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

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

- None.
- See attached list.

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

- None.
- See attached list.

VII. AMENDMENT

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

- Not Project Related
- Project #19-158

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #19-158

COMPENSATION

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

Total compensation shall not exceed Seventeen Thousand Dollars (\$17,000.00), per attached proposal/rate sheet, unless additional compensation is approved in writing by the District.

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

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

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

IV. The total compensation for the Services shall not exceed \$17,000.00, per attached proposal/rate sheet, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #19-158

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #19-158

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 #19-158

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 #19-158

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #19-158

CONFLICT OF INTEREST CHECK

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

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

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

Date: _____

By: _____
Lisa A. Franz
Director of Purchasing

PROPOSAL FOR SERVICES IN SUPPORT OF THE OXNARD SCHOOL DISTRICT

Overview

The Institute for Educational Leadership (IEL) is pleased to submit this proposal for consultation services to support the Oxnard School District (OSD) in realizing its vision of welcoming and serving families and students from diverse backgrounds and educating each and every student who comes to its schools. OSD has a strong track record of engaging parents and families, the broader community, educators, and administrators in using its community, school and district assets to address inequities and challenges. OSD's newly appointed Superintendent intends to build on those strengths as a foundation for success while exploring how deeper partnerships, optimizing youth, parent, and family voice, and additional expertise can support the district in achieving better academic, civic and social-emotional outcomes for students.

Background on IEL

Since 1964, IEL has prepared and supported champions for equity in education and workforce development. IEL works at the local, state, and national levels, and increasingly within communities, to bridge longstanding political, racial, and systemic divides. As a trusted thought leader focused on real-world solutions to complex challenges and as a creator of tools and strategies for policy and practice to better serve children, youth, and families, IEL has developed significant assets and unique competencies. IEL's historical record in leadership development and support, community schools, family and community engagement, and workforce development for youth has positioned us to add significant value to community-based and district-wide efforts as well as support leaders at all levels in addressing opportunity gaps and disparities in achievement and success, which disproportionately affect low-income communities, communities of color, and people with disabilities.

IEL has a strong track record in working with schools, districts, cross-sector leadership collaboratives and community teams, providing strategic planning and implementation support, facilitation and coaching. IEL is committed to improving capacity-building and learning systems based on each local context and, through a process of co-planning with each of our client-partners, customizes and co-creates leadership development, support and learning experiences that can be sustained over time. In addition, as a result of long-standing relationships and deep partnerships at the local community, state and national levels, IEL has unique access to networks of experienced practitioners and constituents implementing evidence-based practices across a range of issues and in multiple contexts.

Goal

The goal of the proposed partnership and consultation services with the Oxnard School District is to significantly move the needle towards a sustainable system that establishes equitable academic and economic outcomes. Consultation services are designed to strengthen a range of current partnership, capacity building and family and community engagement policies, practices, and activities by re-imagining, co-designing and implementing structures and processes that optimize youth, parent, and family voice.

Process

As a catalyst in cultivating and strengthening an ecosystem of collaborative leadership, IEL will build on existing assets and engage a range of OSD constituents including the superintendent’s senior team, key district staff, school leaders and other educators, as well as parent, youth and community leaders. IEL relies on a set of principles that support a different kind of change process:

- Learning and leadership are a dynamic, social processes.
- Conversations are critical and central pedagogical processes.
- Those closest to the issues are often best situated to discover answers to local concerns.
- Crossing boundaries enriches development and educational processes.
- Hope and change are built on assets and the dreams of locals and their communities.

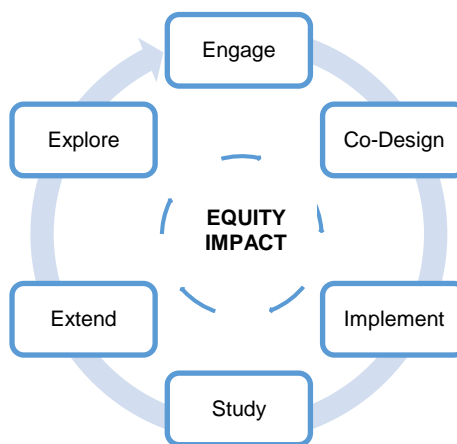
IEL will engage OSD in a community-driven equity improvement process that specifically relies on regular and coordinated co-development. This place-based, continuous cycle of improvement strategy builds on the principles described above and is facilitated through all levels and leaders to ensure cohesiveness.

Explore: Co-analyze assets, inequities, and challenges

Engage: Develop a shared and targeted vision by engaging in a re-imagining and redesign process.

Co-Design: Co-plan with constituents to identify greatest opportunities for change

Recommend: Devise a change process that includes full representation from all sectors of leadership, especially those most affected by inequities



Phases of Work

Our proposal is based on four phases of work which overlap with key elements of our strategy:

1. Explore
2. Report and Recommend
3. Debrief and Game-plan
4. Implementation Phase (TBD)

During the **Exploration Phase**, the IEL team (see below) will visit OSD to meet with the Superintendent and his senior team, key district staff, and, if possible conduct focus group sessions with a cross section of constituents including, but not limited to principals, assistant principals, teachers and para-professionals, parents, community partners, and cross-sector leaders. The IEL team will also collect and examine key policy documents, strategic and operational plans, and other artifacts that inform current OSD practices, and systems (structures and processes).

During the **Report and Recommend Phase** IEL will review all data collected during the exploration phase and draft a report including detailed recommendations and a suggested timeline.

During the **Debrief and Game-plan Phase** the IEL team will conduct a debriefing session with the Superintendent and his senior team, key district staff, and as appropriate, a cross section of constituents, to

discuss the report and recommendations and decide the development of an implementation plan and timeline. Finalization of a plan and timeline is the final step before the implementation phase and may require several planning sessions.

During the **Implementation Phase** we intend to collaboratively invest time in:

Preparing leaders for the complexity of systems change through a series community learning exchanges and knowledge sharing activities that leverage community wisdom and assets, make meaning of evidence-based practices, and co-develop competency-building activities that are role specific.

Supporting leaders through coaching and peer mentoring, access to and participation in IEL’s national networks, targeted communications and marketing, and evaluation, data tracking and analysis.

Mobilizing a diverse set of leaders in partnership with OSD from neighborhoods, anchor institutions, and other sectors for a coordinated place-based strategy that develops deeper relationships across constituencies, sectors, and levels.

Incentivizing community innovation in policy and programs.

Scope of work

The following table describes key activities, deliverables and costs associated with the first three phases of work, which incorporate and overlap with elements of place-based, continuous cycle of improvement. The table explains key activities in each phase and identifies four key deliverables. IEL will assume some cost-sharing in the form of personnel time with substantial discounts for level of effort during each phase of the work. The table also summarizes level of effort, cost sharing and actual costs to OSD. As work during the first 3 phases concludes, OSD and IEL will collaborate to secure support for activities under Phase 4 that OSD is unable to fund directly shall the district approves moving into phase 4.

SCOPE OF WORK

Phase	Key Activities	Deliverable	Effort	Cost Share	OSD Cost
1. EXPLORE					
Preliminary Planning Meetings	<ul style="list-style-type: none"> Hold prep calls and video conferences as needed Facilitate on-site meetings and community learning exchanges with district team members and a variety of constituents to identify key elements of OSD’s strategy and provide an orientation on assessment process and finalize overall timeline 	Prep calls, on-site meetings & convenings <i>(Deliverable 1)</i>	12 days	\$18,000	\$9,000
	<ul style="list-style-type: none"> Hold pre-session and debrief meetings with staff. 				
Data Collection and Analysis	<ul style="list-style-type: none"> Design and distribute survey instrument Collect and review artifacts representative of OSD practice/policy Provide preliminary analysis and recommendations. 	Document review, data synthesis <i>(Deliverable2)</i>			
2. REPORT AND RECOMMEND					

<ul style="list-style-type: none"> • Develop detailed report with recommendations • Draft timeline for implementation 	Draft report <i>(Deliverable 3)</i>	5 days	\$8,000	\$4,000
3. DEBRIEF AND GAMEPLAN				
<ul style="list-style-type: none"> • Facilitate on-site debriefing sessions and learning exchanges with district team members and a variety of constituents on findings and recommendations 	Prep calls, on-site meetings & convenings, Final report with plan and possible timeline <i>(Deliverable 4)</i>	14 days	\$21,000	\$4,000
<ul style="list-style-type: none"> • Hold post-debrief planning calls with designated staff and constituents 				
TOTAL OSD COST <i>(including travel and lodging as required)</i>			Cost share \$47,000	\$17,000

The Team

The following team members will coordinate the work during the first 3 phases of work. During phase 4 additional IEL staff, partners and consultants will be tapped as required.

Lynda Tredway

Lynda Tredway is Senior Associate for Leadership and Equity at the Institute for Educational Leadership and serves as IEL’s director of Project i4: Innovate, Inquire, Iterate, and Impact - Igniting the Power of Network Improvement Communities to Enhance Professional Learning for Educational Leaders – which is a U.S. Department of Education SEED (Supporting Effective Educator Development) program funded initiative led by East Carolina University (ECU). Lynda is also a Program Coordinator at ECU for the International doctoral program, a three-year Ed.D. program that engages students from the U.S. and international schools in participatory action research. Prior to her role at IEL, she was the founding coordinator of the Principal Leadership Institute at U.C. Berkeley’s Graduate School of Education where she designed the course of study, taught multiple courses and provided professional development to 13 cohorts of principals and assistant principals in urban districts (2000–2012). Her most recent scholarship includes two chapters: “The Imagineers of Community School Leadership” and “A Re-imagined Ed.D.: Participatory, Progressive Online Pedagogy”. She co-authored a chapter “Actions Matter: How School Leaders Enact Equity Principles” and a book on teacher leadership: “Leading from the Inside Out: Expanded Roles for Teachers in Equitable Schools”.

Kwesi Rollins

A member of IEL’s Senior Leadership Team, Kwesi Rollins, Vice President for Leadership and Engagement, guides IEL’s portfolio of programs designed to develop and support leaders with a particular emphasis on family and community engagement, early childhood education and community-based leadership development. Kwesi directs the District Leaders Network on Family and Community Engagement and Leaders for Today and Tomorrow, an initiative that designs and delivers professional learning and support opportunities for school and district leaders. Kwesi has over 25 years of experience working with local communities and state agencies to improve cross-sector collaboration, capacity-building, and service delivery systems supporting children, youth and families. He has provided technical assistance and training to a range of state and county agencies, school

districts, local schools and community-based organizations in projects funded by the U.S. Department of Education and the Department of Justice Office of Juvenile Justice and Delinquency Prevention. Kwesi is co-author of *Taking it to the Next Level: Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice*. Working with young people is also a personal passion for Kwesi who has special expertise in resiliency and youth development. He has been recognized as Washington, DC's Big Brother of the Year and is an ex-officio member of the Board of Directors of Big Brothers/Big Sisters of the National Capitol Area.

Janette Hernandez

Janette Hernandez served as Director of Secondary Education in San Lorenzo Unified School District for five years, leading the middle and elementary school principals to increased academic achievement, particularly in mathematics, increased graduation rates from 84% to 89% and providing more pathways to college and career. Previously, she served as Regional Executive Officer for Oakland Unified School District for four years (2010-2014), supervising and supporting 18 elementary and 4 middle school principals to achieve the mission of becoming a district that serves the whole child, eliminates inequities and provides each child excellent teachers every day. Before that she taught at U.C. Berkeley, Graduate School of Education, in the Principal Leadership Institute (PLI), coordinating the Leadership Support Program (2002-2010.) One of her primary responsibilities as Coordinator was to develop a program that provides coaching, mentoring and seminars to PLI graduates serving as novice administrators. She conducted research in the area of leadership and the use of storytelling to move leaders from novice to expert in their role as school administrators. Previously serving as an assistant principal and principal of an urban middle school in San Francisco, her teaching career in public schools began in 1986 as a special education teacher for students with serious emotional disabilities and learning disabilities. She worked for five years in Australia as a special education teacher (1987-1992) before returning to the U.S. as a teacher and bilingual instructional specialist for the San Francisco public schools. Her passion is bilingual and special education as she strives to meet the needs of English Language Learners and students with disabilities.

Contact Information

IEL is a non-profit (501c3) based in Washington, DC (4301 Connecticut Avenue, NW Suite 100, DC 20008). As a national intermediary and partner, IEL serves as a valuable resource for planning by encouraging impactful connections and knowledge sharing that can inform OSD's continuous improvement process. For additional information regarding this proposal or other aspects of IEL's work please contact Kwesi Rollins by email at rollinsk@iel.org.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 13, 2019

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #19-147 – Center for Teaching for Biliteracy (DeGenna/Fox)

The Center for Teaching for Biliteracy will provide virtual check-in sessions in the area of the Dual Language Program during the 2019-2020 school year. Term of Agreement is July 1, 2019 through June 30, 2020.

FISCAL IMPACT:

Not to exceed \$62,050.00 – Title 1

RECOMMENDATION:

It is the recommendation of the Director, Dual Language Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #19-147 with the Center for Teaching for Biliteracy.

ADDITIONAL MATERIALS:

Attached: [Agreement #19-147 - Center for Teaching for Biliteracy \(2 Pages\)](#)
[Certificate of Insurance \(1 Page\)](#)



Agreement

The Center for Teaching for Biliteracy (hereinafter referred to as the Contractor) and Oxnard School District (hereinafter referred to as the “District”) desire to enter in this Agreement subject to the following terms and conditions:

1. Scope of Services: and 2. Consultant fee and expenses:

Biliteracy Professional Development Plan

Dates	Activity and Consultant	Fees
November 1, 2019 10 AM PST	1.5 hour Virtual Check-In Sessions With Melody Wharton	\$750/each = \$2250
January 23, 2020 10 am PST		
March 3, 2020 8 am PST		
August 19 - 21, 2019	3 full days reviewing the Kinder Fall units – Olga Karwoski	\$2300/3 days = \$6900
September 9 and 10, 2019	2 full days reviewing first grade Fall unit 1 and 2 – Melody Wharton	\$2300/day = \$4600
November 7 and 8, 2019	2 full days of reviewing first grade Fall units (unit 3) – Melody Wharton	\$2300/day = \$4600 18350
December 9-12, 2019	4 full days reviewing the Spring Kinder and 1 st grade units – Melody Wharton and Olga Karwoski	\$2300/4days = \$9200 2 Consultants=\$18,400
January, 2020 (dates TBD)	5 full days of identifying current Oxnard materials that match with each unit and additional materials needed for each unit. – Susan Pryor	\$11,500
Spring, 2020	2 nd grade Map and units review – 6 days	\$13,800
Total		\$62,050

3. Independent Contractor.

The Contractor is retained solely for the purposes set forth in this Agreement and shall at all times have the status of an Independent Contractor. The parties agree that the District will not:

- a. Require the contractor to work exclusively for the District; and

- b. Establish a quality standard for the Contractor, or oversee the actual work or instruct the Contractor as to how the work is to be performed, except the Parties agree as stated in Paragraph 1 that the Contractor's services will be consistent with generally accepted industry standards for the Contractor's customary services and products; and
- c. Pay the Contractor only the compensation state in Paragraph 2; and
- d. Terminate the Contractor's current services for particular work the Contractor accepts from the District unless the Contractor violates the terms of this Agreement or fails to produce a result that meets the specifications of this Agreement; and
- e. Provide more than minimal training for the Contractor; and
- f. Provide tools or benefits to the Contractor; and
- g. Combine its business operations in any way with the Contractor's business, but instead both Parties will maintain their own operations as separate and distinct.

4. Intellectual Property. Neither party shall acquire any rights, either expressed or implied, to the intellectual property of the other unless expressly acknowledged in writing as a "Work For Hire" in this Agreement or another written Agreement between the parties.

5. No Construction Against Drafting Party. The parties and their respective counsel have had the opportunity to review this Agreement, and the Agreement will not be construed against any party merely because the Agreement or any provisions thereof were prepared by a particular party.

6. Severability. If it is found by a court of competent jurisdiction or by operation of law that a term or provision of this Agreement is invalid or unenforceable, the remainder of the Agreement shall be unimpaired and continue in force and effect, and the invalid or unenforceable term or provision shall be replaced by such valid term or provision as comes closest to the intention underlying the invalid or unenforceable term or provision.

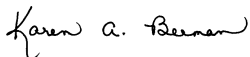
7. Termination of Agreement. Either party may terminate this Contract by giving thirty (30) days' written notice to the other party. Termination of this Contract shall not relieve either party of its obligation to pay amounts due, or to give any credit due, for services rendered prior to the effective date of a breach of contract or termination.

8. Cancellation In the event the District terminates this Agreement without cause more than 30 days before the commencement date, the District shall pay a cancellation fee to Contractor in the sum of \$ 0.

In the event the District terminates this Agreement without cause less than 30 days before the commencement date, the District shall pay an enhanced cancellation fee to Provider in the sum of \$ 3000.00

Center for Teaching for Biliteracy,
An Illinois corporation

By:



Karen Beeman, Manager September 23, 2019,
--

Oxnard School District

Signature _____ date _____

Lisa A. Franz
Director, Purchasing



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/24/2018

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 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 Hiscox Inc. 520 Madison Avenue 32nd Floor New York, NY 10022	CONTACT NAME: PHONE (A/C. No. Ext): (888) 202-3007	FAX (A/C. No):	
	E-MAIL ADDRESS: contact@hiscox.com		
INSURED Karen Beeman Teaching For Biliiteracy, Inc. DBA Center For Tea 9125 Lowell Ave Skokie IL 60076-1662	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Hiscox Insurance Company Inc		10200
	INSURER B:		
	INSURER C:		
INSURER D:			
INSURER E:			
INSURER F:			

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL 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 OTHER:			UDC-1404002-CGL-18	12/04/2018	12/04/2019	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	\$ S/T Gen. Agg.
								\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE	OTHER
							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**CANCELLATION**

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

AUTHORIZED REPRESENTATIVE

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 13, 2019

Agenda Section: Section C: Academic Agreement

**Ratification of Agreement/MOU #19-145 – 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 2019-2020 school year.

FISCAL IMPACT:

Title III Allocation to Santa Clara Elementary School - \$1,300.88

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 #19-145 with Santa Clara Elementary School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #19-145 - Santa Clara Elementary School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #19-145 ESEA Title III

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

2019-2020 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 2019-2020 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, 2019 and the beginning of the 2019-2020 (First test-August, 2019) 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, and benchmarks will be used by all teachers 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 are continuing to offer in 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 will be contacting 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 strategies 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 are also seeking 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, delivered, and is in use for the 2019-2020 school year from Pearson-Reading Street Program TK-6, Pearson Common Core Literature 6-8, and Rosa, 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 were provided to all teachers serving EL students during the 2018-2019 school year through the Archdiocese of Los Angeles. Professional development activities, Core Instructional Practices workshops are scheduled for the 2019-2020 school year through the Deanery level and will take place locally. Teachers have been invited to visit and observe several of the Spanish immersion school in the L.A. area.

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/Title: Ms. Dotty Massa, Principal

Phone No: 805-483-6935

Signature: _____

Date: _____

For Oxnard School District:

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

Phone No: 805-385-1501 x2414

Signature: _____

Date: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 13, 2019

Agenda Section: Section C: Academic Agreement

Ratification of Agreement/MOU #19-146 – 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 2019-2020 school year.

FISCAL IMPACT:

Title III Allocation to St. Anthony’s School - \$2,276.54

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 #19-146 with St. Anthony’s School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #19-146 - St. Anthony's School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #19-146 ESEA Title III

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

2019-2020 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 2019-2020 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, 40 ELs were identified on September 25, 2019.

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 assessments 3 times a year.

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, 2019 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 on Fall 2019. 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/Title: Deacon Henry Barajas, Principal **Phone No:** 805-487-5317

Signature: _____ **Date:** _____

For Oxnard School District:

Name: Lisa A. Franz, Director, Purchasing **Phone No:** 805-385-1501 x2414

Signature: _____ **Date:** _____

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement #19-148, Central Drug System Inc. (Penanhoat/Briscoe)

Central Drug System Inc. will implement and administer a comprehensive program of drug and alcohol testing for Oxnard School District Transportation employees as mandated by the Omnibus Transportation Employee Testing Act of 1991 (the Act). Term of Agreement is October 8, 2019 through October 7, 2022.

FISCAL IMPACT:

\$5,000.00 - General Fund (for the 3 year period)

RECOMMENDATION:

It is the recommendation of the Director, Transportation, and the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees ratify Agreement #19-148 with Central Drug System Inc.

ADDITIONAL MATERIALS:

Attached: [Agreement #19-148 - Central Drug System Inc. \(9 Pages\)](#)

OSD AGREEMENT #19-148

ADMINISTRATIVE SERVICES AGREEMENT

THIS AGREEMENT is hereby entered into effective the first day of 10/08/2019 by and between **CENTRAL DRUG SYSTEM, INC.**, a California corporation (hereinafter referred to as “CDS”) and **Oxnard School District** (hereinafter referred to as “Client”).

WHEREAS, CDS owns and operates the statewide Employers’ Testing Consortium (hereinafter referred to as the “Consortium”) consisting of entities which desire CDS to implement and administer a comprehensive program of drug and alcohol testing for their employees as mandated by the Omnibus Transportation Employee Testing Act of 1991 (the “Act”); and

WHEREAS, all reference contained within this Agreement refer to the Federal Motor Carrier Safety Regulations, Title 49 - Transportation, Chapter III - Federal Motor Carrier Safety Administration, Department of Transportation, Subtitle A - Office of the Secretary of Transportation, Part 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs) and Subchapter B - Federal Motor Carrier Safety Regulations, Part 382 (Controlled Substances and Alcohol Use and Testing) (the “Regulations”); and

WHEREAS, Client wishes to join the Consortium to receive the services offered to its members;

IT IS MUTUALLY AGREED:

1. CDS’S RESPONSIBILITIES

CDS will have the following responsibilities during the term of this Agreement:

- a. CDS will provide a procedure manual to the Client, based on the Act and the Regulations issued under the Act (the “Manual”). The purpose of the Manual is to guide the Client through what to do under certain circumstances and serve as a quick reference guide. CDS will remain available to answer Client questions. CDS will also provide the Client one complete handbook of the “driver educational materials and information” for its drivers (the “Handbook”). The Handbook is intended to comply with the content of 382.601. Additional copies of the Handbook may be purchased from CDS.
- b. CDS will monitor and implement Notices of Proposed Rule Making published in the Federal Register and monitor the Federal Register for changes. CDS will update the Manual as necessary to reflect changes in law and in the Regulations. Client may also

consult CDS' Web Site for additional information. The Manual, the Handbook and the Web Site have been developed by CDS and are the property of CDS. Client is licensed to use the Manual, Handbook and the Web Site only during the term of this Agreement. The Manual must be returned at the expiration of this Agreement. Client agrees not to make any copies of the Manual, nor to allow anyone other than its employees to use the Manual without CDS' prior written consent. If Client distributes copies of the Manual to anyone without CDS' consent, Client shall be liable to CDS in the amount of \$500.00 per copy of the Manual improperly distributed.

- c. CDS will provide, or contract with, collection site(s) personnel, certified Medical Review Officer(s), blind performance programs, certified laboratory(s) and certified Substance Abuse Professional(s) to provide the required services and satisfy the other requirements of Parts 40 and 382.
- d. CDS, in liaison with collection site(s) personnel, Medical Review Officer(s), blind control(s), certified laboratory(s), Substance Abuse Professional(s) and the Client will work to ensure that an integrated and well-managed program is maintained.
- e. CDS will periodically review, observe, audit and provide oversight services of Medical Review Officer(s), blind performance tests, certified laboratory(s) and Substance Abuse Professional(s) to ensure that the services being provided are in accordance with Parts 40 and 382.
- f. CDS will provide Client with opportunities to obtain training for its designated personnel to satisfy the requirement that person(s) designated to determine whether reasonable suspicion exists to require a driver to undergo testing under 382.307 receives at least sixty (60) minutes of training on alcohol misuse and receives at least an additional sixty (60) minutes of training on controlled substances use. The training will cover the physical, behavioral, speech and performance indicators of probable alcohol misuse and use of controlled substances. The training opportunities may take the form of regional seminars or a supervisor training video which can be rented or purchased by Client. CDS also offers Program Administrator Training Seminars for current and new administrators with regard to guidance and regulatory updates.
- g. CDS will provide Client with a Statistical Summary Report for the California Highway Patrol in connection with the CHP's Bi-Annual Inspection of Terminal ("BIT").

- h. CDS, in its selection procedures for the number of drivers to be randomly tested, will base its selection on the total number of drivers covered by the Consortium who are subject to random alcohol and/or controlled substances testing at the minimum annual percentage rate under 382 or any Department of Transportation alcohol or controlled substances testing rule.
- i. CDS will ensure that the selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method, such as a random number table or a computer-based random number generator that is matched with the driver's Social Security number, payroll identification number, or other comparable identifying numbers. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made. CDS has a computer-based random number generator program that meets the requirements of the Act and the Regulations.
- j. CDS will maintain, on behalf of the Client, photocopies of the laboratory statistical summary of urinalysis testing of the Client's employees as provided by the certified laboratory(s) [40.29 (g) (6)] during the term of this Agreement.
- k. CDS will maintain, on behalf of the Client, the types of records and retain those records in accordance with the specifications of 382.401 during the term of this Agreement.
- l. CDS will prepare the Client's annual calendar year summary of results of the Client's alcohol and controlled substances testing program in accordance with the specifications of 382.403. If, during the month of January, the Client is notified of a request by the Federal Motor Carrier Safety Administration (FMCSA) to report the Client's annual calendar year summary information, the Consortium (upon being notified by the Client of said request) shall prepare and submit the report to the FMCSA by March 15 of that year on behalf of Client.
- m. Regulations require that the employer retain at its location certain minimum records concerning drivers and test results in facilities with restricted access for varying periods of time, up to indefinitely. In addition to the records maintained by Client, at its location, CDS maintains on behalf of Client the majority of the records for Client's alcohol and controlled substances testing program. During the term of this Agreement, CDS will store Client's records, and restrict access to facilities and records, and maintain confidentiality in accordance with the specifications of 382.405.

- n. CDS will communicate and coordinate with Client in establishing a mutually acceptable time and place to perform random testing. CDS may provide “on-site” testing for random testing. CDS will provide a listing of collection location(s) where pre-duty, random, post-accident, reasonable suspicion, return-to-duty and follow-up testing may be performed.
- o. CDS will provide employee records in response to requests by future employers of Client’s employees only under the circumstances as specified in accordance with 382.405.
- p. Upon written request from Client, CDS will request the release of alcohol and controlled substances test information by previous employers of Client’s employee or applicant only under the circumstances as specified in accordance with 382.413.
- q. CDS is able to provide information on Employee Assistance Programs for Client’s drivers.
- r. Included in the cost of the program are:
 - i. Urine/breath donor collections (including pre-employment, post-accident, reasonable suspicion, return-to-duty, follow-up and random collections) which will be done at a clinic that is reasonably close to the Client, or if the Client desires, “on-site” randoms, CDS will attempt to meet Client’s needs; and
 - ii. Laboratory analysis of urine specimens (includes screening, confirmation, split-sample, blind sample and “spiked” sample analysis); and
 - iii. Analysis of breath specimens (includes screening and confirmation analysis); and
 - iv. Medical Review Officer review of all positive and questionable negative laboratory results, consultation with drivers receiving a positive laboratory result, review and interpretation relating to shy lung or shy bladder procedures, split-sample review, review of drivers’ medical records--if provided by driver to explain positive results, consultation with drivers’ doctor if required or permitted by driver, and of consultation with Client if the Medical Review Officer is unable to contact driver after a reasonable period of time; and

- v. Substance Abuse Professional follow-up with driver and/or treatment facility to ensure that the driver is complying with treatment prescribed by the Employee Assistance Program. The cost of counseling for drivers is not included in this Agreement.

2. CLIENT'S RESPONSIBILITIES

Client will have the following responsibilities during the term of this Agreement:

- a. Client will provide a person(s) to liaise with CDS, who is not required to possess a commercial driver's license as a requirement of their job, to facilitate the scheduling and notice to test on a random basis. This person(s) will also be made available to implement procedures under the Act such as, but not limited to, obtaining employee certification that the driver has received the educational materials and information, certification that supervisors have received the required training, and to implement the Client's policy, etc.
- b. Client will assist CDS in obtaining all pertinent records of drivers and its substance abuse program for the period prior to this Agreement, if CDS does not already have those records.
- c. Client will cooperate fully with CDS, on a quarterly basis, to ensure that CDS has an accurate listing of the Client's drivers who are subject to alcohol and controlled substances testing.
- d. Client will make every effort to ensure the prompt attendance of those drivers selected by the Consortium for random testing at the agreed-upon location.
- e. Client will immediately notify CDS when post-accident, reasonable suspicion, shy bladder or shy lung situation has arisen or testing has occurred.
- f. Client will contact CDS after a new driver is hired, but before the driver begins driving for Client, with the information necessary for CDS to conduct the background check required by the Act. CDS shall have no obligation to conduct a background check until the information necessary to conduct the background check is supplied to CDS by Client.
- g. Client understands and agrees that:

- i. The cost of any litigation brought about by any employee (or organization on behalf of the employee) of the Client as a result of the Client's alcohol and controlled substances testing program/policy shall be borne solely by the Client; and
 - ii. The cost of any collective bargaining associated with the Client's alcohol and controlled substances testing program/policy shall be borne solely by the Client; and
 - iii. The cost of any Employee Assistance Program prescribed by the Substance Abuse Professional shall not be the responsibility of CDS; and
 - iv. The cost of any penalties and/or fines and/or forfeitures levied under the Act of §382, et al, are the responsibility of the Client; and
 - v. The cost of any "shy lung" or "shy bladder" doctor evaluations shall not be the responsibility of CDS. However, CDS shall consult with the driver's doctor in connection with resolving "shy lung and shy bladder" issues.
- h. Client will pay to CDS the compensation set forth in Paragraph 3 in this Agreement.

3. COMPENSATION

- a. The compensation to CDS from the Client for the contract period shall be **\$99.00 per driver per year enrolled in the Consortium during the contract period**. Said compensation is due upon signing of this Agreement and each anniversary of the signing during the contract term or, for new drivers when the driver is hired.
- b. The price set forth above is based on the current requirements of the Act and the Regulations. If changes in the Act or the Regulations require additional or different services to be provided to Client, the parties agree that the price per driver shall be adjusted to reflect the reasonable cost of providing the additional or different service.

4. TERM/TERMINATION

- a. The term of this Agreement shall be for a period of **three years** beginning 10/8/2019 to 10/7/2022.
- b. This Agreement may be terminated by either party giving written notice to the other (“Terminated Party”) if the Terminated Party willfully breaches or habitually neglects the duties which it is required to perform under the terms of this Agreement (including without limitation failure to pay fees due); or if the Terminated Party commits such acts of dishonesty, fraud, misrepresentation or other acts of moral turpitude as would prevent the effective performance of its duties under this Agreement. The notice of termination shall specify the grounds for the termination and shall be supported by a statement of all relevant facts. Termination of this Agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination.
- c. If this Agreement is terminated or suspended for any reason, Client assumes full responsibility for administration of its federally mandated drug and alcohol testing program, including but not limited to: (i) reporting, (ii) record maintenance; (iii) MRO services and SAP services; and (iv) insuring confidentiality and security of any confidential information. Upon receipt by CDS of written notice from Client of the name and address of the new custodian, CDS will provide Client with information necessary for this transfer of responsibilities; however, all costs incurred by CDS including administrative costs associated with record retrieval, data storage, microfiche and shipping will be the sole responsibility of Client. If Client wishes CDS to continue to maintain Client’s past records, Client must enter into an agreement to pay storage costs as shown on CDS’ then current schedule of charges. CDS may refuse to transfer information relating to the services provided under this Agreement until such time as CDS has received payment in full for all outstanding obligations of Client, including transfer charges, and arrangements have been made for the transfer or continued storage of Client’ records.

5. INDEMNIFICATION

- a. By Client -- Client agrees to defend and indemnify CDS and hold harmless CDS against any claims, injury, and costs or damages (including actual attorneys’ fees incurred) resulting from Client’s negligence or willful misconduct. If any action or proceeding, of whatever nature is brought against CDS by Client’s employees or potential employees,

Client, upon notice from CDS, shall defend CDS at Client's expense by counsel satisfactory to CDS. However, if it is later shown that CDS was negligent or was guilty of willful misconduct in the matter in which Client provided defense to CDS, CDS shall promptly reimburse client for the cost, including attorneys' fees incurred by Client.

- b. By CDS -- CDS agrees to indemnify Client and hold harmless Client against all claims, injury, costs, or damages (including actual attorneys' fees incurred) resulting from CDS' negligence or willful misconduct.

6. GENERAL

- a. Relationship of the Parties -- The relationship between CDS and Client established by this Agreement is that of independent contractors. CDS and Client shall each conduct its respective business at its own initiative, responsibility and expense. CDS does not have any control over or assume any liability for the enforcement of Client's policies nor shall CDS be deemed to be an agent of Client, except to the extent necessary to comply with applicable U.S. Department of Transportation, Health and Human Services regulations.
- b. Entire Agreement -- This Agreement contains the entire Agreement between the parties and as such supersedes all prior agreements, understandings, negotiations and representations. This Agreement shall not be amended, modified, or rescinded except by a written document signed by both parties.
- c. Controlling Law -- This Agreement shall be governed by and construed in accordance with the laws of the State of California with venue in Orange County.
- d. Subcontractor Compliance -- Nothing in this Agreement require CDS to verify the compliance of Client's contractors and subcontractors with the Act and the Regulations.
- e. Force Majeure -- CDS will not be responsible or liable to Client for failure or delay in performance, which results from or is due to, directly or indirectly, in whole or in part, any cause or circumstances beyond the control of CDS.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as set forth below.

Oxnard School District

(School District)

CENTRAL DRUG SYSTEM, INC.

(Consortium)

By: _____

By: _____

(Authorized Officer)

Title: Lisa A. Franz, Director, Purchasing

Date: _____

Date: _____

P.O. No: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Ratification of Change Order No. 025 to Construction Services Agreement #16-199 with Bernards Bros Inc. to adjust costs for the Elm Elementary School Reconstruction (Penanhoat/De Leon/CFW)

Over the course of construction of the Elm Elementary School Reconstruction Project, unforeseen changes occurred affecting the project scope. An example of these changes includes the requirement put in place by the City of Oxnard to replace 780 linear feet of sewer line at the intersection of Iris and San Marino Streets due to an existing lack of capacity. Other examples include the necessity of adding two sewer lift stations to the site to achieve code-required sewer line slope and the replacement of over 125 of the wood posts specified for the project due to requirements put in place by the DSA field inspector. Clarifications to the DSA approved construction documents also created delay impacts to the project.

These unforeseen conditions caused 239 days to be added to the construction schedule. The General Contractor maintained overhead expenses during this added time period. These overhead expenses include maintaining the jobsite construction trailer onsite and other miscellaneous utility and overhead costs.

As the Elm Elementary School Reconstruction Project was nearing completion, it became apparent that the extension of overhead expenses would need to be negotiated between CFW (OSD Program Managers) and the General Contractor. A professional consultant was engaged by CFW to analyze the delay impacts and review documentation of impacts provided by CFW and the GC. Meetings were held to ensure that the Owner and Contractor agreed to the merit and duration of every impact. After a months-long process of due diligence, the total cost of extended contractor expenses was agreed upon by all parties.

Change Order No. 025 reimburses the General Contractor for 239 days of additional overhead costs.

- COR No. 186R1 - Extended General Conditions

FISCAL IMPACT:

Four Hundred Fifty-Seven Thousand Five Hundred Dollars and Zero Cents (\$457,500.00) to be paid out of the Master Construct and Implementation Funds within the approved project budget as per the June 2019 Six-month report paid to Bernard Bros under Board approved Master Agreement #16-199.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Facilities, in consultation with Caldwell Flores Winters, that the Board of Trustees

ratify Change Order No. 25 for Master Agreement #16-199 with Bernard Bros Inc.

ADDITIONAL MATERIALS:

Attached: [Change Order No. 025 \(2 Pages\)](#)

[COR 186R1 - Extended General Conditions \(1 Page\)](#)

[Construction Services Agreement #16-199 - Bernards Bros. Inc. \(108 Pages\)](#)



CHANGE ORDER

Date: 11.13.2019

CHANGE ORDER NO. 025

PROJECT: ELM E.S. RECONSTRUCTION PROJECT
 O.S.D. BID No. N/A
 O.S.D. Agreement No. 16-199

OWNER: Oxnard School District
 1051 South A Street
 Oxnard, CA. 93030

ARCHITECT SVA Architects, Inc.
 6 Hutton Centre Drive, Ste. 1150
 Santa Ana, CA 92707

CONTRACTOR:

Bernards Bros. Inc.
 555 First Street
 San Fernando, CA 91340
 Attn: Carl Magness

Architects Proj. No.: 2013-40159
 D.S.A. File No.: 56-22
 D.S.A. App. No.: 03-116407

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.....	\$ 23,306,886.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 3,027,057.00
ADJUSTED CONTRACT SUM.....	\$ 26,333,943.00
NET CHANGE -	\$ 457,500.00
<hr/>	
Total Change Orders to Date: 025.....	\$ 3,484,557.00
ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 025.....	\$ 26,791,443.00

Commencement Date:January 30, 2017
 Original Completion Date:October 16, 2018
 Original Contract Time:661 Calendar Days
 Time Extension for all Previous Change Orders:000 Calendar Days
 Time Extension for this Change Order:239 Calendar Days
 Adjusted Completion Date:July 19, 2019

Percentage (13.00%)

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Errors & Omissions (E&O)	Code Requirement
1.	COR No. 186R1- Extended General Conditions	\$457,500.00			
	TOTAL	\$457,500.00			

Total Change Order No. 025 \$ 457,500.00

***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: _____

ASST. SUPERINTENDENT, BUSINESS & FISCAL SERVICES

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

DIRECTOR OF PURCHASING: _____

DATE: _____

DSA APPROVAL

DATE: _____



CHANGE ORDER REQUEST

COR No. 186 R1

Date: 10/18/2019

Project: Elm Elementary School Reconstruction Project

DESCRIPTION OF WORK

Extended GCs

SUMMARY OF COSTS

Item Description	Company	Amount Requested
Contractual Costs		
Cost to extend General Conditions.		457,500
	Subtotal:	457,500
Total Change Order Request Amount:		457,500

APPROVAL

(Please note that if this Change Order Request is not approved by , additional costs and schedule impacts may result.)

Oxnard School District

Bernards Bros. Inc.

Signature

Signature

Printed Name & Title

Printed Name & Title

Date

Date

CONSTRUCTION SERVICES AGREEMENT

This Construction Services Agreement (hereinafter referred to as the "Agreement") is entered into this Fourteenth (14th) day of December, 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 Bernards which is a contractor licensed by the State of California, with its principal place of business at 555 First Street, San Fernando, CA 91340 (hereinafter referred to as "Contractor").

WHEREAS, the District operates Elm Street Elementary School, located at 450 East Elm Street, 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 **Exhibits A and B** attached hereto and incorporated by reference herein; and

WHEREAS, in connection with the approval of this Agreement, the District will enter into a site lease with Contractor, under which it will lease to Contractor the Site in order for Contractor to construct the Project as described in the Scope of Work set forth generally in **Exhibits A and B** (hereinafter referred to as the "Scope of Work"); and

WHEREAS, assuming that the District and Contractor can agree on the terms, including the price, for the additional scope of work, the District and Contractor anticipate that the scope of the Project may be amended to include additional work; and

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WHEREAS, Contractor will lease the Site back to the District pursuant to a sublease agreement, under which the District will be required to make payments to Contractor for the use and occupancy of the Site, including the Project (hereinafter the "Financing"); and

WHEREAS, Contractor represents that it is sufficiently experienced in the construction of the type of facility and type of work sought by the District and is willing to perform said work for lease and the Financing to the District, all as more fully set forth herein; and

WHEREAS, at the expiration of the Site Lease, title to the Site and the improvements thereon will vest with the District;

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SECTION 1. DEFINITIONS

- A. **Construction.** The term "Construction" as used in this Agreement includes all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Scope of Work set forth in **Exhibits A and B** attached hereto. Unless otherwise expressly stipulated, Contractor shall perform all work and provide and pay for all materials, labor tools and equipment, including, but not limited to, light, water, and power, necessary for the proper execution and completion of the Project shown on the drawings and described in the specifications developed pursuant to this Agreement.
- B. **Construction Documents.** The term "Construction Documents" means the final drawings, profiles, cross sections, design development drawings, construction drawings, and supplemental drawings based on the plans and specifications developed for the Project pursuant to the Scope of Work set forth in **Exhibits A and B** attached hereto, including any reference specifications or reproductions prepared by the architect hired by the District (the "Architect") and specifications approved by the District, the Division of the State Architect ("DSA"), and the local agencies having jurisdiction or other regulatory agencies whose approval may be required, which show or describe the location, character, dimensions or details for the Project and specifications for construction thereof.
- C. **Contract Documents.** The term "Contract Documents" as used in this Agreement refers to those documents which form the entire agreement by and between the District and Contractor. The Contract Documents consist of this Agreement, including the exhibits and attachments hereto, the Site Lease, including the exhibits and attachments thereto, the Sublease, including the exhibits and attachments thereto, the Project Manual including the General Conditions thereto, as amended,

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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 **Exhibits A and B** 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-Three Million Three Hundred Six Thousand Eight Hundred Eighty-Six Dollars and No Cents (\$23,306,886.00). The GMP consists of (1) a Sublease Tenant Improvement Payment in the amount of Twenty-One Million Four Hundred Sixty-Two Thousand Seven Hundred One Dollars and No Cents (\$21,462,701.00) and, (2) a Contractor Contingency in the amount of Six Hundred Seventy-Eight Thousand Eight Hundred Forty-One Dollars, and No Cents (\$678,841.00), and, (3) Sublease Payments in the amount of \$97,112.00 per month for 12 months, for a total lease value of One Million One Hundred Sixty-Five Thousand Three Hundred Forty-Four Dollars and No Cents (\$1,165,344.00) 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 **Exhibits A and B** 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.

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The Contractor Contingency is for the purpose of covering the cost of very specific issues that may arise during construction and it may be used only upon the written agreement of the Contractor, the architect of record, and the District. The Contractor Contingency is to be used only to pay Contractor for the following enumerated reasons: (1) additional costs resulting from discrepancies in the bid buy-out process; (2) conflicts, discrepancies or errors in the Construction Documents; (3) work required by the Inspector of Record or any governmental agency involved in the permitting or approval/certification process that is not otherwise shown in the Construction Documents; and (4) any other items of cost agreed to in writing by the Contractor and District to be included in the Contractor Contingency. The Contractor Contingency shall not be used for costs incurred as a result of Contractor's acts, errors or omissions.

Contractor shall be responsible for tracking expenditures of the Contractor Contingency and shall provide periodic written updates to the District as directed. Unused Contractor Contingency and Allowances at Project completion will reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and possibly the Sublease Payments.

The District shall at all times have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced commensurate with the reduced Scope of Work pursuant to the provisions of Section 10, below, and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 6. NOTICE TO PROCEED WITH 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 to Proceed will not be issued.

SECTION 7. SAVINGS

If Contractor realizes a savings on one aspect of the Project, such savings shall be tracked and Contractor shall provide periodic written updates of such savings. Such savings shall be added to the Contractor Contingency and the use of such savings shall be as set forth in Section 5. However, if such savings are not so utilized, the amount of such savings shall reduce the GMP and will result in an adjustment of the Tenant Improvement Payments and, if applicable, the Sublease Payments.

SECTION 8. SELECTION OF SUBCONTRACTORS

In the interest of minimizing the expenditure of funds for the construction of the Project, Contractor agrees to select Subcontractors who are appropriately licensed by the State of California for each trade component of the Project in a manner that fosters competition. Contractor agrees that it will either solicit bids from potential subcontractors pursuant to the

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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.

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- D. Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on-site and off-site. Contractor assumes all risk of loss of vandalism, theft of property or other property damage ("Vandalism") which occurs at a site at which Contractor is undertaking construction of the Project. Contractor assumes all risk of loss which occurs where Contractor is undertaking construction of the Project from causes due to negligence or misconduct by Contractor, its officers, employees, subcontractors, licensees and invitees. Contractor shall replace District property damaged by such Vandalism or theft or compensate the District for such loss, including payment of out of pocket expenses such as insurance deductibles the District might incur under such circumstances.
- E. Contractor shall develop a mutually agreed upon program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing 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

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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 Payment and, if applicable, the Sublease Payments.

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- B. Extra Work/Modifications include work related to unforeseen underground conditions if, and only if, such conditions are not visible or identified on plans, reports or other documents available to Contractor. Extra Work/Modifications do not include underground conditions that are identified on plans, reports or other documents available to Contractor but are in a location different than is set forth on such plans, reports or other documents available to Contractor. It should be noted, however, that the District has advised and provided Contractor with information regarding the shallow water table and recent projects experience with encountering water when digging. Contractor has included in its calculation of the GMP an amount to mitigate for encountering water when completing the scope of work contemplated herein. Therefore, Extra Work/Modifications do not include expenses incurred by, and/or work performed by, Contractor in connection with such shallow water table and with encountering water when digging.
- C. Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default or other situation (i) obligates the District to increase the GMP; or (ii) obligates the District to grant an extension of time for the completion of this Agreement; or (iii) constitutes a waiver of any provision in this Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE THE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM including items used in valuing said claim. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted. 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 **Jaime Pace** as Project Manager/Superintendent for the Project. So long as **Jaime Pace** remains in the employ of Contractor, such person shall not be changed or substituted from the Project, or cease to be fully committed to

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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.

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- 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.

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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.

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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 Cal OSHA rules or regulations.

SECTION 20. INDEPENDENT CONTRACTOR

- A. Contractor is retained as an independent contractor and is not employed by the District. No employee or agent of Contractor shall become, or be considered to be, an employee of the District for any purpose. It is agreed that the District is interested only in the results obtained from service under this Agreement and that Contractor shall perform as an independent contractor with sole control of the manner and means of performing the services required under this Agreement. Contractor shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of Contractor and which shall not be subject to control or supervision by the District except as to results of the work. It is expressly understood and agreed that Contractor and its employees shall in no event be entitled to any benefits to which the District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits.
- B. Contractor shall be responsible for all salaries, payments, and benefits for all of its officers, agents, and employees in performing services pursuant to this Agreement.

SECTION 21. ACCOUNTING RECORDS

Contractor, and all Subcontractors, shall check all materials, equipment and labor entering into the work and shall keep or cause to be kept such full and detailed accounts as may be necessary for proper financial management under this Agreement, including true and complete books, records and accounts of all financial transactions in the course of their activities and operations related to the Project. These documents include sales slips, invoices, payrolls, personnel records, requests for Subcontractor payment, and other data relating to all matters 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:

Bernards
555 First Street
San Fernando, CA 91340
Attn: Rick Fochtman

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
2490 Mariner Square Loop, Suite 140
Alameda, CA 94501

And with an additional copy to Scott Burkett,

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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.

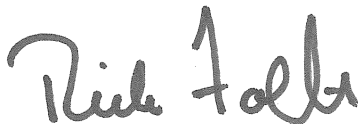
SECTION 33. EXECUTION IN COUNTERPARTS

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

Bernards



THE DISTRICT

Oxnard School District,
a California school district

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OXNARD SCHOOL DISTRICT

Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

#16-199

By: Rick Fochtman

Title: Senior Vice President

Date: 01/12/2017

By: Lisa A. Franz

Title: Director, Purchasing

Date: 1-24-17

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OXNARD SCHOOL DISTRICT
Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

#16-199

EXHIBITS A and B

Scope of Work

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OXNARD SCHOOL DISTRICT

Elm Street Elementary School Project

CONSTRUCTION SERVICES AGREEMENT

December 14, 2016

EXHIBIT A

Scope of Work

Plan Sheets Prepared by SVA Architects, Arch. Project No. 1340159, DSA No. 03-116407, DSA Approval 8/1/2016

PROJECT DESCRIPTION

DEMOLITION OF EXISTING SCHOOL, AND NEW CONSTRUCTION OF KINDERGARTEN, CLASSROOM, ADMIN/MEDIA,
AND MULTI-PURPOSE BUILDINGS, AND BOTH ON AND OFF SITE IMPROVEMENTS

The Project will be completed in two (2) Phases over a twenty-one (22) month duration. **Phase 1**, (construction of new campus facilities), shall commence in January 2017 and complete in June 2018. **Phase 2**, (demolition of the existing campus and completion of the new sports field) shall commence in June 2018 and complete in October 2018. A total duration of Six-Hundred Sixty-One (661) Calendar Days. The total of the Guaranteed Maximum Price ("GMP") for the Elm E.S. Reconstruction Project shall be: **Twenty-Three Million Three Hundred Six Thousand Eight Hundred Eighty-Six Dollars and No Cents (\$23,306,886.00)**.

GENERAL PLAN SHEETS

	PLAN SHEET DATE
GEN-1 SHEET INDEX, PROJECT SUMMARY & GENERAL INFORMATION	1/8/2016
GEN-2 GENERAL NOTES	1/8/2016
GEN-3 PROJECT COMPLIANCE SIGNAGE	1/8/2016
GEN-4 COMMON AREA ACCESSIBILITY NOTES & DETAILS	1/8/2016
GEN-5 SITE ACCESSIBILITY COMPLIANCE	1/8/2016
GEN-6 ELEVATOR ACCESSIBILITY DETAILS AND NOTES	1/8/2016

CIVIL PLAN SHEETS

C-01 TITLE SHEET	4/8/2016
C-02 DETAIL SHEET	4/8/2016
C-03 DETAIL SHEET	4/8/2016
C-04 DETAIL SHEET	4/8/2016
C-05 DEMOLITION PLAN	4/8/2016
C-06 PRECISE GRADING	4/8/2016
C-07 PRECISE GRADING	4/8/2016
C-08 UTILITY PLAN	4/8/2016
C-09 STORM DRAIN PLAN	4/8/2016
C-10 STORM DRAIN DETAILS	4/8/2016
C-11 STORM DRAIN DETAILS	4/8/2016
C-12 STORM DRAIN DETAILS	4/8/2016
C-13 STORM DRAIN DETAILS	4/8/2016

ARCHITECTURE PLAN SHEETS

A0-0.1 PROJECT DATA	1/8/2016
A0-1.0 CAMPUS PLAN	1/8/2016
A0-1.1 SITE PLAN	1/8/2016
A0-1.2 FIRE ACCESS PLAN	1/8/2016
A0-1.3 ENLARGED SITE PLANS	1/8/2016
A0-2.1 CLASSROOM OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.2 MPR OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.3 ADMIN OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016
A0-2.4 KINDERGARTEN OCCUPANCY SCHEDULE AND EXIT ANALYSIS	1/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

A1-11.1	CLASSROOM BLDG 1 - FLOOR PLAN - LEVEL 1	4/8/2016
A1-11.2	CLASSROOM BLDG 1 - FLOOR PLAN - LEVEL 2	4/8/2016
A1-11.3	CLASSROOM BLDG 1 - ROOF PLAN	4/8/2016
A1-11.4	CLASSROOM BLDG 1 - REFLECTED CEILING PLAN	4/8/2016
A1-11.5	CLASSROOM BLDG 1 - REFLECTED CEILING PLAN	4/8/2016
A1-21.1	CLASSROOM BLDG 1 - BUILDING ELEVATIONS	4/8/2016
A1-21.2	CLASSROOM BLDG 1 - BUILDING ELEVATIONS	4/8/2016
A1-31.1	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-31.2	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-31.3	CLASSROOM BLDG 1 - BUILDING SECTIONS	4/8/2016
A1-32.1	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.2	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.3	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.4	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.5	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-32.6	CLASSROOM BLDG 1 - WALL SECTIONS	4/8/2016
A1-41.1	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-41.2	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-41.3	CLASSROOM BLDG 1 - ENLARGED PLANS	4/8/2016
A1-45.1	CLASSROOM BLDG 1 - ENLARGED STAIR #1 PLANS	4/8/2016
A1-45.2	CLASSROOM BLDG 1 - ENLARGED STAIR #2 PLANS AND ELEVATOR	4/8/2016
A1-45.3	CLASSROOM BLDG 1 - ENLARGED STAIR #3 PLANS	4/8/2016
A1-45.4	CLASSROOM BLDG 1 - ELEVATOR SECTIONS	4/8/2016
A1-51.1	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.2	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.3	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-51.4	CLASSROOM BLDG 1 - INTERIOR ELEVATIONS	4/8/2016
A1-52.1	CLASSROOM BLDG 1 - DOOR SCHEDULE	4/8/2016
A1-52.2	CLASSROOM BLDG 1 - WINDOW SCHEDULE	4/8/2016
A1-53.1	CLASSROOM BLDG 1 - FINISH SCHEDULE	4/8/2016
A2-11.1	MPR BUILDING 2 - FLOOR PLAN	4/8/2016
A2-11.2	MPR BUILDING 2 - ROOF PLAN	4/8/2016
A2-11.3	MPR BUILDING 2 - REFLECTED CEILING PLAN	4/8/2016
A2-11.4	MPR BUILDING 2 - UPPER REFLECTED CEILING PLAN	4/8/2016
A2-21.1	MPR BUILDING 2 - EXTERIOR ELEVATIONS	4/8/2016
A2-31.1	MPR BUILDING 2 - BUILDING SECTIONS	4/8/2016
A2-32.1	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.2	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.3	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-32.4	MPR BUILDING 2 - WALL SECTIONS	4/8/2016
A2-41.1	MPR BUILDING 2 - ENLARGED PLANS	4/8/2016
A2-51.1	MPR BUILDING 2 - INTERIOR ELEVATIONS	4/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

A2-52.1	MPR BUILDING 2 - DOOR SCHEDULE	4/8/2016
A2-52.2	MPR BUILDING 2 - WINDOW SCHEDULE	4/8/2016
A2-53.1	MPR BUILDING 2 - FINISH SCHEDULE	4/8/2016
A3-11.1	ADMIN - BLDG. 3 - FLOOR PLAN	1/8/2016
A3-11.2	ADMIN - BLDG. 3 - ROOF PLAN	1/8/2016
A3-11.3	ADMIN - BLDG. 3 - REFLECTED CEILING PLAN	1/8/2016
A3-21.1	ADMIN - BLDG. 3 - BUILDING ELEVATIONS	1/8/2016
A3-31.1	ADMIN - BLDG. 3 - BUILDING SECTIONS	1/8/2016
A3-31.2	ADMIN - BLDG. 3 - BUILDING SECTIONS	1/8/2016
A3-32.1	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.2	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.3	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.4	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-32.5	ADMIN - BLDG. 3 - WALL SECTIONS	1/8/2016
A3-41.1	ADMIN - BLDG. 3 - ENLARGED PLANS	1/8/2016
A3-41.2	ADMIN - BLDG. 3 - ENLARGED PLANS	1/8/2016
A3-51.1	ADMIN - BLDG. 3 - INTERIOR ELEVATIONS	1/8/2016
A3-52.1	ADMIN - BLDG. 3 - DOOR SCHEDULE	1/8/2016
A3-52.2	ADMIN - BLDG. 3 - WINDOW SCHEDULE	1/8/2016
A3-53-1	ADMIN - BLDG. 3 - FINISH SCHEDULE	1/8/2016
A4-11.1	KINDERGARTEN BLDG 4 - FLOOR PLAN	1/8/2016
A4-11.2	KINDERGARTEN BLDG 4 - ROOF PLAN	1/8/2016
A4-11.3	KINDERGARTEN BLDG 4 - REFLECTED CEILING PLAN	1/8/2016
A4-21.1	KINDERGARTEN BLDG 4 - BUILDING ELEVATIONS	1/8/2016
A4-31.1	KINDERGARTEN BLDG 4 - BUILDING SECTIONS	1/8/2016
A4-32.1	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.2	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.3	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-32.4	KINDERGARTEN BLDG 4 - WALL SECTIONS	1/8/2016
A4-41.1	KINDERGARTEN BLDG 4 - ENLARGED PLANS	1/8/2016
A4-41.2	KINDERGARTEN BLDG 4 - ENLARGED PLANS	1/8/2016
A4-51.1	KINDERGARTEN BLDG 4 - INTERIOR ELEVATIONS	1/8/2016
A4-51.2	KINDERGARTEN BLDG 4 - INTERIOR ELEVATIONS	1/8/2016
A4-52.1	KINDERGARTEN BLDG 4 - DOOR SCHEDULE	1/8/2016
A4-52.2	KINDERGARTEN BLDG 4 - WINDOW SCHEDULE	1/8/2016
A4-53.1	KINDERGARTEN BLDG 4 - FINISH SCHEDULE	1/8/2016
A-60.1	FLOOR/CEILING AND ROOF/CEILING ASSEMBLIES	1/8/2016
A-61.1	WALL TYPES - WOOD FRAMING	1/8/2016
A-61.2	WALL TYPES - WOOD FRAMING	1/8/2016
A-61.3	WALL DETAILS - WOOD FRAMING	1/8/2016
A-61.4	PENETRATION ASSEMBLIES	1/8/2016
A-62.1	DOOR DETAILS	1/8/2016

EXHIBIT A

Scope of Work

ARCHITECTURE PLAN SHEETS, continued

A-62.2	WINDOW DETAILS	1/8/2016
A-62.3	STOREFRONT DETAILS	1/8/2016
A-62.4	WALL TERMINATION DETAILS	1/8/2016
A-63.1	ROOF DETAILS	1/8/2016
A-63.2	STAIR/GUARDRAIL DETAILS	1/8/2016
A-63.3	GYMNASIUM STRIPING PLAN	1/8/2016
A-63.4	RAILING DETAILS	1/8/2016
A-63.5	GATE DETAILS	1/8/2016
A-63.6	SITE DETAILS	1/8/2016
A-64.1	CEILING DETAIL (LAY-IN PANELS)	1/8/2016
A-64.2	CEILING DETAILS (GYP BD) & WALL DETAILS	1/8/2016
A-64.3	CASEWORK DETAILS	1/8/2016
A-64.4	MISCELLANEOUS DETAILS	1/8/2016
A-64.5	MISCELLANEOUS DETAILS	1/8/2016
A-64.6	MISCELLANEOUS DETAILS	1/8/2016

STRUCTURAL PLAN SHEETS

S-001	GENERAL NOTES	1/8/2016
S-002	ABBREVIATIONS	1/8/2016
S-111	CLASSROOM BLDG 1 - FOUNDATION PLAN	1/8/2016
S-112	CLASSROOM BLDG 1 - FLOOR FRAMING PLAN	1/8/2016
S-113	CLASSROOM BLDG 1 - ROOF FRAMING PLAN	1/8/2016
S-114	STAIR FRAMING PLANS	1/8/2016
S-121	MPR - BLDG 2 - FOUNDATION PLAN	1/8/2016
S-122	MPR - BLDG 2 - ROOF FRAMING PLAN	1/8/2016
S-131	ADMIN - BLDG 3 - FOUNDATION PLAN	1/8/2016
S-132	ADMIN - BLDG 3 - ROOF FRAMING PLAN	1/8/2016
S-141	KINDER - BLDG 4 - FOUNDATION PLAN	1/8/2016
S-142	KINDER - BLDG 4 - ROOF FRAMING PLAN	1/8/2016
S-301	TYPICAL CONCRETE DETAILS	1/8/2016
S-302	TYPICAL CONCRETE DETAILS	1/8/2016
S-303	TYPICAL CONCRETE DETAILS	1/8/2016
S-501	TYPICAL STEEL DETAILS	1/8/2016
S-601	TYPICAL WOOD DETAILS	1/8/2016
S-602	TYPICAL WOOD DETAILS	1/8/2016
S-603	WOOD DETAILS	1/8/2016
S-611	TYPICAL FLOOR FRAMING DETAILS	1/8/2016
S-612	WOOD DETAILS	1/8/2016
S-613	TYPICAL WOOD DETAILS	1/8/2016
S-621	TYPICAL SHEAR WALL DETAILS	1/8/2016
S-622	TYPICAL DIAPHRAGM DETAILS, SHEER WALL & DRAG CONNECTIONS	1/8/2016
S-701	TYPICAL WOOD DETAIL	1/8/2016
S-801	TYPICAL STEEL STAIR DETAILS	1/8/2016

EXHIBIT A

Scope of Work

STRUCTURAL PLAN SHEETS, continued

SWSB1	STRONG-WALL SB SHEARWALL ANCHORAGE DETAILS	9/1/2014
SWSB2	STRONG-WALL SB SHEARWALL FRAMING DETAILS	9/1/2014
1 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - MPR BLDG 2 - ROOF	5/25/2016
2 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - ADMIN BLDG 3 - ROOF	5/25/2016
3 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - CLASSROOM BLDG 1 - FLOOR	5/25/2016
4 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - RED-W DETAILS	5/25/2016
5 OF 5	RED-BUILT ENGINEERED WOOD PRODUCTS - RED-W PROFILES	5/25/2016

PLUMBING PLAN SHEETS

P001	PLUMBING GENERAL NOTES	10/24/2014
P002	PLUMBING SITE PLAN	10/24/2014
P003	PLUMBING WATER CALCULATIONS	10/24/2014
P004	PLUMBING SCHEDULES	10/24/2014
P005	SITE GAS RISER DIAGRAM	10/24/2014
P1-1.1	CLASSROOM BLDG - FIRST FLOOR - SANITARY	10/24/2014
P1-1.2	CLASSROOM BLDG - FIRST FLOOR - DOMESTIC WATER & GAS	10/24/2014
P1-1.3	CLASSROOM BLDG - SECOND FLOOR SANITARY	10/24/2014
P1-1.4	CLASSROOM BLDG - SECOND FLOOR - DOMESTIC WATER & GAS	10/24/2014
P1-1.5	CLASSROOM BLDG - ROOF PLAN	10/24/2014
P1-2.1	CLASSROOM BLDG - SANITARY RISER DIAGRAM	10/24/2014
P1-2.2	CLASSROOM BLDG - OVERALL WATER RISER DIAGRAM	10/24/2014
P1-2.3	CLASSROOM BLDG - RESTROOM WATER RISER DIAGRAMS	10/24/2014
P2-1.1	MPR BLDG - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P2-1.2	MPR BLDG - PLUMBING FLOOR PLAN - DOMESTIC WATER	10/24/2014
P2-1.3	MPR BLDG - PLUMBING ROOF PLAN	10/24/2014
P2-2.1	MPR BLDG - PLUMBING - SANITARY, WATER, & GAS RISER DIAGRAM	10/24/2014
P3-1.1	ADMIN BLDG - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P3-1.2	ADMIN BLDG - PLUMBING FLOOR PLAN - DOMESTIC WATER & GAS	10/24/2014
P3-1.3	ADMIN BLDG - PLUMBING ROOF PLAN - SANITARY	10/24/2014
P3-1.4	ADMIN BLDG - PLUMBING ROOF PLAN - DOMESTIC WATER	10/24/2014
P3-2.1	ADMIN BLDG - PLUMBING - WATER RISER DIAGRAM	10/24/2014
P3-2.2	ADMIN BLDG - PLUMBING - SANITARY & GAS RISER DIAGRAM	10/24/2014
P4-1.1	KINDERGARTEN - PLUMBING FLOOR PLAN - SANITARY	10/24/2014
P4-1.2	KINDERGARTEN - PLUMBING FLOOR PLAN - DOMESTIC WATER & GAS	10/24/2014
P4-1.3	KINDERGARTEN - PLUMBING ROOF PLAN	10/24/2014
P4-2.1	KINDERGARTEN PLUMBING - SANITARY & WATER RISER DIAGRAM	10/24/2014
P501	PLUMBING DETAILS	10/24/2014
P502	PLUMBING DETAILS	10/24/2014
P503	PLUMBING DETAILS	10/24/2014

FIRE SPRINKLER PLAN SHEETS

FP01	SITE PLAN	5/25/2016
FP02	CLASSROOM BLDG 1 - LEVEL 1 SPRINKLER PIPING PLAN	7/1/2016
FP03	CLASSROOM BLDG 1 - LEVEL 2 SPRINKLER PIPING PLAN	7/1/2016

EXHIBIT A

Scope of Work

FIRE SPRINKLER PLAN SHEETS, continued

FP04	MULTI-PURPOSE BLDG 2 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP05	ADMIN BLDG 3 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP06	KINDERGARTEN BLDG 4 - SPRINKLER PIPING PLAN & SECTION	7/1/2016
FP07	DETAILS	7/1/2016

MECHANICAL PLAN SHEETS

M001	GENERAL NOTES	10/24/2014
M002	SYMBOLS/ABBREVIATIONS	10/24/2014
M003	MECHANICAL SCHEDULES	10/24/2014
M004	MECHANICAL SCHEDULES	10/24/2014
M005	MECHANICAL SCHEDULES	10/24/2014
M010	VRF DIAGRAM	10/24/2014
M011	VRF DIAGRAM	10/24/2014
M012	VRF DIAGRAM	10/24/2014
M013	VRF DIAGRAM	10/24/2014
M014	VRF DIAGRAM	10/24/2014
M1-1.1	CLASSROOM BLDG - FIRST FLOOR MECHANICAL PLAN	10/24/2014
M1-1.2	CLASSROOM BLDG - TYPICAL ENLARGED CLASSROOM PLAN	10/24/2014
M1-1.3	CLASSROOM BLDG - SECOND FLOOR - MECHANICAL PLAN	10/24/2014
M1-1.4	CLASSROOM BLDG - MECHANICAL ROOF PLAN	10/24/2014
M2-1.1	MPR BLDG - HVAC FLOOR PLAN	10/24/2014
M2-1.2	MPR BLDG - HVAC ROOF PLAN	10/24/2014
M3-1.1	ADMIN BLDG - MECHANICAL FLOOR PLAN	10/24/2014
M3-1.2	ADMIN BLDG - MECHANICAL ROOF PLAN	10/24/2014
M4-1.1	KINDERGARTEN - MECHANICAL FLOOR PLAN	10/24/2014
M4-1.2	KINDERGARTEN - TYPICAL ENLARGED CLASSROOM PLAN	10/24/2014
M4-1.3	KINDERGARTEN MECHANICAL ROOF PLAN	10/24/2014
M501	MECHANICAL DETAILS	10/24/2014
M502	MECHANICAL DETAILS	10/24/2014
M503	MECHANICAL DETAILS	10/24/2014
M504	MECHANICAL DETAILS	10/24/2014
M505	MECHANICAL DETAILS	10/24/2014
M506	MECHANICAL DETAILS	10/24/2014
M507	MECHANICAL DETAILS	10/24/2014
M508	MECHANICAL DETAILS	10/24/2014
M509	MECHANICAL DETAILS	10/24/2014
M510	MECHANICAL DETAILS	10/24/2014
M511	MECHANICAL DETAILS	10/24/2014
M611	CLASSROOM BLDG. TITLE 24 COMPLIANCE	10/24/2014
M612	CLASSROOM BLDG. TITLE 24 COMPLIANCE	10/24/2014
M621	MPR BLDG. TITLE 24 COMPLIANCE	10/24/2014
M622	MPR BLDG. TITLE 24 COMPLIANCE	10/24/2014
M631	ADMINISTRATION BLDG. TITLE 24 COMPLIANCE	10/24/2014

EXHIBIT A

Scope of Work

MECHANICAL PLAN SHEETS, continued

M632	ADMINISTRATION BLDG. TITLE 24 COMPLIANCE	10/24/2014
M641	KINDERGARTEN BLDG. TITLE 24 COMPLIANCE	10/24/2014

ELECTRICAL PLAN SHEETS

E-0.1	GENERAL NOTES AND ABBREVIATIONS	3/6/2015
E-0.2	ELECTRICAL SYMBOL LIST	3/6/2015
E-0.3	FIRE ALARM SYMBOL LIST	3/6/2015
E-0.4	CABLE SCHEDULE	3/6/2015
E-0.5	LIGHT FIXTURE SCHEDULE	3/6/2015
E-0.6	MECHANICAL SCHEDULE	3/6/2015
E-1.1	SITE UTILITY PLAN	3/6/2015
E-1.2	ELECTRICAL SITE PLAN	3/6/2015
E-1.3	SITE LIGHTING PLAN	3/6/2015
E-1.4	SITE LIGHTING CALC. PLAN	3/6/2015
E-1.6	SIGNAL SITE PLAN	3/6/2015
E1-2.1F	CLASSROOM FIRST FLOOR FIRE ALARM PLAN	3/6/2015
E1-2.1L	CLASSROOM FIRST FLOOR LIGHTING PLAN	3/6/2015
E1-2.1LC	CLASSROOM FIRST FLOOR LIGHTING CALCS NORMAL	3/6/2015
E1-2.1LCE	CLASSROOM FIRST FLOOR LIGHTING CALCS EGRESS	3/6/2015
E1-2.1P	CLASSROOM FIRST FLOOR POWER PLAN	3/6/2015
E1-2.1S	CLASSROOM FIRST FLOOR SIGNAL PLAN	3/6/2015
E1-2.2F	CLASSROOM SECOND FLOOR FIRE ALARM PLAN	3/6/2015
E1-2.2L	CLASSROOM SECOND FLOOR LIGHTING PLAN	3/6/2015
E1-2.2LC	CLASSROOM SECOND FLOOR LIGHTING CALC. NORMAL	3/6/2015
E1-2.2LCE	CLASSROOM SECOND FLOOR LIGHTING CALCS EGRESS	3/6/2015
E1-2.2P	CLASSROOM SECOND FLOOR POWER PLAN	3/6/2015
E1-2.2S	CLASSROOM SECOND FLOOR SIGNAL PLAN	3/6/2015
E1-3.1	CLASSROOM BUILDING ENLARGED PLAN	3/6/2015
E1-5.1	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-5.2	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-5.3	CLASSROOM PANEL SCHEDULE	3/6/2015
E1-6.1	CLASSROOM BLDG F.A. RISER	3/6/2015
E1-6.2	CLASSROOM FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E1-8.1	CLASSROOM TITLE 24	3/6/2015
E1-8.2	CLASSROOM TITLE 24	3/6/2015
E1-8.3	CLASSROOM TITLE 24	3/6/2015
E2-2.1F	MULTI-PURPOSE FIRE ALARM PLAN	3/6/2015
E2-2.1L	MULTI-PURPOSE LIGHTING PLAN	3/6/2015
E2-2.1LC	MULTI-PURPOSE LIGHTING CALC NORMAL	3/6/2015
E2-2.1LCE	MULTI-PURPOSE LIGHTING PLAN EGRESS	3/6/2015
E2-2.1P	MULTI-PURPOSE POWER PLAN	3/6/2015
E2-2.1S	MULTI-PURPOSE SIGNAL PLAN	3/6/2015
E2-2.1T	MULTI-PURPOSE THEATRICAL LIGHTING PLAN	3/6/2015

EXHIBIT A

Scope of Work

ELECTRICAL PLAN SHEETS, continued

E2-3.1	MULTI-PURPOSE ROOF POWER PLAN	3/6/2015
E2-4.1	MULTI-PURPOSE ENLARGED PLAN	3/6/2015
E2-5.1	MULTI-PURPOSE PANEL SCHEDULE	3/6/2015
E2-5.2	MULTI-PURPOSE PANEL SCHEDULE	3/6/2015
E2-6.1	MULTI-PURPOSE F. A. RISER DIAGRAM	3/6/2015
E2-6.2	MULTI-PURPOSE FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E2-8.1	MULTI-PURPOSE TITLE 24	3/6/2015
E2-8.2	MULTI-PURPOSE TITLE 24	3/6/2015
E3-2.1F	ADMINISTRATION FIRE ALARM PLAN	3/6/2015
E3-2.1L	ADMINISTRATION LIGHTING PLAN	3/6/2015
E3-2.1LC	ADMINISTRATION LIGHTING CALC NORMAL	3/6/2015
E3-2.1LCE	ADMINISTRATION LIGHTING CALC EGRESS	3/6/2015
E3-2.1P	ADMINISTRATION POWER PLAN	3/6/2015
E3-2.1S	ADMINISTRATION SIGNAL PLAN	3/6/2015
E3-2.2P	ADMINISTRATION ROOF POWER PLAN	3/6/2015
E3-3.1	ADMINISTRATION BUILDING ENLARGED PLAN	3/6/2015
E3-5.1	ADMINISTRATION PANEL SCHEDULE	3/6/2015
E3-5.2	ADMINISTRATION PANEL SCHEDULE	3/6/2015
E3-6.1	ADMINISTRATION F. A. RISER DIAGRAM	3/6/2015
E3-6.2	ADMINISTRATION FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E3-8.1	ADMINISTRATION TITLE 24	3/6/2015
E3-8.2	ADMINISTRATION TITLE 24	3/6/2015
E4-2.1F	KINDERGARTEN FIRE ALARM PLAN	3/6/2015
E4-2.1L	KINDERGARTEN LIGHTING PLAN	3/6/2015
E4-2.1LC	KINDERGARTEN LIGHTING CALC NORMAL	3/6/2015
E4-2.1LCE	KINDERGARTEN LIGHTING CALC EGRESS	3/6/2015
E4-2.1P	KINDERGARTEN POWER PLAN	3/6/2015
E4-2.1S	KINDERGARTEN SIGNAL PLAN	3/6/2015
E4-3.1	KINDERGARTEN ENLARGED PLAN	3/6/2015
E4-5.1	KINDERGARTEN PANEL SCHEDULE	3/6/2015
E4-5.2	KINDERGARTEN PANEL SCHEDULE	3/6/2015
E4-6.1	KINDERGARTEN F. A. RISER DIAGRAM	3/6/2015
E4-6.2	KINDERGARTEN FIRE ALARM BATTERY & VOLTAGE DROP CALCULATIONS	3/6/2015
E4-8.1	KINDERGARTEN TITLE 24	3/6/2015
E4-8.2	KINDERGARTEN TITLE 24	3/6/2015
E-4.0	SINGLE LINE DIAGRAM	3/6/2015
E-6.0	ELECTRICAL BLOCK DIAGRAMS	3/6/2015
E-7.1	MOUNTING DETAILS	3/6/2015
E-7.2	MOUNTING DETAILS	3/6/2015
E-7.3	MOUNTING DETAILS	3/6/2015
E-7.4	PENETRATION DETAIL	3/6/2015
E-7.5	GROUNDING DETAIL	3/6/2015

EXHIBIT A

Scope of Work

ELECTRICAL PLAN SHEETS, continued

E-7.6	MISC. DETAIL	3/6/2015
E-7.7	MISC. DETAIL	3/6/2015
E-7.8	FIRE ALARM DETAILS	3/6/2015
E-7.9	FIRE ALARM DETAILS	3/6/2015
E-7.10	SIGNAL DETAILS	3/6/2015
E-8.1	OUTDOOR LIGHTING TITLE 24	3/6/2015

FOOD SERVICE PLAN SHEETS

FS-001	SYMBOLS, NOTES & INDEX	6/8/2016
FS-101	EQUIPMENT FLOOR PLAN	6/8/2016
FS-201	EQUIPMENT SCHEDULE	6/8/2016
FS-301	PLUMBING PLAN	6/8/2016
FS-401	ELECTRICAL PLAN	6/8/2016
FS-501	REFRIGERATION & CONDUIT PLAN	6/8/2016
FS-502	REFRIGERATION DETAILS	6/8/2016
FS-503	WALK-IN DETAILS	6/8/2016
FS-601	BUILDING WORKS & EXHAUST PLAN	6/8/2016
FS-602	HOOD DETAILS	6/8/2016
FS-603	HOOD DETAILS	6/8/2016
FS-604	VEGETABLE WASHING SYSTEM	6/8/2016
FS-701	EQUIPMENT ELEVATIONS	6/8/2016
FS-801	CONSTRUCTION DETAILS & SECTIONS	6/8/2016

THEATRICAL LIGHTING PLAN SHEETS

TL2.1.1	STAGE LIGHTING PLAN	4/8/2016
TL2.1.2	STAGE LIGHTING RCP	4/8/2016
TL6.0.1	STAGE LIGHTING SECTION	4/8/2016
TL8.1.1	STAGE LIGHTING DETAILS	4/8/2016
TL9.1.1	CONTROL RISER & SCHEDULES	4/8/2016
TL9.2.1	STAGE LIGHTING PLOT	4/8/2016

LANDSCAPE PLAN SHEETS

L101	IRRIGATION PLAN	6/20/2016
L102	IRRIGATION PLAN	6/20/2016
L103	IRRIGATION LEGEND & NOTES	6/20/2016
L201	PLANTING PLAN	6/20/2016
L202	PLANTING PLAN	6/20/2016
L301	LANDSCAPE DETAILS	6/20/2016
L301	LANDSCAPE DETAILS	6/20/2016

EXHIBIT A**Scope of Work**

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PROJECT SPECIFICATIONS**DIVISION 1 - GENERAL REQUIREMENTS**

00 00 02	TABLE OF CONTENTS	8/1/2016
00 07 00	GENERAL CONDITIONS	8/1/2016
01 11 00	SUMMARY OF WORK	8/1/2016
01 20 00	PRICE AND PAYMENT PROCEDURES	8/1/2016
01 30 00	ADMINISTRATIVE REQUIREMENTS	8/1/2016
01 31 00	PROJECT MANAGEMENT AND COORDINATION	8/1/2016
01 32 00	CONSTRUCTION SCHEDULE - NETWORK ANALYSIS	8/1/2016
01 33 00	SUBMITTAL PROCEDURES	8/1/2016
01 42 30	REFERENCE STANDARDS	8/1/2016
01 45 00	QUALITY CONTROL	8/1/2016
01 45 80	TESTING LABORATORY SERVICES	8/1/2016
01 50 00	TEMPORARY FACILITIES AND CONTROLS	8/1/2016
01 60 00	PRODUCT REQUIREMENTS	8/1/2016
01 61 16	VOLATILE ORGANIC COMPOUND (VOC) CONTENT RESTRICTIONS	8/1/2016
01 63 00	PRODUCT SUBSTITUTION PROCEDURES	8/1/2016
01 73 00	EXECUTION REQUIREMENTS	8/1/2016
01 73 20	CUTTING AND PATCHING	8/1/2016
01 77 00	CLOSEOUT PROCEDURES	8/1/2016

DIVISION 2 - EXISTING CONDITIONS

02 41 00	DEMOLITION	8/1/2016
02 43 00	STRUCTURE MOVING	8/1/2016

DIVISION 3 - CONCRETE

03 10 00	CONCRETE FORMWORK	8/1/2016
03 20 00	CONCRETE REINFORCEMENT	8/1/2016
03 30 00	CAST-IN -PLACE CONCRETE	8/1/2016

DIVISION 4 - MASONRY

04 22 00	CONCRETE MASONRY UNITS (CMU)	8/1/2016
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DIVISION 5 - METAL WORK

05 12 00	STRUCTURAL STEEL	8/1/2016
05 50 00	MISCELLANEOUS METAL FABRICATIONS	8/1/2016
05 51 00	METAL STAIRS	8/1/2016
05 52 13	PIPE AND TUBE RAILINGS	8/1/2016

DIVISION 6 - WOOD AND PLASTIC

06 10 00	ROUGH CARPENTRY	8/1/2016
06 18 00	GLUED-LAMINATED CONSTRUCTION	8/1/2016
06 18 10	STRUCTURAL COMPOSITE MEMBERS	8/1/2016
06 20 00	FINISH CARPENTRY	8/1/2016
06 41 00	ARCHITECTURAL WOOD CASEWORK	8/1/2016

EXHIBIT A

Scope of Work

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PROJECT SPECIFICATIONS

DIVISION 6 - WOOD AND PLASTIC, continued

06 50 00	OPEN WEB TRUSS	8/1/2016
06 60 00	RED-I JOIST	8/1/2016
06 70 00	REDLAM LVL	8/1/2016

DIVISION 7 - THERMAL AND MOISTURE PROTECTION

07 14 00	FLUID-APPLIED WATERPROOFING	8/1/2016
07 16 16	CRYSTALLINE WATERPROOFING	8/1/2016
07 21 00	THERMAL INSULATION	8/1/2016
07 25 00	WEATHER BARRIERS	8/1/2016
07 28 00	BUILDING ENVELOPE UNDERLAYMENT	8/1/2016
07 31 10	ASPHALT SHINGLES	8/1/2016
07 54 23	THERMOPLASTIC-POLYOLEFIN ROOFING (TPO)	8/1/2016
07 62 00	SHEET METAL FLASHING AND TRIM	8/1/2016
07 71 23	MANUFACTURED GUTTERS AND DOWNSPOUTS	8/1/2016
07 72 00	ROOF ACCESSORIES	8/1/2016
07 81 00	APPLIED FIREPROOFING	8/1/2016
07 84 00	FIRE STOPPING	8/1/2016
07 90 05	JOINT SEALERS	8/1/2016

DIVISION 8 - DOORS AND WINDOWS

08 11 13	HOLLOW METAL DOORS AND FRAMES	8/1/2016
08 14 16	FLUSH WOOD DOORS	8/1/2016
08 31 00	ACCESS DOORS AND PANELS	8/1/2016
08 43 13	ALUMINUM-FRAMED STOREFRONTS	8/1/2016
08 5 113	ALUMINUM WINDOWS	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 1	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 2	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 3	8/1/2016
08 71 00	DOOR HARDWARE – BUILDING 4	8/1/2016
08 80 00	GLAZING	8/1/2016

DIVISION 9 - FINISHES

09 05 61	COMMON WORK RESULTS FOR FLOORING PREPARATION	8/1/2016
09 21 16	GYPSUM BOARD ASSEMBLIES	8/1/2016
09 22 16	NON-STRUCTURAL METAL FRAMING	8/1/2016
09 22 36	METAL LATH	8/1/2016
09 24 00	PORTLAND CEMENT PLASTERING	8/1/2016
09 30 00	TILING	8/1/2016
09 51 00	ACOUSTICAL CEILINGS	8/1/2016
09 65 00	RESILIENT FLOORING	8/1/2016
09 65 66	RESILIENT ATHLETIC FLOORING	8/1/2016

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PROJECT SPECIFICATIONS

DIVISION 9 - FINISHES, continued

09 68 00	CARPET TILE	8/1/2016
09 77 33	FIBER REINFORCED PANELS	8/1/2016
09 84 00	ACOUSTIC ROOM COMPONENTS	8/1/2016
09 84 13	FIXED SOUND-ABSORPTIVE PANELS	8/1/2016
09 90 00	PAINTING AND COATING	8/1/2016
09 93 00	CONCRETE STAINING	8/1/2016

DIVISION 10 - SPECIALTIES

10 11 01	VISUAL DISPLAY BOARDS	8/1/2016
10 14 00	SIGNAGE	8/1/2016
10 21 13	PLASTIC TOILET COMPARTMENTS	8/1/2016
10 22 29	FULL HEIGHT GLAZED PARTITION SYSTEM	8/1/2016
10 28 00	TOILET ACCESSORIES	8/1/2016
10 44 00	FIRE PROTECTION SPECIALTIES	8/1/2016
10 51 00	LOCKERS	8/1/2016
10 71 13	FIXED SUN SCREENS	8/1/2016
10 75 00	FLAGPOLES	8/1/2016

DIVISION 11 - EQUIPMENT

11 40 00	FOOD SERVICE EQUIPMENT	8/1/2016
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DIVISION 12 - FURNISHING

12 21 13	HORIZONTAL LOUVER BLINDS	8/1/2016
12 36 00	COUNTERTOPS	8/1/2016
12 48 13	ENTRANCE FLOOR MATS AND FRAMES	8/1/2016
12 68 23	FOLDING CAFETERIA TABLES	8/1/2016

DIVISION 13 - SPECIAL CONSTRUCTION

13 00 00	NOT USED -	N/A
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DIVISION 14 - CONVEYING EQUIPMENT

14 20 10	PASSENGER ELEVATORS	8/1/2016
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DIVISION 21 - FIRE SUPPRESSION

21 20 00	FIRE SUPPRESSION SYSTEMS	8/1/2016
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DIVISION 22 - PLUMBING

22 05 00	COMMON WORK RESULTS FOR PLUMBING	8/1/2016
22 05 13	BASIC PLUMBING MATERIALS AND METHODS	8/1/2016
22 05 53	PLUMBING IDENTIFICATION	8/1/2016
22 07 00	PLUMBING INSULATION	8/1/2016
22 10 00	PLUMBING	8/1/2016

EXHIBIT A**Scope of Work**

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PROJECT SPECIFICATIONS**DIVISION 23 - MECHANICAL**

23 05 00	COMMON WORK RESULTS FOR HVAC	8/1/2016
23 05 13	BASIC HVAC MATERIALS AND METHODS	8/1/2016
23 05 48	HVAC SOUND, VIBRATION, AND SEISMIC CONTROLS	8/1/2016
23 05 53	HVAC IDENTIFICATION	8/1/2016
23 07 00	HVAC INSULATION	8/1/2016
23 08 00	HVAC SYSTEMS COMMISSIONING	8/1/2016
23 08 13	ENVIRONMENTAL CONTROLS & ENERGY MGMT. SYSTEMS COMMISSIONING	8/1/2016
23 09 23	ENVIRONMENTAL CONTROLS AND ENERGY MANAGEMENT SYSTEMS	8/1/2016
23 30 00	AIR DISTRIBUTION	8/1/2016
23 33 19	DUCT SILENCERS	8/1/2016
23 38 13	KITCHEN VENTILATION SYSTEM	8/1/2016
23 80 00	HEATING, VENTILATING, AND AIR CONDITIONING EQUIPMENT	8/1/2016

DIVISION 26 - ELECTRICAL

26 05 00	COMMON WORK RESULTS FOR ELECTRICAL	8/1/2016
26 05 13	BASIC ELECTRICAL MATERIALS AND METHODS	8/1/2016
26 05 19	LOW VOLTAGE WIRES	8/1/2016
26 05 26	GROUNDING BONDING	8/1/2016
26 05 33	RACEWAYS, BOXES, FITTINGS, AND SUPPORTS	8/1/2016
26 08 00	ELECTRICAL SYSTEMS COMMISSIONING	8/1/2016
26 09 23	LIGHTING CONTROL SYSTEMS	8/1/2016
26 10 00	SERVICE ENTRANCE	8/1/2016
26 22 00	LOW-VOLTAGE TRANSFORMERS	8/1/2016
26 24 13	SWITCHBOARDS	8/1/2016
26 24 16	PANELBOARDS AND SIGNAL TERMINAL CABINETS	8/1/2016
26 50 00	LIGHTING	8/1/2016
26 52 00	EMERGENCY POWER	8/1/2016
26 55 61	THEATRICAL LIGHTING AND STAGE DIMMING EQUIPMENT	8/1/2016

DIVISION 27 - COMMUNICATIONS

27 05 36	CABLE TRAYS FOR COMMUNICATIONS	8/1/2016
27 51 16	PUBLIC ADDRESS/CLOCK SYSTEM	8/1/2016
27 5123.50	ASSISTIVE LISTENING SYSTEM	8/1/2016

DIVISION 28 - ELECTRONIC SAFETY AND SECURITY

28 16 00	INTRUSION ALARM SYSTEM	8/1/2016
28 23 00	VIDEO SURVEILLANCE (CCTV) SYSTEM	8/1/2016
28 31 00	FIRE DETECTION ALARM	8/1/2016

EXHIBIT A

Scope of Work

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PROJECT SPECIFICATIONS

DIVISION 31 - EARTHWORK

31 10 00	SITE CLEARING	8/1/2016
31 22 00	GRADING	8/1/2016
31 23 33	TRENCHING AND BACKFILLING	8/1/2016
31 25 00	EROSION AND SEDIMENTATION CONTROLS	8/1/2016

DIVISION 32 - EXTERIOR IMPROVEMENTS

32 11 26	ASPHALTIC BASE COURSES	8/1/2016
32 12 16	ASPHALT PAVING	8/1/2016
32 13 13	CONCRETE PAVING	8/1/2016
32 16 13	CURBS AND GUTTERS	8/1/2016
32 17 13	PARKING CURBS	8/1/2016
32 17 23	PAVEMENT MARKINGS	8/1/2016
32 30 00	MAINTENANCE	8/1/2016
32 84 00	IRRIGATION	8/1/2016
32 90 00	PLANTING AND MAINTENANCE	8/1/2016
32 90 10	HYDRO-SEEDED LAWN	8/1/2016

DIVISION 33 - UTILITIES

33 10 00	WATER UTILITIES	8/1/2016
33 30 00	SEWERAGE UTILITIES	8/1/2016
33 40 00	STORM DRAINAGE UTILITIES	8/1/2016

APPENDICES

ACM SURVEY	EORM -Enviromental & Occupational Risk Management, Inc.	1/17/2014
AHERA REPORT 2011	ATC Associates Inc.	9/16/2011
HAZMAT SURVEY REPORT	EORM -Enviromental & Occupational Risk Management, Inc.	1/10/2014
LEAD SURVEY	EORM -Enviromental & Occupational Risk Management, Inc.	2/11/2014
LIMITED SOIL TESTING	EORM -Enviromental & Occupational Risk Management, Inc.	2/14/2014
UPDATED LIMITED SOIL TESTING	EORM -Enviromental & Occupational Risk Management, Inc.	2/14/2014
GEO-TECHNICAL REPORT	Earth Systems Southern California	3/4/2014
MEPF CONTRACTOR QUALIFICATION PROCESS	Oxnard School District	
SWPPP REPORT	Rick Engineering Company	10/25/2016
SWPPP Plan	Rick Engineering Company	11/17/2016
Pre Bid RFI's - #1 - 52	SVA Architects, Inc.	11/15/2016



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OXNARD SCHOOL DISTRICT



ELM STREET ELEMENTARY SCHOOL GMP PROPOSAL

December 7, 2016

To: Marlene Hickle
Caldwell Flores Winters, Inc.
1901 S. Victoria Avenue #106
Oxnard, CA 93035

BID SUMMARY



BID SUMMARY

Elm Street Elementary School Reconstruction
 450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Building Summary

Elm Street Elementary School Reconstruction

New Elementary School	53,296 sf	\$ 351 /sf	\$ 18,681,807	
				18,681,807

Subtotal **\$ 18,681,807**

General Conditions				1,755,609
General Requirements				365,885
Contractors Bond		0.64%		148,101
CCIP		1.25%		287,739
Builders Risk		1.15%		268,303
Subcontractor Default Insurance		1.20%		224,182
General Contractor's Fee		4.00%		896,419

SUBTOTAL **\$ 22,628,045**

Contractors Contingency		3.00%		678,841
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TOTAL **\$ 23,306,886**

Notes:

1. GMP is Based off DSA Approved Plans dated 8/1/16 and Specs Dated 4/22/16
2. Geotechnical Report Dated 3/2014 and Hazmat, Lead & Asbestos Reports Dated, 1/10/14, 1/17/14, 2/11/14 & 2/14/14
3. Pre-Bid RFI's 1-52, Excluding RFI #9 & #43



SCHEDULE OF VALUES
Elm Street Elementary School Reconstruction
450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Description		Recommended Subcontractor	Bids Received	Amount
01000	ALLOWANCES			\$ 960,000
01570	EROSION CONTROL	Whitson CM / Bernards	1	\$ 67,646
01730	SURVEYING	Hunsaker & Assoc.	5	\$ 58,648
03200	REINFORCING STEEL	Stantru	3	\$ 182,550
03300	CAST IN PLACE CONCRETE	JT Wimsatt	2	\$ 1,032,700
N/A	INSULATING AND LIGHTWEIGHT CONCRETE	Insul-Flow	2	\$ 43,195
04200	MASONRY	Skidmore Masonry	2	\$ 79,044
05120	STRUCTURAL STEEL & MISC METALS	Ironman, Inc	2	\$ 501,400
05700	ORNAMENTAL METALS			w/ Structural Steel
06100	ROUGH CARPENTRY	WS Klem	2	\$ 2,984,977
06200	MILLWORK / CABINETRY / COUNTERTOPS	ICI Millwork	4	\$ 65,042
07140	WATERPROOFING	Systems WP	4	\$ 95,436
07200	INSULATION	DJ Insulation	3	\$ 80,000
07540	ROOFING	Eberhard	4	\$ 344,200
07600	SHEET METAL	R&J SM	2	\$ 220,506
08100	DOORS / FRAMES / HARDWARE	Construction Hardware	3	\$ 236,830
08800	ALUMINUM STOREFRONT / GLASS AND GLAZING	Santa Barbara Glass	1	\$ 317,025
09220	PLASTER & DRYWALL	Pacific Int. / Perlite Plaster	6	\$ 1,516,532
09300	CERAMIC TILE	Stoneware Tile	3	\$ 118,809
09510	ACOUSTICAL CEILINGS	Cali-USA Acoustics	10	\$ 190,736
09650	CARPET AND RESILIENT FLOORING	Reliable Flooring	5	\$ 114,964
09900	PAINTING	Vanguard	8	\$ 329,600
10000	BUILDING SPECIALTIES	Various Trades	10	\$ 335,176
10110	VISUAL DISPLAY BOARDS	Claridge	3	\$ 525,000
10140	SIGNAGE	Kendall Sign	6	\$ 60,785
10280	TOILET PARTITIONS / BATHROOM ACCESORIES	SDI	4	\$ 48,061
11400	FOOD SERVICE EQUIPMENT	Kamran and Co.	5	\$ 349,000
12240	WINDOW SHADES	Sheward & Son & Sons	2	\$ 24,950
14200	ELEVATORS	Otis	1	\$ 143,500
21000	FIRE SPRINKLER	Superior Fire	2	\$ 283,790
22000	PLUMBING	Precision Plumbing	5	\$ 728,974
23000	HVAC	Sheldon Mech.	5	\$ 1,226,000
26000	ELECTRICAL / LOW VOLTAGE	Taft Elec.	3	\$ 2,415,989
31220	DEMO, EARTHWORK AND SITE CLEARING	Damar Const.	6	\$ 936,383
32122	ASPHALT PAVING	Onyx Paving	3	\$ 239,302
32131	SITE AND OFF-SITE CONCRETE	Lopez Eng.	3	\$ 671,962
N/A	FENCING AND GATES	Pilgrim Fence	1	\$ 270,872
32900	LANDSCAPE AND IRRIGATION	Advanced Land. 2000	5	\$ 363,185
33000	SITE UTILITIES	J. Vega Eng.	4	\$ 519,039

SCHEDULE OF VALUES
Elm Street Elementary School Reconstruction
450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
 December 9, 2016

Description	Recommended Subcontractor	Bids Received	Amount
Subcontracted Direct Costs			
		140	\$ 18,681,807
General Conditions			\$ 1,755,609
General Requirements			\$ 365,885
General Contractor Bond		0.64%	\$ 148,101
CCIP		1.25%	\$ 287,739
Builders Risk		1.15%	\$ 268,303
Subcontractor Default Insurance		1.20%	\$ 224,182
General Contractor's Fee		4.00%	\$ 896,419
Contractor Contingency		3.00%	\$ 678,841
Total Contract Amount			\$ 23,306,886

ALLOWANCES

ALLOWANCES



ALLOWANCES

Elm Street Elementary School Reconstruction
 450 East Elm Street, Oxnard, CA 93033

Lease/Leaseback
December 9, 2016

Schedule of Allowances Included in Proposal		
1	Offsite Utilities Permits / Fees (Part of General Conditions Requirements 4.7.1)	\$ 15,000
2	B-Permit Offsite Plans - Hardscape (City Sidewalks, Curbs, Etc.) and Utilities (Sewer) - Plans Not Issued / Approved yet by City, Sewer Design Issues, Etc.	\$ 100,000
3	Unforeseen Utility Removal / Demolition	\$ 50,000
4	Site Fencing at New Field - 6' High Galvanized Chain-link	\$ 60,000
5	Remove and Replace City Sidewalk per General Note 8 on C-01 (Noted as Directed by City Engineer; QTY TBD) Assume 7' Wide at Montrose Ave	\$ 55,000
6	Remove and Relocate (2) Existing Portables and Demolish (1) Existing Portable Including Hookups (Elec, Plumbing, HVAC, Low Voltage)	\$ 60,000
7	Lead and Pesticide Abatement of Soil (No Recommendation Provided Within Hazardous Report)	\$ 125,000
8	Possible Additional Asbestos / Hazardous Material at Existing Buildings When Demolishing (Concealed Items Not Within Report)	\$ 25,000
9	Plumbing System Design Issues	\$ 100,000
10	Shoring at NE Corner of New Classroom Building and West End of Existing Classroom Building	\$ 20,000
11	Door Hardware Revisions to Comply with District Standards	\$ 45,000
12	Site Concrete Enhancements at Courtyard and Site Paving Areas per Pre-Bid RFI #57	\$ 20,000
13	School & Address Signage at the Admin Bldg. Not Shown. Reference 11/A-64.4 for 18" Aluminum Letters	\$ 12,000
14	Mitigate/Dewatering as Required for Shallow Water Table	\$ 18,000
15	Change Specified T8 Lamps to LED Light Fixtures/Controls	\$ 100,000
16	Add Upper & Lower Casework at Kitchen, Workrooms and Storage Rooms per SVA	\$ 45,000
17	Environmental and Geotechnical Testing of Imported Soil for District's Testing Lab	\$ 15,000
18	Kitchen Design Corrections to Meet Health Department Requirements	\$ 50,000
19	SCE Design Enhancements	\$ 45,000
TOTAL ALLOWANCES		\$ 960,000

QUALIFICATIONS

SUBCONTRACTOR EVALUATIONS

Bid Evaluation Report



Surveying	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Adkan	Hunsaker & Assoc.	Brenner & Carpenter	Precision	Stantec	Gromatici
Base Bid	42,000	39,504	65,100	44,975	76,000	Incomplete
Spec #: 017300	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	Included	Included	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Set-up	Included	Included	Included	Included	Included	
Travel Costs	5,000	5,000	5,000	5,000	5,000	
Horizontal Control	Included	Included	Included	Included	Included	
Survey Boundary Map	5,800	5,920	5,800	5,800	5,800	
Excavation	Included	Included	Included	Included	Included	
Rough Grade Staking	Included	5,920	Included	Included	Included	
Location and Existing Elevation at Future Driveways, Access Ramps	2,320	Included	Included	Included	Included	
Bluetop Stakes at Bottom of Excavation for Fine Grading	Included	Included	Included	Included	Included	
Gridlines at Elevator	1,160	1,184	Included	1,120	Included	
Buildings	Included	Included	Included	Included	Included	
Building Corner Stakes (All Bldgs)	Included	Included	Included	Included	Included	
Utility Sleeve Layout for Sanitary Sewer, Storm Drain, Domestic and Fire Water, and Permanent Electrical Service	Included	Included	Included	Included	Included	
Final Verification Upon Project Completion	Included	Included	Included	Included	Included	
Site	Included	Included	Included	Included	Included	
Stakes for Sanitary Sewer, Storm Drain and Domestic Fire	Included	Included	Included	Included	Included	
Stakes for CMU Enclosure Footings	Included	560	Included	420	Included	
Line and Grade Stakes for Underground Electrical Devices, POCs and Duct Banks	3,480	Included	Included	1,680	Included	
Line and Grade Stakes Outlining all B-Permit Concrete, AC Paving, Swales, Etc.	Included	Included	Included	Included	Included	
Parking Lot Lights	Included	560	Included	Included	Included	

Bid Evaluation Report



Surveying	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Subcontractors					Date Printed	12/6/2016
Description	Adkan	Hunsaker & Assoc.	Brenner & Carpenter	Precision	Stantec	Gromatici
TOTALS	59,760	58,648	75,900	58,995	86,800	0
Recommendation:		Amount				
Hunsaker & Assoc.		58,648				

Bid Evaluation Report



Demo & Earthwork	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Triangle Ent.	Damar Const.	Ground Breakers	Leko Const.	Sharma Gen. Eng.	Toro Ent.
Base Bid	See Below	See Below	See Below	See Below	See Below	See Below
Spec #: 024300, 311000, 312200, 312333	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	10 Days	30 Days	30 Days	30 Days	60 Days	30 Days
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Abatement						
Potential Inaccessible Asbestos Materials	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Asbestos as Surveyed	N/A	N/A	N/A	N/A	N/A	N/A
Abatement for Grading	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Unquantifiable Soils with Potential Lead Contamination at Existing Buildings	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Demo - Standard Industries	297,500	331,603	322,000	331,603	331,603	331,603
Phase 1	Included	Included	Included	Included	Included	Included
Offsite per Page 4 of 4	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) PCC Curb and Gutter	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) Sidewalks	Included	Included	Included	Included	Included	Included
Sawcut and Remove (E) 2' AC Paving in Street Along Elm, Montrose and Fir - 9/C02	Included	Included	Included	Included	Included	Included
Sawcut AC in Street for New Utilities - C08	4,608	4,608	4,608	4,608	4,608	4,608
Sawcut and Remove (E) Curb Ramps for New ADA Ramps with Truncated Domes	Included	Included	Included	Included	Included	Included
Onsite Clearing / Demolition - C05	Included	Included	Included	Included	Included	Included
Underground Utility Location	2,400	2,400	2,400	2,400	2,400	2,400
Remove Existing Trees	Included	Included	Included	Included	Included	Included
Sawcut & Remove AC Paving Parking Lot	Included	Included	Included	Included	Included	Included
Remove Fencing and Gates	Included	Included	Included	Included	Included	Included
Remove (E) Utilities, SD & Irrigation	Included	Included	Included	Included	Included	Included
(E) Drywell per RFI 35	Included	Included	Included	Included	Included	Included
Remove Trash Enclosure	Included	Included	Included	Included	Included	Included
Phase 2	Included	Included	Included	Included	Included	Included
Remove All Existing Facilities - Portables & Classroom Building	Included	Included	Included	Included	Included	Included

Bid Evaluation Report



Demo & Earthwork	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triangle Ent.	Damar Const.	Ground Breakers	Leko Const.	Date Printed	12/6/2016
					Sharma Gen. Eng.	Toro Ent.
AC Paving and Play Areas	Included	Included	Included	Included	Included	Included
Fencing	Included	Included	Included	Included	Included	Included
Concrete Pavement	Included	Included	Included	Included	Included	Included
Electrical Equipment	Included	Included	Included	Included	Included	Included
Salvage & Relocate	Included	Included	Included	Included	Included	Included
Light Poles (3)	In Electrical	In Electrical	In Electrical	In Electrical	In Electrical	In Electrical
Backflow (1)	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities
Adjust to Height - Sewer Cleanouts (2)	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities	By Utilities
Grading	579,100	536,995	533,500	720,118	748,340	589,068
Water Meter and Construction Watering for Own Scope	21,000	21,000	21,000	21,000	21,000	21,000
Move-Ins	Included	Included	Included	Included	Included	Included
April '17 Movie-In for MPR Bldg Due to Portables	Included	Included	Included	Included	Included	Included
Mass Excavation and Fine Grade Subgrade	Included	Included	Included	Included	Included	Included
Temp Soil Stabilization	7,500	7,500	7,500	7,500	7,500	7,500
Over-Ex 4' or 3' Below Footings (Phase 1) per RFI 39	Included	Included	Included	Included	Included	Included
Extend 5' from Perimeter Edges - RFI 7	Included	Included	Included	Included	Included	Included
Geogrid - Tensar Tri-Axial TX160 or Equal - RFI 7	Included	Included	Included	Included	Included	Included
1' Crushed Rock	Included	Included	Included	Included	Included	Included
Over-Ex at Elevator Pit, 1.5' Below Bottom and 3' Lateral per RFI 40	Included	Included	Included	Included	Included	Included
Over-Ex 6" at Site Conditions	Included	Included	Included	Included	Included	Included
Sub-Grade Compaction of 95%	Included	Included	Included	Included	Included	Included
Over-Ex 6" at Play Field (Phase 2)	Included	Included	Included	Included	Included	Included
Import per Geotech +/- 8,000 CY	Included	Included	Included	Included	Included	Included
Export Spoils Stockpiled by Others	\$19 / CY	\$20.30 / CY	\$29 / CY	\$25.57 / CY	\$26.10 / CY	\$28.80 / CY
Concrete Spoils	18,810	20,097	28,710	25,314	25,839	28,512
Site Utilities	9,500	10,150	14,500	12,785	13,050	14,400
Plumbing, Electrical	1,900	2,030	2,900	2,557	2,610	2,880
Structure Moving	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
Relocate 2 (E) Portables - (Phase 1A)	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances
TOTALS	942,318	936,383	937,118	1,127,885	1,156,950	1,001,971
Recommendation:	Amount					
Damar Const.	936,383					

Bid Evaluation Report



Asphalt Paving & Striping	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Terra Pave	Onyx Paving	Toro Ent.	Date Printed	12/6/2016
Base Bid	384,000	221,230	205,557		
Spec #: 321126, 321216, 321723	Included	Included	Included		
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days					
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A		
AC Paving	Included	Included	Included		
Phase 1	Included	Included	Included		
Road Work at Elm, Montrose & Fir	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 8" Sub Base	Included	Included	10,981		
4" AC o/ 5" Class II Base o/ 8" Sub Base at Bus Drop Offs in Street	Included	Included	23,150		
Grind and Overlay 0.20" AC (2' Wide Min.) in Street - Elm, Montrose & Fir - 9/C02	Included	Included	1,426		
Parking Lot	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" & 4" Sub Base	Included	Included	Included		
Phase 1A	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" & 4" Sub Base at Elec Yard	Included	Included	Included		
Phase 2	Included	Included	Included		
4" AC o/ 5" Class II Base o/ 3.5" Sub Base at Playground	Included	Included	Included		
Redwood Header at Grass	Included	1,908	1,908		
Striping	ABC Resources	Included	ABC Resources		
Parking Lot - 4/C02	14,368	9,800	14,368		
Concrete Wheel Stops - 7/Gen2	Included	Included	Included		
Stripe Crosshatch Areas	Included	Included	Included		
Standard Parking Spaces	Included	Included	Included		
Fire Lane Curbs Red - F12/A01.2	Included	Included	Included		
Handicap Parking Spaces	Included	Included	Included		
Arrows and Stall Numbers	Included	Included	Included		
Signage - Parking & Fire Lane w/ Posts - 1&2/C02	Included	Included	Included		
Signage - Fire Lane - 1&9/Gen 5	Included	Included	Included		



Bid Evaluation Report

Asphalt Paving & Striping	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Terra Pave	Onyx Paving	Toro Ent.		Date Printed	12/6/2016
Signage - Stop Sign, District Signs and Fence Signs w/ Posts	Included	Included	Included			
Post Footings 12" Dia x 24" Deep	Included	3,200	Included			
Playground Track Striping at Kindergarten 3" White - 30" Wide per A0-1.1	Included	Included	Included			
Site Basketball, Tetherball, Hopscotch and Foursquare Striping per 6,8-12/A63.6	Included	Included	Included			
Elec Yard Striping per Note 17/C-06	824	824	824			
Offsite						
Paint Top of Curb and Curb Face Red / Yellow / Green as Required	2,340	2,340	2,340			
TOTALS	401,532	239,302	260,553	0	0	0
Recommendation:	Amount					
Onyx Paving	239,302					

Bid Evaluation Report



Site & Off-Site Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Lopez Eng.	A&S Cement	Santa Clarita Conc.	Toro Ent.		
Base Bid	See Below	625,000	479,000	Incomplete		
Spec #: 321213, 321613, 321713	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	30 Days	30 Days			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
On Site	Included	Included	Included			
Flat Work	282,765	Included	Included			
4" PCC with #3 Rebar at Site Walkways and Building Courtyards - C06	Included	Included	Included			
Accessible Curb Ramps at ADA Stalls/Admin Bldg with Truncated Domes- 6/C02	2,040	Included	Included			
Curb & Gutters	21,890	Included	Included			
Parking Lot per C06	Included	Included	Included			
6" Curb and Gutter - 111/C03	Included	Included	Included			
6" PCC Curb - 111/C03	Included	Included	Included			
0" Curb - 12/C02	Included	Included	Included			
Curb Ends - 7/C02	Included	Included	Included			
Concrete Mow Curbs at Site Fencing and Site Landscape - L201 & L302 (RFI 34)	6,750	6,750	Included			
Concrete Maint. Bands at Bldg Perimeters per A01.1 & 3/A63.6 (RFI 46)	8,664	Included	Included			
2"x6" Conc Header at AC to Grass Transition per A01.1 & 4/A63.6	3,578	3,578	3,578			
Misc	Included	Included	Included			
Bldg 1 - Classroom	Included	Included	Included			
6" Conc Pads for HVAC Equip - M1-1.1 & 16/S301	2,256	2,256	2,256			
Concrete Stairs at Stair 3 Per 1/A1-45.3	17,680	18,000	Included			
Fire Hydrant Bollards/Footings - 301/C04 (12)	Included	Included	Included			
3' Deep Footings	3,600	3,600	3,600			
Footings for Site Fencing and Gates - 3&4/A63.5	Included	Included	Included			
Kindergarten Bldg per RFI 41	Included	Included	Included			

Bid Evaluation Report



Site & Off-Site Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Lopez Eng.	A&S Cement	Santa Clarita Conc.	Toro Ent.	Date Printed	12/6/2016
					Throughout Site per A0-1.1	Included
Post Footing - 4/A-63.5	9,702	9,702	9,702			
Gate Footing - 3/A-63.5	7,560	7,560	7,560			
Flag Pole Footing 4' Dia x 6' Deep - 20/S303 (1)	1,250		Included			
Marquee Sign Footing & Cap per 18/S303	4,320	Included	Included			
Conc Base Under Rubber Play Surface at Kindergarten per 7/A63.5 & A0-1.1	29,869	29,869	29,869			
1' Conc Band Around Playgrounds at Kindergarten and Playground - A0-1.1 & 10/A63.5	4,512	Included	4,512			
Footing for Basketball Poles 84" Deep x 2' Dia - 7/A63.6 (6)	5,100	Included	5,100			
Footing for Tetherball Poles 12/A63.6 (2)	1,700	Included	1,700			
Concrete Footing for CMU Walls at Elec Yard - 1/A0-1.3 & 9&10/S303 - (3'-6" x 1'-4")	17,380	Included	17,380			
9" Conc Pad for Elec Equip at Elec Yard per 1/A0-1.3 & 16/S301	2,544	Included	2,544			
Light Pole Footings - 5&6/E7.3	6,800	Included	Included			
Base for all Paving	41,045	Included	Included			
Reinforcing Steel for All Work	37,762	Included	39,300			
Control and Expansion Joints / Sealants	20,070	20,070	20,070			
Washout Bins	2,500	2,500	2,500			
Off Site	Included	Included	Included			
4" PCC Sidewalks (8' Wide)	14,372	Included	Included			
Detectable Warning Surfaces (Truncated Domes) at Street Corner Curb Ramps - Yellow - 6/C02	3,720	Included	Included			
Loading Zone Ramp w/ Truncated Domes, Curbs and Ramp per 10/Gen 5 & C06 (2)	Included	Included	Included			
Join and Match (E) Curb, Gutter, Sidewalk	10,724	Included	Included			
Driveway Entrances per 115/C03 (3)	6,732	Included	Included			
4' Ribbon Gutter in Street Drop Off - 117/C03	10,800	Included	Included			
8" PCC Turnouts per Pg 4of4 & 200/Pg 2	39,101	Included	38,000			
Site Pavers (MFR TBD)	45,177	45,177	45,177			
Pavers Outside MPR & Admin Bldg	In Above	In Above	In Above			
Pavers in Classroom Courtyard	In Above	In Above	In Above			
Sand Base	In Above	In Above	In Above			
TOTALS	671,962	775,311	711,847	0	0	
Recommendation:	Amount					
Lopez Eng.	671,962					

Bid Evaluation Report



Fencing & Gates	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Pilgrim Fence					
Base Bid	270,872					
Spec #: N/A	Included					
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included					
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included					
Acknowledgment of Addendum 1	Included					
Bid Good for 60 Days	Included					
Prevailing Wage	Included					
Prequalification per Bid Invite	N/A					
Attachment C Acknowledgement	N/A					
Chain Link Fencing	See Allowances					
Chain Link Fence, 6' Tall at New Play Field Perimeter	See Allowances					
Footings for Fence Posts	See Allowances					
Steel Fence and Gates - (A0-1.1, No Spec)	Included					
Steel Fencing at Kindergarten Bldg per RFI 41 - 9/S63.5	Included					
Fencing Throughout Site per 9/A63.5	Included					
Single Gates Throughout Site - 1/A63.5 (1)	Included					
Double Gates Throughout Site - 8/A63.5 (9)	Included					
Panic Hardware at All Gates	Included					
TOTALS	270,872	0	0	0	0	0
Recommendation:	Amount					
Pilgrim Fence	270,872					

Bid Evaluation Report



Landscape & Irrigation	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Pierre Land.	Advanced Land. 2000	Venco Western	Marina	Date Printed	12/6/2016
					Dafau Land.	
Base Bid	21,277	See Below	See Below	See Below	See Below	
Spec #: 323000, 328400, 329000, 329010	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	60 Days	30 Days	Included	Included	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Planting	146,171	117,918	113,905	186,000	105,213	
Furnish/Install all Project Landscape Planting (Trees, Shrubs, Groundcover, Flowers, Sod, Vines, etc.)	Included	Included	Included	Included	Included	
Planting Legend per L201	Included	Included	Included	Included	Included	
Hydroseed New Field "Sportsfield Mix"	Included	Included	Included	Included	Included	
Staking, Tree Trunk Guards, Headers and Root Barriers	Included	Included	Included	Included	Included	
Backfill Mix for Use of Planting	Included	Included	Included	Included	Included	
Planting Details per L302	Included	Included	Included	Included	Included	
Irrigation	169,413	149,757	143,545	178,000	189,247	
Irrigation Legend per L103	Included	Included	Included	Included	Included	
All Piping - Sch 40 PVC or Class 315 / Class 200 PVC	Included	Included	Included	Included	Included	
Irrigation POC on Fir Ave per L102 - RFI 12	Included	Included	Included	Included	Included	
Auto Controllers, Backflow Device, Master Valve and Flow Sensor, Rain Shut off Device	Included	Included	Included	Included	Included	
Dripline Tubing, Lighting Equipment, Pull Boxes, and Wire Cable	Included	Included	Included	Included	Included	
Temporary Watering w/ GC Supplied Water	Included	Included	Included	Included	Included	
Irrigation Tie-Ins and sleeves	Included	Included	Included	Included	Included	
Irrigation Details per L301	Included	Included	Included	Included	Included	
Misc						
Gravel Floor Covering at Elec Enclosure - 1/A0-1.3	3,426	3,426	3,426	3,426	3,426	
Gravel Pads at Curb Cuts in Parking Lot - 14/C02	2,939	3,000	3,000	3,000	3,000	
2x2 Gravel 1-1.5" Dia x 4" Deep (4)	In Above	In Above	In Above	In Above	In Above	
DG - 2.5 Tons	Included	5,471	6,000	6,000	6,000	

Bid Evaluation Report



Landscape & Irrigation	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Pierre Land.	Advanced Land. 2000	Venco Western	Marina	Date Printed	12/6/2016
					Dafau Land.	
Biofiltration Basins - 11/C02 (3)	48,586	33,041	41,000	41,000	41,000	
Vegetated Swale at Field - 15/C02 (Phase 2)	6,416	11,452	12,000	12,000	12,000	
Vegetated Swale at Field - SE Corner Not Identified on C-07	9,999	18,120	18,120	18,120	18,120	
12" Stone Layer, 6" Pea Gravel, 3" Sand & Geotextile Fabric	Included	In Above	In Above	In Above	In Above	
90 Day Maintenance	17,790	18,000	15,600	16,000	15,900	
(1) Year Warranty	Included	Included	Included	Included	Included	
Spoils Removal	2,275	3,000	3,000	3,000	3,000	
Move-Ins (2)	Included	Included	10,000	Included	Included	
TOTALS	428,292	363,185	369,596	466,546	396,906	0
Recommendation:	Amount					
Advanced Land. 2000	363,185					

Bid Evaluation Report



Reinforcing Steel	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Quality Reinforcing	Vista Steel	Stantru	Rebar Eng.	Date Printed	12/6/2016
					Base Bid	154,165
Spec #: 032000	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	30 Days				
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Rebar	Included	Included	Included			
Buildings 1-4	Included	Included	Included			
Rebar for Footings	Included	Included	Included			
Rebar for Spread Footings	Included	Included	Included			
Rebar for Column Footings	Included	Included	Included			
Rebar for Stair Footings	Included	Included	Included			
Rebar for Pad Footings	Included	Included	Included			
Rebar for Slab on Grade	Included	Included	Included			
Site Concrete Reinforcing	In Site Conc	In Site Conc	In Site Conc			
Site CMU Wall Reinforcing	In CMU	In CMU	In CMU			
Hoisting as Required	7,500	7,500	7,500			
Allowance - 5 Tons/2% per 7/S303	12,000	11,347	14,900			
Misc Site Work	11,750	11,750	11,750			
Conc Pads for HVAC Equip - 16/S301	In Above	In Above	In Above			
Conc Pad for Elec Equip at Elec Yard - 16/S301	In Above	In Above	In Above			
Conc Base Under Rubber Play Surface at Kindergarten per 7/A63.5	In Above	In Above	In Above			
Fire Hydrant Bollards/Footings - 301/C04	In Above	In Above	In Above			
TOTALS	185,415	232,139	182,550	0	0	
Recommendation:	Amount					
Stantru	182,550					

Bid Evaluation Report



Building Concrete	Elm Street Elementary School Reconstruction			Job Number	Elm
				Bid Date	12/7/2016
				Date Printed	12/6/2016
Description	Subcontractors				
	Santa Clarita Concrete	JT Wimsatt			
Base Bid	988,000	955,000			
Spec #: 031000, 033000-AD1	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	30 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Structural Concrete	Included	Included			
Base - 2" Sand Fill over Vapor Barrier	Included	Included			
15 mil. Vapor Barrier by Stego Ind.	Included	Included			
Bentonite Water Stop at Ext Wall Curbs - 1/A61.3	Included	Included			
Install Anchor/Sill Bolts for Wood Framing per Wall Framing Details - A-61.3	Included	Included			
Bldg 1 - Classroom (S-111 to 13)	Included	Included			
Spread Footings per Schedule on Foundation Pages S-111, 121, 131, 141 (W-1 to W-6)	Included	Included			
Column Footings (F-2 & F-3) - 10/S302	Included	Included			
5" SOG - 3&4/S301	Included	Included			
24" Conc Footing at Stair 1 per Note on S111	Included	Included			
10'x10'x2' Deep Footing at Exterior Stairs on Grade per Note on S111	Included	Included			
10'x10'x2' Deep Footing at Elevator Pit per S-111	Included	Included			
1-6" W x 1'-6" D Continuous Footing Between Ext. Column Footings - 8/S303	Included	Included			
2' D Footing by Width as Shown on S111 at Classrooms	Included	Included			
Elevator Pit per 13/S301	Included	Included			
Lt Wt Concrete Fill at Balconies on 2nd Floor of Classroom Bldg - 3/A63.4	60,000	56,000			
Concrete Fill at Pan Filled Metal Stair Treads and Landings w/ W4x4 Reinforcing - 2&6/S801	Included	18,000			
Balco Stair Strips AB-2 per 6/A1-45.3	3,250	3,250			
Bldg 2-4	Included	Included			
Spread Footings per Schedule on Foundation Pages S-111, 121, 131, 141 (W-1 to W-6)	Included	Included			

Bid Evaluation Report



Building Concrete	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Santa Clarita Concrete	JT Wimsatt			Date Printed	12/6/2016
5" SOG - 384/S301	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at MPR Bldg 2 per 14/S303 (5)	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at Admin Bldg 3 per 14/S303 (4)	Included	Included				
11' Deep x 20" Dia Concrete Footing for HSS Column at Kinder Bldg 4 per 14/S303 (10)	Included	Included				
4" Conc Curb at Locker Alcove at MPR Bldg per 6/A64.4	450	450				
Dewatering as Required	See Allowances	See Allowances				
Setting Anchor Bolt Templates	Included	Included				
Curing and Sealing Compounds per Specs as Required	Included	Included				
Wash Out Bins	Included	Included				
TOTALS	1,051,700	1,032,700	0	0	0	0
Recommendation:	Amount					
JT Wimsatt	1,032,700					



Bid Evaluation Report

Masonry	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Subcontractors					Date Printed	12/6/2016
Description	Loyd Tonsing Masonry	Skidmore Masonry				
Base Bid	35,910	39,697				
Spec #: 042000	Included	Included				
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included				
Acknowledgment of Addendum 1	Included	Included				
Bid Good for 60 Days	45 Days	30 Days				
Prevailing Wage	Included	Included				
Prequalification per Bid Invite	N/A	N/A				
Attachment C Acknowledgement	N/A	N/A				
Site Masonry						
MFR - Basalite, Crystalline or Orco	Included	Included				
8x8x16 Grey Precision	Included	Included				
8' High 8" CMU Walls at Electrical Enclosure per 1/A01.3 & 9&10/S303	Included	Included				
Grouting as Required	Included	Included				
Furnish & Install Rebar for All CMU Site Walls	3,500	Included				
Scaffolding as Required	Included	Included				
Washout Bins	850	Included				
Mock-Up	2,500	2,500				
Precast Column Covers - 4/A64.4	36,847	36,847				
Bldg 1 - (22)	In Above	In Above				
Bldg 2 - (5)	In Above	In Above				
Bldg 3 - (4)	In Above	In Above				
Bldg 4 - (10)	In Above	In Above				
TOTALS	79,607	79,044	0	0	0	0
Recommendation:	Amount					
Skidmore Masonry	79,044					

Bid Evaluation Report



Structural Steel	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Ironman, Inc	Golden State Steel		Date Printed	12/6/2016
Base Bid	481,000	475,480			
Spec #: 051200, 055000, 055100, 055213	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	14 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Structural Steel	Included	Included			
Contractor to Pay for Inspector Travel Expenses if Fabricator is outside of 25 Miles of Project Site	TBD	TBD			
Bldg 1 - Classroom	Included	Included			
HSS Steel Columns on First & Second Levels - 4x4, 5x5 & 6x6	Included	Included			
HSS Beams at Elevator - 4/S501	Included	Included			
"C" Channel Framing at Elevator - S111	Included	Included			
Pipe Columns at Roof Hip Beams - 19/S602	Included	Included			
"W" Steel Beams at Elevator - S113 & 2/S501	Included	Included			
Bldg 2 - MPR	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (5)	Included	Included			
1-1/2" Dia Pipe at Ea End of Parapet Screen Walls and MC10x25 per 19A/S613	Included	2,850			
Bldg 3 - Admin	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (4)	Included	Included			
1-1/2" Dia Pipe at Ea End of Parapet Screen Walls and MC10x25 per 19A/S613	Included	2,850			
Bldg 4 - Kindergarten	Included	Included			
HSS 6x6 Steel Columns per 14/S303 (10)	Included	Included			
Pipe Column at Roof Hip Beams - 19/S602 (1)	Included	Included			
Safety Cable Railing as Required	6,500	6,500			
FOB Anchor Bolts/ Templates for Own Work	Included	Included			
FOB Embeds, Weld Plates, etc. for Own Work	Included	Included			
Hoisting for All Work	Included	Included			
Steel Stairs	Included	Included			
Shop Primed and Painted	Included	Included			

Bid Evaluation Report



Structural Steel	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Ironman, Inc	Golden State Steel				
Stairs 1-3 at Classroom Bldg 1 - S114 & S801	Included	Included				
Stair 1 - A1-45.4	Included	Included				
Stair 2 - A1-45.2	Included	Included				
Stair 3 - A1-45.3	Included	Included				
Steel Stairs (Pan Filled Concrete)	Included	Included				
HSS, MC, C Stringers, L Brackets and Metal Pan Landings	Included	Included				
Conc Nosing at Stairs - 6/A1-45.3	2,500	2,500				
Stair Railings and Guardrails	Included	Included				
Railings & Guardrails	Included	Included				
Bldg 1 - Classroom - A1-45.1, 2 & 3	Included	Included				
Stair Railings and Guardrails	Included	Included				
1-1/2" Handrail Both Sides - A63.2	Included	Included				
Guardrail at Midlandings - A63.2	Included	Included				
Guardrail at Top of Stairs - A63.2	Included	Included				
Stair 1 - A1-45.1	Included	Included				
Stair 2 - A1-45.2	Included	Included				
Stair 3 - A1-45.3	Included	Included				
Guardrails at 2nd Floor Walkways - A1-11.2	Included	Included				
Elevations - 12/A63.2	Included	Included				
Bldg 2 - MPR	Included	Included				
Roof Guardrail -16/A63.1	Included	Included				
1" & 1-1/2" Dia Galv. Tube Steel	Included	Included				
Site	Included	Included				
Steel Bollards at Fire Hydrants - 301/C04	4,800	4,800				
Metal Gates are Site Elec Yard - 4/A0-1.3	Included	Included				
6'-8"Wx8'H Gate (1)	Included	Included				
10'Wx8'H Gate (1)	Included	Included				
HSS Posts, 22 GA Corrugated Panels, Hinges, Cane Bolts and Embed Plates	Included	Included				
Misc. Metal	Included	Included				
L2x2 Bracket for Countertops in Bldg 3 Admin	Included	Included				
Rms 3-121 & 3-122 - 8/A64.3	Included	Included				
Ridge Connection Plates per 12/S612	Included	4,200				
Drinking Fountain Cane Rails per 11/Gen-5 (2)	900	Included				
Drinking Fountain Cane Rails per 6/Gen-4 (1)	450	Included				
Bldg 3 - 12GA Bent Plates at 8" OC at Wall Popout - 13/A64.2	4,500	4,500				
Elevator Pit Ladder (1) - 1/A1-45.2 (None Shown)	750	Included				

Bid Evaluation Report



Structural Steel		Elm Street Elementary School Reconstruction			Job Number	Elm
		Subcontractors			Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Ironman, Inc	Golden State Steel				
Elevator Sill Angle & Threshold	Included	1,200				
Roof Access Ladders - 2/A64.4	Included	Included				
Bldg 1 - Classroom (1)	Included	Included				
Bldg 2 - MPR (1)	Included	Included				
Bldg 3 - Admin (1)	Included	Included				
Fixed Sun Screens	Included	Included				
HSS 4x4 Sleeve w/ 3/8" Steel Plate & 6x15" Plate at each Side of Kickers at Window Shades - 20/S602, A64.5, A64.6	Included	Included				
Bldg 1 - Classroom (8)	Included	Included				
Bldg 2 - MPR (6)	Included	Included				
Bldg 3 - Admin (2)	Included	Included				
Bldg 4 - Kindergarten (2)	Included	Included				
TOTALS	501,400	504,880	0	0	0	0
Recommendation:	Amount					
Ironman, Inc	501,400					

Bid Evaluation Report



Rough Carpentry		Elm Street Elementary School Reconstruction			Job Number	Elm
		Subcontractors			Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	WS Klem	Abdellatif Ent.	JF Construction			
Base Bid	2,903,000	2,895,000	Incomplete			
Spec #: 061000, 061800, 061810, 065000, 066000	Included	Included				
Spec #: 067000, 097733, 107113.43	Included	Included				
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included				
Acknowledgment of Addendum 1	Included	Included				
Bid Good for 60 Days	30 Days	30 Days				
Prevailing Wage	Included	Included				
Prequalification per Bid Invite	N/A	N/A				
Attachment C Acknowledgement	N/A	N/A				
Rough Framing	Included	Included				
Wall Schedule per A61.1	Included	Included				
Plywood Sheathing as Shown on Wall Types	Included	Included				
MFR - Standard Structures	Included	Included				
GIU-Laminated Beams & Struc Eng. Beams	Included	Included				
MFR - RedBuilt Drawings 1-5	Included	Included				
Open Web Trusses, I-Joists, LVL	Included	Included				
Simpson HDW as Scheduled	Included	Included				
Supply Anchor/Sill Bolts for Wood Framing per Wall Framing Details - A-61.3	61,173	62,000				
Hold Down Schedule (A-H4)	Included	Included				
Shear Wall Panels per 2/S621	Included	Included				
Mechanical Platforms at Roof on Bldg 2 & 3 - 8/S602	Included	Included				
Wall Framing - 2x4, 2x6, 2x8	Included	Included				
Wood Backing for All Wall Items - Millwork, TV's, Marker/Tackboards, Handrails, B-RM Acc.	Included	Included				
Plywood Backboards - Electrical / Low Voltage	1,250	1,250				
Wood Nailers at Roof Parapet Coping - 7/A63.1	Included	Included				
Storage of Lumber and Delivery to Site	Included	Included				
Safety Railing as Required at Bldg 1 2nd Floor	3,200	3,200				
Bldg 1 - Classroom	Included	Included				
Plywood Floor Sheathing - 18/S622	Included	Included				
Plywood Roof Sheathing - 18/S622	Included	Included				
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included				

Bid Evaluation Report



Rough Carpentry	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	WS Klem	Abdellatif Ent.	JF Construction	Date Printed	12/6/2016
Flooring & Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
T1-11 Siding at Underside of Roof Overhang per 2.1/A60.1, 15/A64.2 & A1-11.5	Included	Included			
Hardie Board Fascia per Wall Sections on A1-32.1 through A1-32.6	Included	Included			
Install Pipe Columns at Roof Hip Beams - 5&19/S602 (3)	0	0			
Bldg 2 - MPR	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Kitchen Ceiling Joists - S701 & 3/A2-41.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
2x Furring Strips at Tetcum Panel Ceiling at Presentation/Serving Area Rm 105	In ACT	In ACT			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
2x6 Framing and Plywood Sheathing at Parapet Screen Wall - 19A/S613 & 11/A64.2	Included	Included			
1x8 Wood Board at Coat Hooks on 1st and 2nd Floors - 14/A64.4	5,304	5,304			
Roof Crickets per A2-11.2 & S-122	Included	12,000			
Bldg 3 - Admin	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
Simpson Strong Walls - SWS B1 & B2	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			
2x6 Framing and Plywood Sheathing at Parapet Screen Wall - 19A/S613 & 11/A64.2	Included	Included			
Roof Crickets per A3-11.2 & S-132	Included	7,200			
Bldg 4 - Kindergarten	Included	Included			
Plywood Roof Sheathing - 18/S622	Included	Included			
1/2" Plywood at Exterior Walls per Struc Walls and Ext. Walls as Shown on A61.1	Included	Included			
Roof Joists per Schedule on Framing Plans per Building 1-4	Included	Included			
1/2" Plywood at Plaster Pilasters - 4/A64.4	Included	Included			

Bid Evaluation Report



Rough Carpentry	Elm Street Elementary School Reconstruction			Job Number	Elm
				Bid Date	12/7/2016
Description	Subcontractors			Date Printed	12/6/2016
	WS Kiem	Abdellatif Ent.	JF Construction		
T1-11 Siding at Underside of Roof Overhang per 2.1/A60.1, 15/A64.2 & A4-11.3	Included	Included			
Hardie Board Fascia per Wall Sections on A4-32.1 through A4-32.4	Included	Included			
Install Pipe Column at Roof Hip Beams - 5&19/S602 (1)	650	650			
Fixed Sun Screens	Included	Included			
Fire Treated Lumber	Included	Included			
Window Shades per 20/S602 & A64.5 & A64.6	Included	Included			
4x4 & 4x6 Beams	Included	Included			
3x3 @ 8" OC	Included	Included			
4x4 Kickers w/ 3/8" Steel Plate & 6x15" Plate at each Side of Kicker	Included	Included			
4x6 & 4x10 Blocking per 3/S601	Included	Included			
Entrance Canopies per 17/S602 & A64.5 & A64.6	Included	Included			
4x10 & 6x10 Beams	Included	Included			
3x3 @ 8" OC	Included	Included			
Simpson Hardware	Included	Included			
4x Blocking	Included	Included			
Bldg 1 - Classroom	Included	Included			
Window Shades (8)	Included	Included			
Bldg 2 - MPR	Included	Included			
Window Shades (6)	Included	Included			
Entrance Canopies (1)	Included	Included			
Bldg 3 - Admin	Included	Included			
Window Shades (2)	Included	Included			
Entrance Canopies (2)	Included	Included			
Bldg 4 - Kindergarten	Included	Included			
Window Shades (2)	Included	Included			
FRP Panels - Miller Paneling	10,400	10,400			
MFR - Glasteel, Kemlite, Lasco, Marlite, Nudo	Included	Included			
Janitors Closets (Not Shown)	Included	Included			
Bldg 1 - Janitors Closets - 104, 112, 204	Included	Included			
Bldg 4 - Janitors Closet - 114	Included	Included			
TOTALS	2,984,977	2,997,004	0	0	0
Recommendation:	Amount				
WS Kiem	2,984,977				

Bid Evaluation Report



Cabinets / Millwork	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
					Stolo Cab.	Fremont Millwork
Base Bid	67,190	68,530	62,974	62,042		
Spec #: 062000, 064100, 123600	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	45 Days	30 Days	30 Days	90 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Millwork						
Lower Cabinets with Hardware	Included	Included	Included	Included		
Plastic Laminate Finish	Included	Included	Included	Included		
Plastic Laminate Countertops	Included	Included	Included	Included		
Details per A64.3	Included	Included	Included	Included		
Bldg 1 - Classroom per A1-51.3 & 4	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rms - 101,2,6,7,8,9,18,19,20,21	Included	Included	Included	Included		
Rms - 201,2,6,7,8,9,11,13,14,15,16	Included	Included	Included	Included		
Bldg 3 - Admin per A3-11.1	Included	Included	Included	Included		
Countertops per 8/A64.3	Included	Included	Included	Included		
Rms - 3-121 & 3-122	Included	Included	Included	Included		
Rm - 3-125 - 1/A3-41.1	Included	Included	Included	Included		
Rm - 3-108 - 1/A3-41.2	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rm - 3-113 - 2/A3-51.1	Included	Included	Included	Included		
Rm - 3-111 - 1/A3-51.1	Included	Included	Included	Included		
Bldg 4 - Kindergarten per A4-51.1	Included	Included	Included	Included		
Casework & Counters	Included	Included	Included	Included		
Rms - 4-101,2,3,4 - A4-41.2 & A4-51.1	Included	Included	Included	Included		
Install Countertop Supports	3,000	3,000	3,000	3,000		
TOTALS	70,190	71,530	65,974	65,042	0	0
Recommendation:	Amount					
ICI Millwork	65,042					

Bid Evaluation Report



Waterproofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Systems WP	Angelus WP	Eberhard	Letner	Date Printed	12/6/2016
Base Bid	33,200	43,500	63,115	45,630		
Spec #: 071400, 071616, 079005	Included	Included	Included	Included		
Spec #: 099723	Included	Included	Included	Included		
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	Included	30 Days	60 Days	Included		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Waterproofing	Included	Included	Included	Included		
Hot Fluid Applied	Included	Included	Included	Included		
MFR - Tremco, American Hydrotech, Barrett	Included	Included	Included	Included		
At Exterior Decks on Bldg 1 Classroom - 3/A63.4	Included	Included	Included	Included		
Under Topping Slabs at Exterior Decks	Included	Included	Included	Included		
Crystalline	Included	Included	Included	Included		
MFR - Euclid, Gemite, Koster or Vandez	Included	Included	Included	Included		
Inside of Elevator Pit	Included	Included	Included	Included		
Misc	Included	Included	Included	Included		
2" Thick WP at Flag Pole per 8/A64.4	2,000	2,000	2,000	2,000		
Caulking & Sealants	Included	Included	Included	Included		
Per Schedule in Specs 3.3	Included	Included	Included	Included		
Windows, Doors, Walls, As Shown	34,642	34,642	34,642	34,642		
Sealed Concrete per RFI 10	Included	Included	Included	Included		
Conc - Natural Concrete Sealed	Included	Included	Included	Included		
MFR - Concrete Coatings Inc. - CCI SuperSeal 20-WB	Included	Included	Included	Included		
Storage, Data, Elec, Custodian, Control and Fire Riser Rooms per Finish Schedule	25,594	25,594	25,594	25,594		
Bldg 1- Classroom	In Above	In Above	In Above	In Above		
Rms - 104, 110A, 112, 116, 122, 204, 212, 217	In Above	In Above	In Above	In Above		
Bldg 2 - MPR	In Above	In Above	In Above	In Above		
Rms - 109 & 110	In Above	In Above	In Above	In Above		
Bldg 3 - Admin	In Above	In Above	In Above	In Above		
Rms - 116, 119, 123	In Above	In Above	In Above	In Above		

Bid Evaluation Report



Waterproofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Systems WP	Angelus WP	Eberhard	Letner	Date Printed	12/6/2016
Bldg 4 - Kindergarten	In Above	In Above	In Above	In Above		
Rms - 114, 115, 116	In Above	In Above	In Above	In Above		
TOTALS	95,436	105,736	125,351	107,866	0	0
Recommendation:	Amount					
Systems WP	95,436					

Bid Evaluation Report



Sheet Metal & Metal Panels	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	R&J SM	Merit Metal Products		Date Printed	12/6/2016
Base Bid	151,100	147,000			
Spec #: 076200, 077123, 077200	Included	Included			
Spec #: 034900	Included	Included			
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	30 Days	30 Days			
Prevailing Wage	Included	Included			
Prequalification per Bid Invite	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A			
Sheet Metal	Included	Included			
All General Sheet Metal: Roof, Decking, Walls	Included	Included			
Flashings	Included	Included			
Trim	Included	Included			
Flexible Flashing and Underlayment	Included	Included			
Flashing at Mechanical Pads	Included	Included			
SS Sill Pan at Ext. Storefront Base - 19/A62.3	Included	Included			
Bldg 1 - Classroom	Included	Included			
Balcony Flashing at 2nd Floor - 3/A63.4	Included	Included			
Bldg 2 - MPR	Included	Included			
Parapet Coping - 22 Ga - 7/A63.1	Included	Included			
SM Flashing at Parapet Top - 11/A64.2	Included	Included			
Bldg 3 - Admin	Included	Included			
Parapet Coping - 22 Ga - 7/A63.1	Included	Included			
SM Flashing at Parapet Top - 11/A64.2	Included	Included			
GSM Flashing at Wall Popout - 13/A64.2	Included	Included			
Door & Window Sill/Head Flashings	42,582	50,000			
Gutters & Downspouts - 12&13/A64.4 - RFI 26	Included	Included			
Galvanized, Rectangular Shaped - Painted	Included	Included			
Bldg 1 - Classroom	Included	Included			
Bldg 4 - Kindergarten	Included	Included			
Splash Blocks at Downspouts per Elevations	Included	Included			
Roof Hatch - 9/A63.1	Included	Included			
MFR - Acudor, Bilco, Dur-Red, Milcor	Included	Included			
Prefab Curb by MFR	Included	Included			
Bldg 1 - Classroom - (1)	Included	Included			



Bid Evaluation Report

Sheet Metal & Metal Panels	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	R&J SM	Merit Metal Products			Date Printed	12/6/2016
Bldg 2 - MPR (1)	Included	Included				
Bldg 3 - Admin (1)	Included	Included				
GFRC Panels - RFI 50						
Bldg 2 - MPR - A2-11.2	12,697	12,697				
GFRC Panels at Parapet Overhang - 11/A64.2	In Above	In Above				
Bldg 3 - Admin	14,127	14,127				
GFRC Panels at Parapet Top - 11/A64.2	In Above	In Above				
TOTALS	220,506	223,824	0	0	0	0
Recommendation:	Amount					
R&J SM	220,506					

Bid Evaluation Report



Roofing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Eberhard	Letner	Best Cont.	Commercial Roofing	Date Printed	12/6/2016
					Ferguson & Melvin	
Base Bid	344,200	422,350	472,000	352,124	Incomplete	
Spec #: 073110, 075423, 072800	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	60 Days	Included	90 Days	30 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Asphalt Shingles	Included	Included	Included	Included		
MFR - GAF, Owens-Corning, CertainTeed	Included	Included	Included	Included		
Underlayment per 072800	Included	Included	Included	Included		
Bldg 1 - Classroom - A1-11.3	Included	Included	Included	Included		
Bldg 4 - Kindergarten - A4-11.2	Included	Included	Included	Included		
TPO Roofing	Included	Included	Included	Included		
MFR - Firestone or Equal per RFI 1	Included	Included	Included	Included		
Single Ply Roofing System	Included	Included	Included	Included		
Fully Adhered	Included	Included	Included	Included		
Mechanically Fastened	Included	Included	Included	Included		
R30 Rigid Insulation - RFI 22	Included	Included	Included	Included		
5/8" Coverboard at Roof per RFI 21	Included	Included	Included	Included		
Walk Pads - Per Roofing Plans	Included	Included	Included	Included		
Parapet Walls	Included	Included	Included	Included		
Bldg 2 - MPR - A2-11.2	Included	Included	Included	Included		
Bldg 3 - Admin - A3-11.2	Included	Included	Included	Included		
TOTALS	344,200	422,350	472,000	352,124	0	0
Recommendation:	Amount					
Eberhard	344,200					

Bid Evaluation Report



Doors, Frames & Hardware	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Design Hardware	Star Hardware	Construction Hardware	Date Printed	12/6/2016
Base Bid	277,648	225,035	222,820		
Spec #: 081113, 081416, 087100 1-4	Included	Included	Included		
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days	60 Days	Included	30 Days		
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A		
Hollow Metal Doors and Frames	Included	Included	Included		
MFR per Specs	Included	Included	Included		
Frame Details - A62.1	Included	Included	Included		
Site					
Site 3'-4"x8' HM Door & Frame at Elec Enclosure per 1/A0-1.3 (1)	1,250	1,250	1,250		
Bldg 1 - Classroom - A1-52.1	Included	Included	Included		
Bldg 2 - MPR - A2-52.1	Included	Included	Included		
Bldg 3 - Admin - A3-52.1	Included	Included	Included		
Bldg 4 - Kindergarten - A4-52.1	Included	Included	Included		
Install HM Doors	Included	Included	Included		
Install HM Frames	In Drywall	In Drywall	In Drywall		
Install Wood Doors	Included	Included	Included		
Door Hardware	Included	Included	Included		
Hardware per Schedule in Specs per Bldg 1-4	Included	Included	Included		
Door Thresholds	Included	Included	Included		
Misc. Door Hardware	Included	Included	Included		
Storefront Doors	13,000	11,550	12,760		
Panic Hardware at Gates - 9 Doubles & 1 Single	In Fencing	In Fencing	In Fencing		
TOTALS	291,898	237,835	236,830	0	0
Recommendation:	Amount				
Construction Hardware	236,830				

Bid Evaluation Report



Glass & Glazing	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Santa Barbara Glass	Coast to Coast		Date Printed	12/6/2016
Base Bid	259,650	No Bid			
Spec #: 084313, 085113, 088000, 102229	Included				
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included				
Acknowledgment of Addendum 1	Included				
Bid Good for 60 Days	Included				
Prevailing Wage	Included				
Prequalification per Bid Invite	N/A				
Attachment C Acknowledgement	N/A				
Aluminum-Framed Storefronts	Included				
MFR - Coral, CR Laurence, EFCO or Kawneer	Included				
SS Sill Pan at Ext. Storefront Base - 19/A62.3	In Sheet Metal				
Bldg 2- MPR	Included				
Alum Storefront Entrance Doors 101 per 1/A2-52.2 per RFI 51	Included				
Bldg 3 - Admin	Included				
Breakout Rooms 128, 129, 130 - 1/A3-52.2	Included				
Makers Space Room 120 - 3/A3-52.2	Included				
Health Office Room 113 - 2/A3-52.2	Included				
Entrances 101 & 126 - 4/A3-52.2	Included				
Storefront Hardware	33,125				
Aluminum Windows	Included				
BOD - Arcadia or EFCO, Wausau, YKK	Included				
Arcadia Series T200 - Factory Finish	Included				
1/4" Safety Glass at Window Types 1,2,3,4,5 - RFI 23	Included				
Bldg 1 - Classroom - A1-52.2	Included				
Type 1 - 6x6 (46)	Included				
Type 2 - 4x6 (4)	Included				
Type 3 - 6x2 (42)	Included				
Bldg 2 - MPR - A2-52.1	Included				
Type 1 - 8x2 (2)	Included				
Type 2 - 6x2 (4)	Included				
Type 3 - 8x4 (2)	Included				
Type 4 - 10x4 (5)	Included				

Bid Evaluation Report



Glass & Glazing	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
	Subcontractors				Date Printed	12/6/2016
Description	Santa Barbara Glass	Coast to Coast				
Type 5 - 8x4 (3)	Included					
Bldg 3 - Admin - A3-52.1	Included					
Type 1 - 6'-10"x6 (16)	Included					
Type 2 - 4x6 (4)	Included					
Type 3 - 5x6 (1)	Included					
Type 4 - 6x6 (4)	Included					
Type 5 - 4x4 (1)	Included					
Bldg 4 - Kindergarten - A4-52.1	Included					
Type 1 - 6x4 (20)	Included					
Sealing and Caulking for All Window/Door Systems per Arch Details	24,250					
Glazing	Included					
Glass for Vision Lites, Storefronts & Windows	Included					
Admin Bldg - Office Doors - 103, 104, 105, 106, 107, 110	Included					
Full Height Glazed Partition System	N/A					
MFR - Avanti Solare	N/A					
Breakout Room 1, 2 & 3 per A3-11.1	N/A					
TOTALS	317,025	0	0	0	0	0
Recommendation:	Amount					
Santa Barbara Glass	317,025					

Bid Evaluation Report



Plaster & Drywall	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Church and Larsen	Berger Bros.	Rutherford Co.	Premier Drywall	Date Printed	12/6/2016
					Pacific Int. / Perlite Plaster	Jade, Inc / Perlite Plaster
Base Bid	2,269,000	1,510,081	1,799,990	1,625,947	1,467,580	1,640,988
Spec #: 092116, 092216, 092236.23, 092400	Included	Included	Included	Included	Included	Included
Spec #: 078400, 083100, 072500	Included	Included	Included	Included	Included	Included
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	30 Days	Included	30 Days	30 Days	Included	30 Days
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Plaster	Included	Included	Included	Included	Included	Included
Exterior Elevations of All Buildings 1-4	Included	Included	Included	Included	Included	Included
Bldg 1 - A1-21.1 & 2	Included	Included	Included	Included	Included	Included
Bldg 2 - A2-21.1	Included	Included	Included	Included	Included	Included
Bldg 3 - A3-21.1	Included	Included	Included	Included	Included	Included
Bldg 4 - A4-21.1	Included	Included	Included	Included	Included	Included
Ext. Column Covers per 3/A64.4	Included	Included	Included	Included	Included	Included
Texture - Smooth Finish	Included	Included	Included	Included	Included	Included
Exterior Plaster Ceilings and Soffits - A64.2	Included	Included	Included	Included	Included	Included
Foam Trim Pieces at Windows per Details 5&8/A62.2	Included	Included	Included	Included	Included	Included
Wainscoting at Exterior of Buildings up to 3' High per Elevations	Included	Included	Included	Included	Included	Included
Weather or Air Barrier per Section 072500 & 072800	Included	Included	Included	Included	Included	Included
MFR - Tyvek, Fiberweb or Vaproshield	Included	Included	Included	Included	Included	Included
2-Layers Grade D Kraft Paper	Included	Included	Included	Included	Included	Included
3-Coat System	Included	Included	Included	Included	Included	Included
Glass Fiber Reinforcement	Included	Included	Included	Included	Included	Included
Lath & Paper	Included	Included	Included	Included	Included	Included
Ribbed Lath at Plaster Ceilings & Soffits	Included	Included	Included	Included	Included	Included
Expansion/Control Joints	Included	Included	Included	Included	Included	Included
Plaster Trim	Included	Included	Included	Included	Included	Included
Vent & Weep Screeds	Included	Included	Included	Included	Included	Included
Flexible Membrane Waterproofing	Included	Included	Included	Included	Included	Included
Patching, Taping, Floating as Required	Included	Included	Included	Included	Included	Included

Bid Evaluation Report



Plaster & Drywall	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Church and Larsen	Berger Bros.	Rutherford Co.	Premier Drywall	Pacific Int. / Perlite Plaster	Jade, Inc / Perlite Plaster
All Required Caulking and Sealants at Penetrations	Included	Included	Included	Included	Included	Included
Scaffolding for Own Work	90 Days	90 Days	Included	Included	Included	Included
Trade Damage - Plaster (40 Hours)	5,400	5,400	5,400	5,400	5,400	5,400
Drywall	Included	Included	Included	Included	Included	Included
Drywall per Wall Schedule - A61.1 & A61.2	Included	Included	Included	Included	Included	Included
Drywall Ceilings per A60.2 & A64.2	Included	Included	Included	Included	Included	Included
Bldg 2 - No Notes for Gyp on Roof Joists	Included	Included	Included	Included	Included	Included
Bldg 3 - 2/A3-32.2 notes detail 15/A-61.3	Included	Included	Included	Included	Included	Included
Bldg 4 - 2 Layers Gyp on Ceiling Joists - 2 & 3/A4-32.1 & A4-32.2 notes detail 15/A-61.3	Included	Included	Included	Included	Included	Included
5/8" Drywall Vertical Surfaces	Included	Included	Included	Included	Included	Included
Cement Backerboard at Restroom Walls	Included	Included	Included	Included	Included	Included
Level 1-4 Finish at Locations per Specifications Based on Paint or Wall Finish	Included	Included	Included	Included	Included	Included
Fire Resistant Sealants at Head and Base of Walls per A61.1	Included	Included	Included	Included	Included	Included
Acoustic Sealants as Shown and Spec'd	Included	Included	Included	Included	Included	Included
Installation of HM Door Frames Supplied by Others	25,250	25,250	25,250	25,250	25,250	25,250
Supply and Install of Access Panels 12x12	4,500	4,500	4,500	4,500	4,500	4,500
Installation of FEC Supplied by Others	3,000	3,000	3,000	3,000	3,000	3,000
Drywall Pickup	Included	Included	Included	Included	Included	Included
Hoisting for Own Work	Included	Included	Included	Included	Included	Included
Trade Damage - Drywall (80 Hours)	10,800	10,800	10,800	10,801	10,802	10,803
TOTALS	2,317,950	1,559,031	1,848,940	1,674,898	1,516,532	1,689,941
Recommendation:	Amount					
Pacific Int. / Perlite Plaster	1,516,532					

Bid Evaluation Report



Tile Flooring	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Stoneware Tile	J. Colavin & Son	Stonerock Tile			
Base Bid	118,809	145,690	171,350			
Spec #: 093000, 090561	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	30 Days	90 Days	60 Days			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Tile	Included	Included	Included			
MFR - Dal-Tile, Groups 2 & 3	Included	Included	Included			
DalTile Keysontes 2"x2" Mosaic - Floors	Included	Included	Included			
DalTile Ceramic 4-1/4"x4-1/4" - Walls in Checkerboard Pattern - RFI 25	Included	Included	Included			
Tile on Cement Backer Board	In Drywall	In Drywall	In Drywall			
Cold Applied Waterproofing Membrane	Included	Included	Included			
Men's & Women's Restrooms	Included	Included	Included			
Faculty Restrooms	Included	Included	Included			
Bldg 1 - Classroom per A1-41.3 & A1-51.1 & 2	Included	Included	Included			
Rms - 103, 105, 110, 111, 113, 203, 205	Included	Included	Included			
Bldg 2 - MPR per 2/A2-41.1 & A2-51.1	Included	Included	Included			
Rm - 114	In Above	Included	Included			
Quarry Tile in Rms 106, 107, 108, 111, 112, 113, 114	In Above	Included	Included			
Bldg 3 - Admin per A3-41.1 & A3-51.1	Included	Included	Included			
Rms - 115, 117, 118	Included	Included	Included			
Bldg 4 - Kindergarten per A4-41.1 & 2 & A4-51.2	Included	Included	Included			
Rms - 107, 108, 112, 113	Included	Included	Included			
Sink Vestibule 106 & 111	Included	Included	Included			
TOTALS	118,809	145,690	171,350	0	0	0
Recommendation:	Amount					
Stoneware Tile	118,809					

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Southwest Acoustical Int.	Sound Control	Commercial Interiors	Elljay Acoustics	Date Printed	12/6/2016
					Cali-USA Acoustics	Prime Acoustics
Base Bid	174,760	212,000	196,568	282,000	178,000	221,000
Spec #: 095100, 098400, 098413	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	30 Days	60 Days	Included	Included	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Acoustical Panel Ceilings	Included	Included	Included	Included	Included	Included
MFR - Armstrong, ACP, CerainTeed, Hunter Douglas or USG	Included	Included	Included	Included	Included	Included
Armstrong Fine Fissured, White, No Pattern, 3/4" Thick 24"x48"	Included	Included	Included	Included	Included	Included
Grid - Prelude XL 15/16" Exposed Tee by Armstrong	Included	Included	Included	Included	Included	Included
Prefinished Aluminum Capping (White) per Specs 095100, 2.03, C. 3	17,000	17,900	16,058	17,000	10,000	17,000
Unistrut per 13&14/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
Install Wire Through Blocking per 10/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
Expansion Joints at Ceiling per 7/A64.1	N/A	N/A	N/A	N/A	N/A	N/A
ACT Details per A64.1 & 2	Included	Included	Included	Included	Included	Included
Bldg 1 - Classroom - A1-11.4 & 5	Included	Included	Included	Included	Included	Included
Bldg 3 - Admin - A3-11.3	Included	Included	Included	Included	Included	Included
Bldg 4 - Kinder - A4-11.3	Included	Included	Included	Included	Included	Included
Fixed Sound-Absorptive Panels	Included	Included	Included	Included	Included	Included
ACP-1 MPR/Gym	Included	Included	Included	Included	Included	Included
MFR - Tectum 2" Thick Panels	Included	Included	Included	Included	Included	Included
Hat Channel and Furring Strips - A64.2	Included	Included	Included	Included	Included	Included
Bldg 2 -MPR	Included	Included	Included	Included	Included	Included
2" Tectum Ceiling Panels	Included	Included	Included	Included	Included	Included
Presentation Area - 8/A64.2	Included	Included	Included	Included	Included	Included
2x Furring at Presentation Ceiling - 8/A64.2	2,736	2,736	2,736	2,736	2,736	2,736
Multi-Purpose Room -2/A64.2	Included	Included	Included	Included	Included	Included
2" x 4' High Tectum Wall Panels - A2-51.1	Included	Included	Included	Included	Included	Included
Acoustic Room Components	N/A	N/A	N/A	N/A	N/A	N/A

Bid Evaluation Report



Acoustical Ceilings		Elm Street Elementary School Reconstruction				Job Number	Elm	
		Subcontractors				Bid Date	12/7/2016	
						Date Printed	12/6/2016	
Description	Southwest Acoustical Int.	Sound Control	Commercial Interiors	Eljjay Acoustics	Cali-USA Acoustics	Prime Acoustics		
Mineral Fiber Core Ceiling Baffles	N/A	N/A	N/A	N/A	N/A	N/A		
TOTALS	194,496	232,636	215,362	301,736	190,736	240,736		
Recommendation:	Amount							
Cali-USA Acoustics	190,736							

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Hamilton Ceiling Systems	CG Acoustics	Chaney Company	Cooustic-Glo		
Base Bid	200,370	201,500	248,200	366,593		
Spec #: 095100, 098400, 098413	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	30 Days	Included	60 Days	60 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Acoustical Panel Ceilings	Included	Included	Included	Included		
MFR - Armstrong, ACP, CerainTeed, Hunter Douglas or USG	Included	Included	Included	Included		
Armstrong Fine Fissured, White, No Pattern, 3/4" Thick 24"x48"	Included	Included	Included	Included		
Grid - Prelude XL 15/16" Exposed Tee by Armstrong	Included	Included	Included	Included		
Prefinished Aluminum Capping (White) per Specs 095100, 2.03, C. 3	17,000	17,000	17,000	17,000		
Unistrut per 13&14/A64.1	N/A	N/A	N/A	N/A		
Install Wire Through Blocking per 10/A64.1	N/A	N/A	N/A	N/A		
Expansion Joints at Ceiling per 7/A64.1	N/A	N/A	N/A	N/A		
ACT Details per A64.1 & 2	Included	Included	Included	Included		
Bldg 1 - Classroom - A1-11.4 & 5	Included	Included	Included	Included		
Bldg 3 - Admin - A3-11.3	Included	Included	Included	Included		
Bldg 4 - Kinder - A4-11.3	Included	Included	Included	Included		
Fixed Sound-Absorptive Panels	Included	Included	Included	Included		
ACP-1 MPR/Gym	Included	Included	Included	Included		
MFR - Tectum 2" Thick Panels	Included	Included	Included	Included		
Hat Channel and Furring Strips - A64.2	Included	Included	Included	Included		
Bldg 2 -MPR	Included	Included	Included	Included		
2" Tectum Ceiling Panels	Included	Included	Included	Included		
Presentation Area - 8/A64.2	Included	Included	Included	Included		
2x Furring at Presentation Ceiling - 8/A64.2	2,736	2,736	2,736	2,736		
Multi-Purpose Room -2/A64.2	Included	Included	Included	Included		
2" x 4' High Tectum Wall Panels - A2-51.1	Included	Included	Included	Included		
Acoustic Room Components	N/A	N/A	N/A	N/A		

Bid Evaluation Report



Acoustical Ceilings	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Hamilton Ceiling Systems	CG Acoustics	Chaney Company	Cooustic-Glo	Date Printed	12/6/2016
Mineral Fiber Core Ceiling Baffles	N/A	N/A	N/A	N/A		
TOTALS	220,106	221,236	267,936	386,329	0	0
Recommendation:	Amount					
Cali-USA Acoustics	190,736					

Bid Evaluation Report



Carpet & Resilient Flooring	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Hur Flooring	JJJ Flooring	Floor Tech America	Continental Flooring	Date Printed	12/6/2016
					Reliable Flooring	
Base Bid	115,000	191,618	152,745	102,721	108,814	
Spec #: 096500, 096566, 096800, 090561	Included	Included	Included	Included	Included	
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	30 Days	60 Days	Included	60 Days	30 Days	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	
Flooring						
Minor Floor Prep	Included	Included	Included	Included	Included	
Testing for PH and Moisture	Included	Included	Included	6,500	Included	
Remediation if Applicable	\$3.70 / SF	\$5.25 / SF	\$5.00 / SF	\$5.00 / SF	\$5.00 / SF	
Resilient Flooring						
MFR - Armstrong, Exelon, Imperial Textures 12"x12" - RFI 10	Included	Included	Included	Included	Included	
Resilient Base - Rubber, Cove, 4"	Included	Included	Included	Included	Included	
Bldg 1 - Classroom						
All Classrooms	Included	Included	Included	Included	Included	
VCT in Elevator Cab per 7/Gen-6	650	650	650	650	650	
Bldg 2 - MPR						
Rms - 102, 103, 104, 115	Included	Included	Included	Included	Included	
Bldg 3 - Admin						
Rms - 101, 102, 107-114, 120-122	Included	Included	Included	Included	Included	
Bldg 4 - Kindergarten						
Rms - 101-105, 109, 110	Included	Included	Included	Included	Included	
Carpet Tile						
MFR - Shaw, Tandus, Aladdin	Included	Included	Included	Included	Included	
Broadloom Carpet: Patcraft - 10129 Night Moves, 29701 Romance - RFI 16	Included	Included	Included	Included	Included	
Bldg 3 - Admin						
Rms - 103-106, 124-130	Included	Included	Included	Included	Included	
Resilient Athletic Flooring						
MFR - AFP, No Fault Sport, Pawling, Robbins	Included	Included	Included	Included	Included	
24x24, 1/4" Thick	Included	Included	Included	Included	Included	

Bid Evaluation Report



Carpet & Resilient Flooring		Elm Street Elementary School Reconstruction				Job Number	Elm
		Subcontractors				Bid Date	12/7/2016
Description		Hur Flooring	JJJ Flooring	Floor Tech America	Continental Flooring	Date Printed	12/6/2016
						Reliable Flooring	
Color A & B - A63.3		Included	Included	Included	Included	Included	
Bldg 2 - MPR		Included	Included	Included	Included	Included	
Rm - 101 & 105		Included	Included	Included	Included	Included	
Basketball Court Striping - 1&2/A63.3		5,500	5,500	5,500	5,500	5,500	
Volleyball Court		In Above	In Above	In Above	In Above	In Above	
Basketball Court		In Above	In Above	In Above	In Above	In Above	
TOTALS		121,150	197,768	158,895	115,371	114,964	0
Recommendation:		Amount					
Reliable Flooring		114,964					

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triumph Painting	Borbon Inc	Channel Coast Corp	Vanguard	Date Printed	12/6/2016
					Prime Painting	Valley Painting
Base Bid	280,734	238,650	249,822	219,600	220,000	353,465
Spec #: 099000	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	90 Days	Included	Included	30 Days	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Painting and Coating						
BOD - Dunn Edwards or EM, PPG, SW, Vista	Included	Included	Included	Included	Included	Included
Colors TBD - RF1 10	Included	Included	Included	Included	Included	Included
Bldg 1 Finish Sch - A1-53.1	Included	Included	Included	Included	Included	Included
Bldg 2 Finish Sch - A2-53.1	Included	Included	Included	Included	Included	Included
Bldg 3 Finish Sch - A3-53.1	Included	Included	Included	Included	Included	Included
Bldg 4 Finish Sch - A4-53.1	Included	Included	Included	Included	Included	Included
(2) Top Coats and (1) Coat Primer	Included	Included	Included	Included	Included	Included
Exterior Plaster All Bldgs	Included	Included	Included	Included	Included	Included
Walls and Ceilings	Included	Included	Included	Included	Included	Included
Insulated and Exposed Pipes, Ducts, Conduit, Hangers, Brackets, Collars and Supports, Mechanical and Electrical Equipment	Included	Included	Included	Included	Included	Included
Shop-Primed Items	Included	Included	Included	Included	Included	Included
High Performance Coating at Ext. Hand and Guardrails - A63.2	Included	Included	14,500	Included	Included	Included
Exterior Stairs Shop Primed and Painted	Included	Included	Included	Included	Included	Included
Intumescent Fireproofing	110,000	93,125	110,000	110,000	110,000	110,000
HSS Steel at Ext. Column Covers per 3/A64.4	In Above	Included	In Above	In Above	In Above	In Above
Bldg 1 - (22)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 2 - (5)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 3 - (4)	In Above	Included	In Above	In Above	In Above	In Above
Bldg 4 - (10)	In Above	Included	In Above	In Above	In Above	In Above
HSS Columns at 2nd Floor - 18/A64.4	In Above	5,000	In Above	In Above	In Above	In Above

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Triumph Painting	Borbon Inc	Channel Coast Corp	Vanguard	Date Printed	12/6/2016
					Prime Painting	Valley Painting
TOTALS	390,734	336,775	374,322	329,600	330,000	463,465
Recommendation:	Amount					
Vanguard	329,600					

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Guy Smithson	Pacific Painting Co	ISR Painting	Date Printed	12/6/2016
Base Bid	368,123	343,000	Incomplete		
Spec #: 099000	Included	Included			
Spec #:					
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included			
Acknowledgment of Addendum 1	Included	Included			
Bid Good for 60 Days	Included	Included			
Prevailing Wage	N/A	N/A			
Prequalification per Bid Invite	N/A	N/A			
Painting and Coating					
BOD - Dunn Edwards or EM, PPG, SW, Vista	Included	Included			
Colors TBD - RFI 10	Included	Included			
Bldg 1 Finish Sch - A1-53.1	Included	Included			
Bldg 2 Finish Sch - A2-53.1	Included	Included			
Bldg 3 Finish Sch - A3-53.1	Included	Included			
Bldg 4 Finish Sch - A4-53.1	Included	Included			
(2) Top Coats and (1) Coat Primer	Included	Included			
Exterior Plaster All Bldgs	Included	Included			
Walls and Ceilings	Included	Included			
Insulated and Exposed Pipes, Ducts, Conduit, Hangers, Brackets, Collars and Supports, Mechanical and Electrical Equipment	Included	Included			
Shop-Primed Items	Included	Included			
High Performance Coating at Ext. Hand and Guardrails - A63.2	Included	Included			
Exterior Stairs Shop Primed and Painted	Included	Included			
Intumescent Fireproofing	110,000	110,000			
HSS Steel at Ext. Column Covers per 3/A64.4	In Above	In Above			
Bldg 1 - (22)	In Above	In Above			
Bldg 2 - (5)	In Above	In Above			
Bldg 3 - (4)	In Above	In Above			
Bldg 4 - (10)	In Above	In Above			

Bid Evaluation Report



Painting	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Guy Smithson	Pacific Painting Co	ISR Painting		Date Printed	12/6/2016
TOTALS	478,123	453,000	0	0	0	0
Recommendation:	Amount					
Vanguard	329,600					

Bid Evaluation Report



Visual Display Boards	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Subcontractors					
	ABC School Equip	Claridge	SDI			
Base Bid	398,807	525,000	527,666			
Spec #: 101101	Included	Included	Included			
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included			
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included			
Acknowledgment of Addendum 1	Included	Included	Included			
Bid Good for 60 Days	60 Days	90 Days	Included			
Prevailing Wage	Included	Included	Included			
Prequalification per Bid Invite	N/A	N/A	N/A			
Attachment C Acknowledgement	N/A	N/A	N/A			
Visual Display Boards						
MFR - MooreCo, Claridge or Polyvision	Polyvision	Claridge	Per Specs			
Marker & Tack Boards	Included	Included	Included			
Mounting Details 12/A64.3	Included	Included	Included			
Bldg 1 - Classroom	Included	Included	Included			
Horizontal Sliding Unit Wall System by Claridge per 13/A64.3	Included	Included	Included			
(4) per Classroom & (3) in RSP Rm = (87) Total	53,650	Included	Included			
Markerboards 4x8 (164)	58,000	Included	Included			
Markerboards 4x5.5 (8)	Included	Included	Included			
Tackboards 4x8 (40)	Included	Included	Included			
Tackboards 4x6 (20)	Included	Included	Included			
Tackboards 4x5.5 (4)	Included	Included	Included			
Bldg 4 - Kindergarten	Included	Included	Included			
Horizontal Sliding Unit Wall System by Claridge per 13/A64.3	Included	Included	Included			
(3) per Classroom = (12) Total	17,400	Included	Included			
Markerboards 4x8 (12)	Included	Included	Included			
Markerboards 4x6 (4)	Included	Included	Included			
Tackboards 4x8 (10)	Included	Included	Included			
Tackboards 4x6 (6)	Included	Included	Included			
TOTALS	527,857	525,000	527,666	0	0	0
Recommendation:	Amount					
Claridge	525,000					

Bid Evaluation Report



Signage	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	A2Z Sign Co	CA Signs	Kendall Sign	A Good Sign	CA Signs - San Diego	John Pence Bldg Spec.
Base Bid	21,174	38,617	13,128	62,975	16,205	21,860
Spec #: 101400	Included	Included	Included	Included	Included	Included
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	Included
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	Included
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	Included
Bid Good for 60 Days	Included	Included	Included	Included	Included	Included
Prevailing Wage	Included	Included	Included	Included	Included	Included
Prequalification per Bid Invite	N/A	N/A	N/A	N/A	N/A	N/A
Attachment C Acknowledgement	N/A	N/A	N/A	N/A	N/A	N/A
Signage						
Signage at Each Bldg per Floor Plans and Elevations	Included	Included	Included	Included	Included	Included
Sign Schedule per Gen-3 Sheet & Specs	Included	Included	Included	Included	Included	Included
Room Signs	Included	Included	Included	Included	Included	Included
Exit Signs	Included	Included	Included	Included	Included	Included
Stair Signs at Classroom Bldg	Included	Included	Included	Included	Included	Included
Restroom Signs	Included	Included	Included	Included	Included	Included
Assistive Listening Signage	Included	Included	Included	Included	Included	Included
Occupancy Signs	Included	Included	Included	Included	Included	Included
ADA Signage	Included	Included	Included	Included	Included	Included
Bldg 3 - Ext. Aluminum Letters - 11/A64.4 (No Callouts on Elevations)	6,500	Included	6,500	6,500	6,500	6,500
Site Signage	Included	Included	Included	Included	Included	Included
Marquee Sign - 15/A64.4	12,330	12,330	12,330	Included	12,330	12,330
Install Daktronic Sign	5,600	5,600	5,600	Included	5,600	5,600
Electronic Sign	Included	Included	Included	Included	Included	Included
MFR - Daktronics Galaxy G6 Series 19.8 mm (6'-9" x 3'-8")	Included	Included	Included	Included	Included	Included
Electronic Message Board at MPR Bldg per 1/A2-21.1 & 17/A64.4	17,627	17,627	17,627	Included	17,627	17,627
Install Daktronic Sign	5,600	5,600	5,600	Included	5,600	5,600
TOTALS	68,831	79,774	60,785	69,475	63,862	69,517
Recommendation:	Amount					
Kendall Sign	60,785					

Bid Evaluation Report



Toilet Compartments & Accessories	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Subcontractors					
	Inland Empire Arch	SDI	Russco	John Pence Bldg Spec.		
Base Bid	43,157	48,061	51,001	54,200		
Spec #: 102113.19, 102800	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	30 Days	30 Days	30 Days	90 Days		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Toilet Compartments & Accessories						
MFR - Ampco, Metpar, PSI, Scranton or Bradley	Included	Included	Included	Included		
Urinal & Vestibule Screens	Included	Included	Included	Included		
Solid Plastic Compartments	Included	Included	Included	Included		
Accessories, Hand Dryers, Mirrors, Shower Curtain Rods, Clothes Hooks, Utility Shelves Shower Curtains Mop/Broom Holder	5,600	Included	5,600	5,600		
Bldg 1 - Classroom per A1-41.3 & A1-51.1 & 2	Included	Included	Included	Included		
Rms - 103, 105, 110, 111, 203, 205	Included	Included	Included	Included		
Rm - 113	Included	Included	Included	Included		
Janitors Closets - 104, 112, 204	Included	Included	Included	Included		
Bldg 2 - MPR per 2/A2-41.1 & A2-51.1	Included	Included	Included	Included		
Rm - 114	Included	Included	Included	Included		
Bldg 3 - Admin per A3-41.1 & A3-51.1	Included	Included	Included	Included		
Rms - 117, 118	Included	Included	Included	Included		
Rm - 115	Included	Included	Included	Included		
Bldg 4 - Kindergarten per A4-41.1 & 2 & A4-51.2	Included	Included	Included	Included		
Rms - 107, 108, 112, 113	Included	Included	Included	Included		
Sink Vestibules 106 & 111	Included	Included	Included	Included		
Janitors Closet - 114	Included	Included	Included	Included		
TOTALS	48,757	48,061	56,601	59,800	0	0
Recommendation:	Amount					
SDI	48,061					



Bid Evaluation Report

Fire Sprinklers	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
				Date Printed		12/6/2016
Description	Subcontractors					
	Apex Fire Protection	Superior Fire				
Base Bid	501,200	268,790				
Spec #: 212000	Included	Included				
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included				
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included				
Acknowledgment of Addendum 1	Included	Included				
Bid Good for 60 Days	60 Days	Included				
Prevailing Wage	Included	Included				
Prequalification per Bid Invite	Yes	Yes				
Attachment C Acknowledgement	N/A	N/A				
Fire Sprinklers	Included	Included				
MFR - Tyco	Included	Included				
Standard Upright, Pendent, Sidewall Sprinklers	Included	Included				
Bldg 1 - Classroom - FP02 & 3	Included	Included				
Bldg 2 - MPR - FP04	Included	Included				
Bldg 3 - Admin - FP05	Included	Included				
Bldg 4 - Kinder - FP06	Included	Included				
4" Fire Riser at Each Bldg - 1/FP07	Included	Included				
POC 5" Outside of Bldg	Included	Included				
Upright Sprinkler Deflectors as Shown	Included	Included				
Brass or White Finish	Included	Included				
Heads to be Centered in ACT Panels	Included	Included				
Furnish & Install Sleeves	Included	Included				
All Seismic Bracing, Hangers, Embeds as Required	Included	Included				
Hydrostatic Testing at 200 PSI for (2) Hours	Included	Included				
All Gauges, Valves, Flow and Tamper Switches	Included	Included				
Sound and Vibration Control	Included	Included				
All Bracing and Hangers - FP07	Included	Included				
Firestopping & Sealants as Required at Penetrations	Included	Included				
BIM Requirements	18,700	15,000				
TOTALS	519,900	283,790	0	0	0	0
Recommendation:	Amount					
Superior Fire	283,790					

Bid Evaluation Report



Site Utilities	Elm Street Elementary School Reconstruction				Job Number	Elm
	Description	Subcontractors				Bid Date
		Ground Breakers	Toro Ent.	J. Vega Eng.	Burns Pacific Const.	Date Printed
Base Bid	671,450	513,546	456,457	526,000		
Spec #: 331000, 333000, 334000	Included	Included	Included	Included		
Spec #:						
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included	Included		
Bid Good for 60 Days	Included	60 Days	Included	Included		
Prevailing Wage	Included	Included	Included	Included		
Prequalification per Bid Invite	N/A	N/A	N/A	N/A		
Attachment C Acknowledgement	N/A	N/A	N/A	N/A		
Site Utilities						
Utility Location (C Below)	Included	Included	Included	Included		
Cutting and Capping of Existing Utilities	2,450	2,450	2,450	2,450		
Layout and Trenching	Included	Included	Included	Included		
Sawcutting for New Utilities	Included	Included	Included	Included		
Traffic Control	3,584	3,584	3,584	3,584		
Traffic Rated Trench Plates	Included	Included	Included	Included		
Temp Asphalt Patching	Included	Included	Included	Included		
Excavation Spoils Stockpile	2,048	2,048	2,048	2,048		
Pressure Test and Flush System	Included	Included	Included	Included		
Sewer						
6" SDR 35 PVC Sewer Line	Included	Included	Included	Included		
Cleanouts (8)	Included	Included	Included	Included		
All Piping and Connections to Main line (2)	Included	Included	Included	Included		
Storm Drain	3,000	3,000	3,000	2,600		
6", 8", 12" & 18" HDPE Storm Drain Pipe	Included	Included	Included	Included		
18"x18" Prefabricated Catch Basins - 10/C02 (3)	Included	Included	Included	Included		
18"x18" Prefabricated Catch Basin at Biofiltration - 11/C02 (3)	Included	Included	Included	Included		
24"x24" Prefabricated Catch Basin at Biofiltration - 11/C02 (1)	Included	Included	Included	Included		
Storm Drain Manhole per Riverside County Flood Control, STD, MH251 (C4.4)	Included	Included	Included	Included		
Contech Detention System at Parking Lot per C10 - C13	Included	Included	Included	Included		



Bid Evaluation Report

Elm Street Elementary School Reconstruction					Job Number	Elm
Site Utilities					Bid Date	12/7/2016
Subcontractors					Date Printed	12/6/2016
Description	Ground Breakers	Toro Ent.	J. Vega Eng.	Burns Pacific Const.		
(2) Catch Basins Under Each Playground Rubber Surface and Tied Into SD System per 7/A63.5 & (RFI 47)	3,500	3,500	3,500	Included		
Roof Drain Connections (15)	9,000	9,000	Included	8,245		
Street Work (Sewer and Storm Trench Repairs Only)	See Allowances	See Allowances	See Allowances	See Allowances		
Base Pavement Trenches	See Allowances	See Allowances	See Allowances	See Allowances		
Trench Repair	See Allowances	See Allowances	See Allowances	See Allowances		
Grind Existing	See Allowances	See Allowances	See Allowances	See Allowances		
Overlay with 1-1/2" Asphalt	See Allowances	See Allowances	See Allowances	See Allowances		
Lane Closure/Traffic Control	See Allowances	See Allowances	See Allowances	See Allowances		
Fire Water per C-08 (RFI 4)	Included	Included	Included	Included		
6" & 8" Class 150 C900 PVC Water Line	Included	Included	Included	Included		
Thrust Blocks - 320/C04	Included	Included	Included	Included		
Fire Hydrants per 300/C04 (3)	Included	Included	Included	Included		
8" Double Check Detector Backflow - 311/C04	Included	Included	Included	Included		
Post Indicator Valves (3)	Included	Included	Included	Included		
FDC (3)	In Site Conc	In Site Conc	In Site Conc	In Site Conc		
Fire Hydrant Bollards/Footings - 301/C04 (12)	3,000	3,000	3,000	2,600		
Fire Sprinkler Connections - 5' Outside Bldg	Included	Included	Included	Included		
Domestic Water and Irrigation	Included	Included	Included	Included		
6" Class 150 C900 Water Line	Included	Included	Included	Included		
6" Meter and Backflow - 310/C04 (2)	Included	Included	Included	Included		
Connect to Existing Water Line	Included	40,000	Included	Included		
Gas	Included	Included	Included	Included		
Gas Lines per Plumbing P005	N/A	N/A	45,000	N/A		
Performance Contingency						
TOTALS	698,032	580,128	519,039	541,895	0	0
Recommendation:	Amount					
J. Vega Eng.	519,039					

Bid Evaluation Report



Plumbing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
Description	Smith Elec.	HL Moe Co.	Suttles Plumbing	City Commercial	Date Printed	12/6/2016
					Precision Plumbing	
Base Bid	744,973	879,641	780,000	722,000	706,474	
Spec #: 220500, 220513, 220553, 220700, 221000 Spec #:	Included	Included	Included	Included	Included	
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	Included	Included	15 Days	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	Yes	Yes	Yes	Yes	Yes	
Attachment C Acknowledgement	Included	Included	Included	Included	Included	
Plumbing						
Temporary Water Service & Distribution	Included	Included	Included	Included	Included	
All Related Trenching / Backfill	7,500	7,500	7,500	7,500	7,500	
Sewer and Storm Stub Out to 5' - P002	Included	Included	Included	Included	Included	
Site Gas Riser Plans - P005	Included	Included	Included	Included	Included	
Plumbing Fixtures per Sch on P004	Included	Included	Included	Included	Included	
Water Heaters - WH1-4 per 1/P503	Included	Included	Included	Included	Included	
Floor Mounted WC per RFI 44	Included	Included	Included	Included	Included	
Custodial Sinks - 4/P502	Included	Included	Included	Included	Included	
Grease Interceptor - 1200 GA at MPR Bldg 2 - 8/P502 & 2/P503	Included	Included	Included	Included	Included	
Domestic Water	Included	Included	Included	Included	Included	
Sanitary Sewer	Included	Included	Included	Included	Included	
Storm Drain	Included	Included	Included	Included	Included	
Gas Piping (Shown at MPR per P2-2.1 & Admin per P3-2.2) **Missing Plan/Risers at Classroom Bldg** (RFI 45 - Not Answered With Correct Info)	Included	Included	Included	Included	Included	
HW / CW Piping	See Allowances	See Allowances	See Allowances	See Allowances	See Allowances	
2, 3, 4" Sewer & Vent Piping	Included	Included	Included	Included	Included	
Storm Drain Piping	Included	Included	Included	Included	Included	
Roof / Overflow Drain Piping - Bldg 2 MPR & Bldg. 3 Admin - P2-1.3 & P3-1.3	Included	Included	Included	Included	Included	
1.5, 2" VTR Piping at Bldg 1 Classroom & Bldg 4 Kindergarten	Included	Included	Included	Included	Included	
3/4" Condensate Drain Piping	Included	Included	Included	Included	Included	
Connect Sewer, DW, FW & Storm Drain Service	Included	Included	Included	Included	Included	
POC to 5' Outside of Bldg.	Included	Included	Included	Included	Included	



Bid Evaluation Report

Plumbing	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Smith Elec.	HL Moe Co.	Suttles Plumbing	City Commercial	Precision Plumbing	
Piping Insulation	Included	Included	Included	Included	Included	
Supports / Anchors / Seismic Bracing	Included	Included	Included	Included	Included	
Access Panels - Furnish Only	Included	Included	Included	Included	Included	
Sheet Metal Flashings for all Plumbing Penetrations	Included	Included	Included	Included	Included	
Furnish and install all Metal Sleeves	Included	Included	Included	Included	Included	
Flashings at Roof Penetrations	Included	Included	Included	Included	Included	
Earthquake Shut-Off Valves	Included	Included	Included	Included	Included	
All Related Caulking / Sealants	Included	Included	Included	Included	Included	
Fire Caulking / Sleeves / Fire Stopping	Included	Included	Included	Included	Included	
Coring, as Required	Included	Included	Included	Included	Included	
Equipment / Lifts / Hoisting	Included	Included	Included	Included	Included	
Flush / Chlorinate / Disinfect Domestic Water	Included	Included	Included	Included	Included	
Ansul Gas valve	Included	Included	Included	2,500	Included	
BIM Requirements	15,000	15,000	15,000	15,000	15,000	
TOTALS	767,473	902,141	802,500	747,000	728,974	0
Recommendation:	Amount					
Precision Plumbing	728,974					

Bid Evaluation Report



HVAC	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Smith Elec.	Acco Eng.	United Mech.	Sheldon Mech.	Climate Control	
Base Bid	1,258,955	1,391,229	1,384,230	1,211,000	2,104,673	
Spec #: 230500, 230513, 230548, 230553, 230700, 230800, 230813, 230923, 233000, 233319, 233813	Included	Included	Included	Included	Included	
Spec #: 238000	Included	Included	Included	Included	Included	
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included	Included	Included	
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included	Included	Included	
Acknowledgment of Addendum 1	Included	Included	Included	Included	Included	
Bid Good for 60 Days	Included	Included	30 Days	90 Days	Included	
Prevailing Wage	Included	Included	Included	Included	Included	
Prequalification per Bid Invite	Yes	Yes	No	Yes	No	
Attachment C Acknowledgement	Included	Included	Included	Included	Included	
HVAC	Included	Included	Included	Included	Included	
Equipment	Included	Included	Included	Included	Included	
VAV - Anemostat	Included	Included	Included	Included	Included	
Fan Coil Units - Trane	Included	Included	Included	Included	Included	
Condensate Drain Piping - 1/M505	Included	Included	Included	Included	Included	
VRF Diagrams M010 - M014	Included	Included	Included	Included	Included	
Exhaust Fans - Greenheck	Included	Included	Included	Included	Included	
Makeup Air - Greenheck	Included	Included	Included	Included	Included	
Air Handling Unit - Trane	Included	Included	Included	Included	Included	
Split AC Units - Trane	Included	Included	Included	Included	Included	
Supply Fans - Anemostat	Included	Included	Included	Included	Included	
Sound Traps - IAC Acoustic	Included	Included	Included	Included	Included	
Factory Curbs/ Install	Included	Included	Included	Included	Included	
Buildings	Included	Included	Included	Included	Included	
Enviro Controls and EMS (DDC)	Included	Included	Included	Included	Included	
MFR - Alerton, Auto Logic, Honeywell, Johnson, TAC, Trane, Carrier	Included	Included	Included	Included	Included	
Bldg 1 - Classroom	Included	Included	Included	Included	Included	
6" Conc Pads for Equip - 16/S301	Included	Included	Included	Included	Included	
Bldg 2 - MPR	Included	Included	Included	Included	Included	
3 Makeup Air Units on Roof with Curbs	Included	Included	Included	Included	Included	
Kitchen Exhaust Ducting and Fans - M504 (Hood by Food Service Contractor)	Included	Included	Included	Included	Included	
Bldg 3 - Admin	Included	Included	Included	Included	Included	
2 Roof Units with Factory Curbs	Included	Included	Included	Included	Included	

Bid Evaluation Report



HVAC	Elm Street Elementary School Reconstruction				Job Number	Elm
	Subcontractors				Bid Date	12/7/2016
					Date Printed	12/6/2016
Description	Smith Elec.	Acco Eng.	United Mech.	Sheldon Mech.	Climate Control	
All Duct Supports, Seismic Restraints and Bracing	Included	Included	Included	Included	Included	
Spring Isolation Hangers	Included	Included	Included	Included	Included	
Hydronic / Refrigerant Piping	Included	Included	Included	Included	Included	
Metal Ducts / Duct Work	Included	Included	Included	Included	Included	
Duct Liner	Included	Included	Included	Included	Included	
Supply & Return Air Plenums	Included	Included	Included	Included	Included	
Registers / Grilles / Diffusers	Included	Included	Included	Included	Included	
Wall Louvers	Included	Included	Included	Included	Included	
Duct Insulation	Included	Included	Included	Included	Included	
Fire / Smoke Dampers	Included	Included	Included	Included	Included	
HVAC Mounting - Mason Ind Type MC w/ Spring Mounts	Included	Included	Included	Included	Included	
Mechanical Identification	Included	Included	Included	Included	Included	
Supports / Anchors / Seismic Bracing	Included	Included	Included	Included	Included	
Flashings / Roof Jacks at Roof Penetrations	Included	Included	Included	Included	Included	
Fire Caulking / Sleeves / Firestopping	Included	Included	Included	Included	Included	
Equipment / Lifts / Hoisting	Included	Included	Included	Included	Included	
BIM Requirements	15,000	15,000	15,000	15,000	15,000	
TOTALS	1,273,955	1,406,229	1,399,230	1,226,000	2,119,673	0
Recommendation:	Amount					
Sheldon Mech.	1,226,000					

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm
				Bid Date	12/7/2016
Description	Subcontractors			Date Printed	12/6/2016
	Venco Elec.	Taft Elec.	Oilfield Elec.		
Base Bid	2,440,000	2,385,000	2,440,275		
Spec #: 260500, 260513, 260519, 260526, 260533, 260800, 260923, 261000, 262200, 262413, 262416, 265000, 265200, 265561	Included	Included	Included		
Spec #: 270536, 275116, 275123.50, 281600, 282300, 283100	Included	Included	Included		
Furnished, Installed, FOB Jobsite, Tax Included	Included	Included	Included		
Plans and Specs Dated: 8/1/2016 & 4/22/2016	Included	Included	Included		
Acknowledgment of Addendum 1	Included	Included	Included		
Bid Good for 60 Days	30 Days	30 days	30 Days		
Prevailing Wage	Included	Included	Included		
Prequalification per Bid Invite	Yes	Yes	Yes		
Attachment C Acknowledgement	Included	Included	Included		
Electrical	Included	Included	Included		
Temporary Power - Install, Maintain, Relocate for Construction Offices	Included	Included	Included		
Temporary Power - Install, Maintain, Relocate for Building Areas & Site	Included	Included	Included		
Temp Power Boxes and Cords	10,659	10,659	10,659		
Temporary Lighting	5,330	5,330	5,330		
Site	Included	Included	Included		
2" & 4" Conduits for Site Utilities - E1.1	Included	Included	Included		
Conduit Runs as Shown Site Plan - E1.2	Included	Included	Included		
Encase All Underground Conduits in Concrete per Note 6 on E0.1	Included	Included	Included		
Pour Back of Utility Trenches	Included	Included	Included		
Signal, Fire and Power Pull Boxes - 1/E7.7	Included	Included	Included		
Site Lighting Plan - E1.3	Included	Included	Included		
Site Lighting Fixtures, per Schedule	Included	Included	Included		
Site Signal, CCTV, FA Speakers - E1.6	Included	Included	Included		
U/G Power Distribution for Site Power	Included	Included	Included		
Electrical Vaults / Pull Boxes, as required	Included	Included	Included		
Traffic Rated Covers / Frames, as required	Included	Included	Included		
U/G Power Distribution for Site Lighting	Included	Included	Included		
Buildings 1-4	Included	Included	Included		
Lighting Fixtures per Schedule on E0.5	Included	Included	Included		
Mechanical Schedule - E0.6	Included	Included	Included		

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm
	Subcontractors			Bid Date	12/7/2016
Description	Venco Elec.	Taft Elec.	Oilfield Elec.	Date Printed	12/6/2016
				Cable Schedule - E0.4	Included
Main Switchboard, 1200A, 277/480V, 3PH, 4W	Included	Included	Included		
Distribution Panelboards	Included	Included	Included		
Panel Boards	Included	Included	Included		
Power Distribution	Included	Included	Included		
Conduits & Raceways	Included	Included	Included		
Terminal Cabinets & Racks	Included	Included	Included		
Cable Trays & Supports	Included	Included	Included		
Wiring / Conductors	Included	Included	Included		
Floor boxes	Included	Included	Included		
Outlet & Junction Boxes, Pull Boxes	Included	Included	Included		
Connections to Existing Generator	Included	Included	Included		
Lighting Control Panel / System	Included	Included	Included		
Emergency Lighting / Exit Signs	Included	Included	Included		
Power to Mechanical & Plumbing Equipment	Included	Included	Included		
Bldg 1 - Classroom	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Elec & Comm Rooms 114 & 115 - E1-3.1	Included	Included	Included		
Bldg 2 - MPR	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Connections for all Kitchen Equipment	Included	Included	Included		
Conduit for Theatrical Lighting	Included	Included	Included		
Elec Room 102 - E2-4.1	Included	Included	Included		
Bldg 3 - Admin	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Power for VAV & Rooftop Equipment	Included	Included	Included		
Elec Rooms 116 & 123 - E3-3.1	Included	Included	Included		
Bldg 4 - Kindergarten	Included	Included	Included		
All Conduit for Thermostats, Exhaust Fans, Security/Motion, MEP Trades as Required	Included	Included	Included		
Elec & Comm Rooms 115 & 116 - E4-3.1	Included	Included	Included		
Single Line Diagram - E4.0	Included	Included	Included		
Mounting & Anchoring Details - E7.1 & 7.2	Included	Included	Included		
Pendent Mounted Fixtures - 4/E7.3	Included	Included	Included		
Light Pole Footings - 5&6/E7.3	In Site Conc	In Site Conc	In Site Conc		
Theatrical Lighting and Stage Dimming Equip	Included	Included	Included		
MFR - Electronic Theatre Controls (ETC)	Included	Included	Included		

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction				Job Number	Elm
					Bid Date	12/7/2016
Description	Subcontractors				Date Printed	12/6/2016
	Venco Elec.	Taft Elec.	Oilfield Elec.			
Bldg 2 - MPR (TL2.1.1 & 2)	Included	Included	Included			
Dimmer Racks and Controls	Included	Included	Included			
Stage Lighting Control System	Included	Included	Included			
Lighting Track & Fixtures - 10/TL8.1.1	Included	Included	Included			
Panels & Receptacles	Included	Included	Included			
Miscellaneous	Included	Included	Included			
Plywood Backboards	In Rough Framing	In Rough Framing	In Rough Framing			
Flashings at Penetrations	Included	Included	Included			
Caulking / Sealants	Included	Included	Included			
Sleeves / Fire Caulking / Firestopping - 1/E0.7	Included	Included	Included			
BIM Requirements	15,000	15,000	15,000			
Low Voltage Systems	Included	Included	Included			
Computer Network Cabling	Included	Included	Included			
Communications Cabinets, Racks, Frames and Enclosures - E7.10	Included	Included	Included			
Communications Cabling	Included	Included	Included			
Devices, Equipment, Conduit & Conductors	Included	Included	Included			
Public Address/Clock System	Included	Included	Included			
MFR - Atlas Sound Wall Speaker/Clock Combo	Included	Included	Included			
Alt by Valcom	Included	Included	Included			
Assistive Listening System	Included	Included	Included			
MFR - Listen Technologies	Included	Included	Included			
FM Transmitters - LT-700 LT-800	Included	Included	Included			
Receiver - LR-100 & LR-400	Included	Included	Included			
(1) 8-Hour Training Session	Included	Included	Included			
Intrusion Alarm System	26,080	Included	26,080			
Contractor to Have C7 and C10 License	In Above	Included	In Above			
MFR - Digital Monitoring Products (DMP)	In Above	Included	In Above			
Complete System - Devices, Equipment, Conduit, Cameras & Installation	In Above	Included	In Above			
Video Surveillance (CCTV) System	72,395	Included	72,395			
Complete System - Devices, Equipment, Conduit, Cameras & Installation	In Above	Included	In Above			
MFRs - Per Specs	In Above	Included	In Above			
Fire Detection Alarm	88,292	Included	Included			
Fire Alarm System	In Above	Included	Included			
MFR - Notifier, Simens, Simplex, Johnson or Gamewell-FCI	In Above	Included	Included			
Complete Addressable Fire Alarm System	In Above	Included	Included			

Bid Evaluation Report



Electrical / Low Voltage	Elm Street Elementary School Reconstruction			Job Number	Elm	
				Bid Date	12/7/2016	
				Date Printed	12/6/2016	
Description	Subcontractors					
	Venco Elec.	Taft Elec.	Oilfield Elec.			
FACP, Annunciator, Devices, Equipment & Conductors	In Above	Included	Included			
Fire Alarm Details - E7.8 & 7.9	In Above	Included	Included			
Elevator System - E0.4	In Above	Included	Included			
Horns, Strobes, Pull Stations, Detectors	In Above	Included	Included			
Conduit & Back Boxes	In Above	Included	Included			
Submittals / Shop Drawings / As-Built	In Above	Included	Included			
TOTALS	2,657,756	2,415,989	2,569,739	0	0	0
Recommendation:	Amount					
Taft Elec.	2,415,989					

Bid Evaluation Report



Building Specialties		Elm Street Elementary School Reconstruction		Job Number	Elm
				Bid Date	12/7/2016
				Date Printed	12/6/2016
Div	Description	Amount	Recommended Subcontractor	Bids Received	
104400	Fire Extinguishers & Specialties FEC at Elec Yard - Surface Mount per 16/A64.4 (1) Bldg 1 - FEC 1/A64.4 (22) Bldg 2 - FEC 1/A64.4 (3) Bldg 3 - FEC 1/A64.4 (3) Bldg 4 - FEC 1/A64.4 (2)	6,150	Glendon Co.	5	
105100	Lockers MFR - Art Metal, Penco, Republic Locker Alcove 2-113 2-Tier Lockers per 6&7/A64.4	1,650	John Pence	3	
107500	Flagpoles Flag Pole 35' per 8/A64.4 (1) Set Pole Footing per Site Concrete	4,293	Pole Tech	2	
114800	Physical Education Equipment MFR - Jaypro, Cassidy, Draper Volleyball Sleeves, Standards, Net, Antenna Ref Stand and Pad	5,150	Bernards		
124813	Entrance Floor Mats MFR - AFP, RC Musson, Pawling Rubber Mat 1/4" Thick, 48x72	N/A	N/A		
126823	Folding Cafeteria Tables	OFOI	OFOI		
N/A	Misc Site Furnishings Benches at Site per S32/A0-1.1 (18) Rubber Play Surface at Playgrounds - Kindergarten & Playground - 7/A63.5 Relocate Existing Playground Equipment and Reinstall at New Areas - S39/A0-1.1 New Conc Footings (TBD) Basketball Pole & Basket - 7/A63.6 (6) Coat Hooks - 14/A64.4 Dull Chrome - Single MFR - McMaster-Carr 1760A2 Wall-Mount Hook, Chrome-Plated Brass, 1-1/4" Wide x 1-1/2" High x 1-5/8" Deep Bldg 1 = 544 Bldg 4 = 60	128,099	Bernards		
N/A	Misc Equipment (TV's) TV's in Classrooms MFR - Sharp 50" & 60" LE65OU Wall Mount - Chief TS318TU Ceiling Mount - Chief MCM1U Bldg 1 - Classroom 60" TV's in Classroom Bldg per 9/A64.4 (62) TV Mounts (62) Bldg 4 - Kindergarten 50" TV's in Classroom Bldg per 11/A64.3 (4) TV Mounts (4)	121,300	Bernards		
N/A	Final Cleanup Exterior Interior	68,534	Bernards		
Total		335,176	Bids Received	10	

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 13, 2019

Agenda Section: Section C: Academic Agreement

Ratification of Amendment #1 to Agreement #19-73 – California Department of Education – Child Development Division Contract #CSPP-9670 (DeGenna/Valdes)

At the Board meeting of August 7, 2019, the Board of Trustees ratified Agreement #19-73 with the California Department of Education – Child Development Division, including the funding amount of \$1,493,175.00, for the operation of seven (7) state preschools.

Amendment #1 includes an increase to the Maximum Reimbursable Amount (MRA) in the amount of \$48,486.00 for a revised total agreement amount of \$1,541,661.00 for the 2019-2020 fiscal year.

FISCAL IMPACT:

\$48,486.00 in additional funding to Oxnard School District, for a revised total maximum reimbursable amount of \$1,541,661.00.

RECOMMENDATION:

It is the recommendation of the Director, Early Childhood Education Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #19-73 with California Department of Education – Child Development Division.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(1 Page\)](#)
[Agreement #19-73 - Calif. Dept. of Education-Child Development Division \(6 Pages\)](#)



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 19 - 20

Amendment 01

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Budget Act/Rate Change

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9670

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 56-7253-00-9

CONTRACTOR'S NAME: OXNARD SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2019 designated as number CSPP-9670 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$1,493,175.00 and inserting \$1,541,661.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$48.28 and inserting \$49.85 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be 30,926.0. (No Change)

Minimum Days of Operation (MDO) Requirement shall be 180. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Lisa Franz, Director of Purchasing			
TITLE Contract Manager		ADDRESS 1051 South A St. Oxnard, CA 93030			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 48,486	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 1,493,175	(OPTIONAL USE) 0656 23038-7253		CHAPTER B/A	STATUTE 2019	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,541,661	ITEM 30.10.010. 6100-196-0001	FISCAL YEAR 2019-2020		OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER		DATE			



CALIFORNIA DEPARTMENT OF EDUCATION
 1430 N Street
 Sacramento, CA 95814-5901

F.Y. 19 - 20

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-967C

PROGRAM TYPE: CALIFORNIA STATE
 PRESCHOOL PROGRAM

PROJECT NUMBER: 56-7253-00-9

CONTRACTOR'S NAME: OXNARD SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2019 through June 30, 2020. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$48.28 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$1,493,175.00.

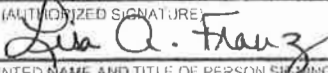
Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 30,926.0

Minimum Days of Operation (MDO) Requirement 180

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

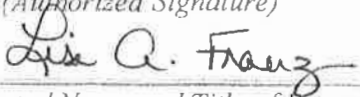
Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		 10-28-19 PRINTED NAME AND TITLE OF PERSON SIGNING Lisa Franz, Director of Purchasing			
TITLE Contract Manager		ADDRESS 1051 South A St. Oxnard, CA 93030			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 1,493,175	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General			
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-7253	Department of General Services use only			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,493,175	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.		P.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER		DATE			

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Oxnard School District		<i>Federal ID Number</i> 95-6002318
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Lisa Franz, Director of Purchasing		
<i>Date Executed</i> 10-28-19	<i>Executed in the County of</i> Ventura	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board, (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO

REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

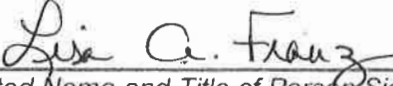
8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. <i>Proposer/Bidder Firm Name (Printed)</i> Oxnard School District	<i>Federal ID Number</i> 95-6002318
<i>By (Authorized Signature)</i> 	
<i>Printed Name and Title of Person Signing</i> Lisa Franz, Director of Purchasing	
<i>Date Executed</i> 10-28-19	<i>Executed in the County and State of</i> Ventura

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Ratification of Change Order No. 022 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (Penanhoat/De Leon/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 new school campus.

Over the course of the construction of the Lemonwood Elementary School Reconstruction Project, while performing the City approved Off-Site work, the City inspector directed the removal of an unforeseen ACP fire line piping that was encountered. Also, in order to complete the installation of the marquee foundation the installation of a foundation casing was required by the DSA IOR due to water encountered in the footing site. This change also includes the installation of a door closer for a door that subsequently was determined by the AOR should be included due to the expected amount of traffic. Change Order No. 022 provided for the Board’s ratification of five (5) change orders with the following scope of work:

- PCI No. 0412 - Administrative Restroom Partition Changes
- PCI No. 0480 – Remove ACP fire line pipe in Public right-of-way
- PCI No. 0490 – Furnish and Install casing at Marquee foundation
- PCI No. 0494 – Credit portion of previously approved PCI No. 0433
- PCI No. 0497 – RFI 398 Add door closer at opening 3-115A

FISCAL IMPACT:

Eight Thousand Nine Hundred Eighty-Six Dollars and Ten Cents (\$8,986.10) to be paid to Swinerton under Board approved Master Agreement #15-198 from Master Construct and Implementation Funds allocated from the project budget as approved by the Board in the June 2019 Six-month update.

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 ratify Change Order No. 022 in the amount of \$8,986.10 to Construction Services Agreement #15-198 with Swinerton Builders.

ADDITIONAL MATERIALS:

Attached: Change Order No. 022 (2 Pages)
PCI 0412 - Admin Restroom Partition Changes (3 Pages)
PCI 0480 - Remove ACP Fire Line Pipe (5 Pages)
PCI 0490 - Furnish/Install Casing (6 Pages)
PCI 0494 - Reduce bumpers and stop at sliding markerboards (4 Pages)
PCI 0497 - RFI 398 Add door closer opening 3-115A (4 Pages)
Construction Services Agreement #15-198 - Swinerton Builders (19 Pages)



CHANGE ORDER

Date: 11.13.2019

CHANGE ORDER NO. 022

PROJECT: LEMONWOOD K-8 RECONSTRUCTION PROJECT OWNER: Oxnard School District
 O.S.D. BID No. N/A 1051 South A Street
 O.S.D. Agreement No. 15-198 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
AMENDMENTS TO ORIGINAL CONTRACT SUM (001)	\$ 2,976,375.45
AMENDED CONTRACT SUM	\$ 32,552,273.36
NET CHANGE - ALL PREVIOUS CHANGE ORDERS (001-021)	\$ 4,052,334.82
ADJUSTED CONTRACT SUM.....	\$ 36,604,608.18
NET CHANGE	\$ 8,986.10

Total Change Orders to Date: (001-022) \$ 4,061,320.92

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 022..... \$ 36,613,594.28

Commencement Date: May 23, 2016
 Original Completion Date: July 23, 2018
 Original Contract Time: 791 Calendar Days
 Time Extension for all Previous Amendments: 229 Calendar Days
 Time Extension for all Previous Change Orders: 297 Calendar Days
 Time Extension for this Change Order: 0 Calendar Days
 Adjusted Completion Date: December 31, 2019

Percentage (12.48%)

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCI No. 0412 - Admin Restroom Partition Change			\$727.47	
2.	PCI No. 0494 – Credit of previous approved PCI-0433			(\$1,250.00)	
3.	PCI No. 0480- Remove ACP fire line pipe in public right of way			\$6,125.15	
4.	PCI No. 0490- Furnish and install casing at Marquee foundation			\$2,672.88	
5.	PCI No. 0497- RFI 398 Add Door Closer Opening 3-115A			\$710.60	
	Totals	-	-	\$8,986.10	

Total Change Order No. 022..... \$ 8,986.10

**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: _____

ASST. SUPT., BUSINESS & FISCAL SERVICES

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



SWINERTON

October 24, 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. 0412 - Admin Restroom Partition Change

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Provide phenolic floor mounted overhead bracing for toilet partitions at Admin bldg.

Phase	Category	Description	Subcontractor	Quote
102813	71140	Toilet Accessories	GLOBAL SPECIALTIES DIRECT, INC.	667.00
			Subtotal	667.00
007480	71160	Subguard	1.15%	7.67
007410	71160	Builders Risk	0.6%	4.05
007420	71160	General Insurance	1.15%	7.76
007510	71160	P&P Bond	1%	6.67
991000	79999	Change Order Fee	5%	34.32
			Markup Subtotal	60.47
			PCI Total	727.47

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **727.47**.

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

Quotation accepted by:
Oxnard School District

Date: _____

By: _____

Date: _____



REQUEST FOR CHANGE ORDER

CONTRACTOR: SWINERTON BUILDERS

DATE: 10/24/18

ATTENTION: NALANI SCANLON

JOB: LEMONWOOD K-8 SCHOOL
BUILDING 3

GLOBAL JOB#: 16201

CHANGE ORDER: 7

REASON FOR CHANGE:

ADD TO PROVIDE PHENOLIC FLOOR MOUNTED OVERHEAD BRACED TOILET PARTITIONS IN BUILDING 3 ONLY IN LIEU OF FLOOR MOUNTED.

COLOR: PHENOLIC COLOR-THRU #HAZELNUT #4450C

3 EA STALLS, FLOOR MOUNTED OVERHEAD BRACED

PRICE IS VALID FOR 90 DAYS. AFTER 90 DAYS PRICE WILL BE SUBJECT FOR REVIEW.

TOTAL COST INCLUDING TAX	\$667.00
LABOR	INCLUDED
TOTAL CHANGE ORDER REQUEST	\$667.00

GLOBAL SPECIALTIES DIRECT INC

ACCEPTED BY: _____

BY: MIKE CHIOVARE
PROJECT MANAGER

TITLE: _____

**PLEASE NOTE: CHANGE ORDER
WILL NOT BE PROCESSED UNTIL
SIGNATURE IS RECEIVED**

****CHANGE ORDER(S) WILL NOT BE PROCESSED
UNTIL GLOBAL SPECIALTIES DIRECT INC HAS
RECEIVED APPROVAL FROM YOUR FIRM.**



SWINERTON

March 8, 2019

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. 0480

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Expose and legally remove and dispose asbestos cement pipe in public right of way on Carnegie Court.

Phase	Category	Description	Subcontractor	Quote
024100	71140	Expose and legally remove and dispose asbestos cement pipe in public right of way on Carnegie Court.	AMERICAN INTEGRATED SERVICES, INC.	4,350.00
330200	71140	Expose and legally remove and dispose asbestos cement pipe in public right of way on Carnegie Court.	BALI CONSTRUCTION INC.	1,266.00
			Subtotal	5,616.00
007480	71160	Subguard	1.15%	64.58
007410	71160	Builders Risk	0.6%	34.08
007420	71160	General Insurance	1.15%	65.33
007510	71160	P&P Bond	1%	56.16
991000	79999	Change Order Fee	5%	289.00
			Markup Subtotal	509.15
			PCI Total	6,125.15

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **6,125.15**.

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

[Handwritten signature]
3/8/2019

Date: _____

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



American Integrated Services, Inc.
 P.O. Box 92316
 Long Beach CA 90809-2316
 (310) 522-1168

License: 757133

Service Invoice

Invoice#: 2005187

AIS Project#: 36114

Date: 03/08/2019

Billed To: SWINERTON BUILDERS
 17731 MITCHELL NORTH, STE 200
 IRVINE CA 92614

Location:
 2200 Carnegie Court
 Oxnard CA 93033

Contact:

Description of Services: Field Services

Representative: JOHN D FARMER

Qty	Description	Service Date	Unit Price	Total
1	42" Pipe Abatement		4,350.00	4,350.00

Remit to Address:

American Integrated Services, Inc.
 P.O. Box 92316
 Long Beach, CA 90809-2316

AIS Tax ID No.

95-4698255

Non-Taxable Amount:	4,350.00
Taxable Amount:	0.00
Sales Tax:	0.00
Amount Due	4,350.00

439



9852 E. Joe Vargas Way
So. El Monte CA, 91733
Phone: **626.442.8003**
www.baliconstruction.com

LIC. 524540

Invoice # 1

TO:
Swinerton Builders
Attn: Bill Gray

REGARDING:
Lemonwood K-8 School
Bali Job 16-043

QTY	UM	DESCRIPTION	UNIT PRICE	AMOUNT
1	LS	Expose ACP for removal by others	\$1,266.00	\$1,266.00
TOTAL				\$1,266.00

Bali Construction, Inc
Brett Ackerman
Accounting Manager
Backerman@baliconstruction.com
626-442-8003 x102

Bill Gray

From: Mario Mera <MMera@ctwinc.com>
Sent: Monday, December 17, 2018 3:45 PM
To: Bill Gray
Cc: Nalani Scanlon; Mark Trail; Jennifer MacIsaac; Sean Mahan
Subject: [EXTERNAL] RE: Existing fire line removal

Bill,

Please proceed with the abatement of the asbestos fire line in accordance with the City of Oxnard requirements for a Not-To-Exceed (NTE) value of \$7,500.

If you have any questions and/or comments, please do not hesitate to contact me directly.

Sincerely,

Mario Mera

Senior Program Manager – Implementation Services

Caldwell, Flores, Winters, Inc.

mobile: (424) 352-5148

e-mail: mmera@ctwinc.com

CFW Los Angeles Office:

815 Colorado Blvd., Ste. 201,

Los Angeles, CA 93035

office: (323) 202-2550

CFW Oxnard Office:

1901 S. Victoria Ave., Ste. 106

Oxnard, CA 93035

office: (805) 201-0546

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 Please consider the environment before printing this e-mail



SWINERTON

May 14, 2019

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. 0490 CCD 029 Install casing at pole foundation due to groundwater

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Due to elevated ground water encountered while installing revised Marquee mounting pole as prescribed in CCD 029, Hole had to be re-drilled and a corrugated steel casing was installed to prevent hole from collapsing.

Phase	Category	Description	Subcontractor	Quote
015300	71150	Temporary Construction- Casing material		410.61
321313	71140	Due to elevated ground water encountered while installing revised Marquee mounting pole as prescribed in CCD 029, Hole had to be re-drilled and a corrugated steel casing was installed to prevent hole from collapsing.	SANTA CLARITA CONCRETE	2,043.84
			Subtotal	2,454.45
007480	71160	Subguard	1.15%	28.23
007410	71160	Builders Risk	0.6%	14.90
007420	71160	General Insurance	1.15%	28.55
007510	71160	P&P Bond	1%	20.44
991000	79999	Change Order Fee	5%	126.31
			Markup Subtotal	218.43
			PCI Total	2,672.88

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **2,672.88.**

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



SWINERTON

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: 5/14/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



16164 Sierra Highway
 Santa Clarita, CA 91390
 Phone 661.252.2012
 Fax 661.298.4585
 CA License No. 381605

CHANGE ORDER REQUEST

COR	SCC-035
P&O	15.00%
SUB P&O	5.00%
BOND	1.00%
REVISION	Original submission

PROJECT	Lemonwood
OWNER/REP	Swinerton Construction
ATTN	Bill Gray
DATE	5/14/19
REFERENCE	redrill hole for sign

NARRATIVE FOR CHANGE ORDER REQUEST

Provide labor, equipment and materials to perform additional scope as requested by Swinerton Builders: re-drill hole for sign as necessary due to groundwater infiltration

REF	DESC	LOC	DATE	CATEGORY	TYPE	R/OT	QTY	UNIT	RATE	TOTAL
AWA-10705	auger hole	site	5/6/19	Carpenter	Foreman	R	0.5	Hrs	\$109.86	\$54.93
AWA-10705	auger hole	site	5/6/19	Carpenter	Journeyman	R	4	Hrs	\$99.33	\$397.32
AWA-10705	auger hole	site	5/6/19	OP Equip	Backhoe	R	4	Hrs	\$275.00	\$1,100.00
AWA-10705	auger hole	site	5/6/19	Equipment	Auger	R	1	Day	\$225.00	\$225.00

EXCLUSIONS/QUALIFICATIONS

Price assumes work to be done concurrently with other work.
 Separate mobilization will require additional costs.
 Bond is not included in this COR
 All work done as directed by Swinerton Builders
 Protection, shoring, or any preventative/safety work related to existing walls are excluded
 Assumes all work above done in two mobilizations. Additional mobs are extra.
 SCC assumes no responsibility for damage to adjacent surfaces/landscaping for any reason.
 Work bid to be done during normal working hours, Monday - Friday

EXTENSION OF CONTRACT DURATION----> 10 Days

SUB-TOTAL	\$1,777.25
P&O	\$266.59
TOTAL FOR THIS COR	\$2,043.84



(661) 252-2012
Lic. No. 381605
16164 Sierra Hwy.
Santa Clarita, CA 91390

AUTHORIZATION 10705

ADDITIONAL WORK AUTHORIZATION

DATE: 5/6/19

CUSTOMERS NAME Swinerton
STREET 2200 Carnegie Ct
CITY Oxnard STATE CA

JOB NAME Lemonwood Elementary
STREET 2200 Carnegie Ct
CITY Oxnard
JOB # _____ TRACT # _____

You are hereby authorized to perform the following specifically described additional work:

Dig Hole For Manhole and Set Culvert *RE-DRILL HOLE
& PLACE CULVERT DUE TO GROUNDWATER
Foreman - 30 min

Carpenter - 4 hrs.
Operator - 4 hrs.

Equipment Used - Backhoe With Auger System.

ADDITIONAL CHARGE FOR ABOVE WORK IS \$ _____

TERMS ARE NET - 10TH PROX.

The above work is an extra to the original contract for the above referenced job:

AUTHORIZING SIGNATURE [Signature] DATE: 5/06/19
(Customer signs here)

We hereby agree to furnish material and labor — complete in accordance with the above specifications, at above stated price.

AUTHORIZING SIGNATURE [Signature] DATE: 5/6/19
(Contractor signs here)





SWINERTON

05 June 2019

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. 0494

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Reduce scope of bumper and stop installation at sliding marker boards

Phase	Category	Description	Subcontractor	Quote
101100	71140	Reduce scope of bumper and stop installation at sliding marker boards	NELSON ADAMS NACO	-1,250.00
			Subtotal	-1,250.00
			%	
			Markup Subtotal	
			PCI Total	-1,250.00

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **-1,250.00.**

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

Date: 05/05/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



SWINERTON

June 12, 2019

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. 0497 RFI 398 Add door closer at opening 3-115A

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Contract documents did not indicate a door closer in opening 3-115A. Per Code requirements and RFI 398 response, a door closer has been added.

Phase	Category	Description	Subcontractor	Quote
081000	71140	RFI 398 Add door closer at opening 3-115A	Star Hardware, Inc.	651.53
			Subtotal	651.53
007480	71160	Subguard	1.15%	7.49
007410	71160	Builders Risk	0.6%	3.95
007420	71160	General Insurance	1.15%	7.58
007510	71160	P&P Bond	1%	6.52
991000	79999	Change Order Fee	5%	33.53
			Markup Subtotal	59.07
			PCI Total	710.60

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **710.60**.

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.



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: 6/12/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



Swinerton Builders
 17731 Mitchell North Suite 200
 Irvine CA 92614

Request For Information

00398

Printed On: 04/18/2019
 Page 1 of 1

PCI 497

SWINERTON

Subject: Door 3-115A new Administration Building
Project: Lemonwood K-8 School LLB
Address: 2200 Carnegie Court
 Oxnard CA 93033
Phone: 949-355-6822 **Fax:**
To: Mel Tan
 SVA ARCHITECTS, INC.
From: Swinerton Builders Bill Gray

Date: 04/15/2019
Job: 16055106
Required: 04/15/2019

Est. Cost Impact : \$
Est. Days Impact:

Co-Author: Oxnard School District

Contact: Paul Vernier

Co-Author RFI Number:

Reference:

RFI Type:	Architectural	Architectural	RFI Priority:	High	High
Schedule / Activit			Document Refere		
Spec Section:			Posted:		

Request

Door number 3-115A lists hardware group 2.0 which does not include a closer. Is a closer required in this opening, which is in a rated wall.

Suggestion

Answer **Accept Suggestion**

Door 3-115A occurs in a rated occupancy separation wall and requires a closer. The Sargent 351 PO is recommended at this location due to the amount of traffic between the two areas.

Answered By: Mel Tan

Date: 04/18/2019

Signed: _____

Distribution:

Contact	Company	Contact	Company
Mark Trail	Swinerton Builders	Nalani Scanlon	Swinerton Builders

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).

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 13, 2019

Agenda Section: Section C: Facilities Agreement

Ratification of Change Order No. 023 to Construction Services Agreement #15-198 with Swinerton Builders to adjust costs for the Lemonwood K-8 School Reconstruction (Penanhoat/De Leon/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.

Over the course of the construction of the Lemonwood Elementary School Reconstruction Project, due to changes in phasing during construction, a new ADA accessible concrete pathway was created to the temporary Administration office located in the existing 500 building; also created an ADA accessible pathway to the south side of the 500 building to the new parking area. Also included in this change order were modification of marker/tack boards installation in the Kindergarten Building to accommodate new mounting brackets provided by Owner. Change Order No. 023 provided for the Board’s ratification of two (2) change order proposals with the following scope of work:

- PCI No. 0439 - Modify Marker Boards in Kindergarten
- PCI No. 0449R1 - Create access to temporary administration office

FISCAL IMPACT:

Thirty-Three Thousand Three Hundred Eighty-Two Dollars and Thirty-Three Cents (\$33,382.33) to be paid to Swinerton under Board approved Master Agreement #15-198 from Master Construct and Implementation Funds allocated from the project budget as approved by the Board in the June 2019 Six-month update.

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 ratify Change Order No. 023 in the amount of \$33,382.33 to Construction Services Agreement #15-198 with Swinerton Builders.

ADDITIONAL MATERIALS:

Attached: [Change Order No. 023 \(2 Pages\)](#)

PCI 0439 - Modify Marker Boards in Kindergarten (3 Pages)

PCI 0449R1 - Create ADA Access to 600 Building (3 Pages)

Construction Services Agreement #15-198 - Swinerton Builders (19 Pages)



CHANGE ORDER

Date: 11.13.2019

CHANGE ORDER NO. 023

PROJECT: LEMONWOOD K-8 RECONSTRUCTION PROJECT OWNER: Oxnard School District
 O.S.D. BID No. N/A 1051 South A Street
 O.S.D. Agreement No. 15-198 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
AMENDMENTS TO ORIGINAL CONTRACT SUM (001)	\$ 2,976,375.45
AMENDED CONTRACT SUM	\$ 32,552,273.36
NET CHANGE - ALL PREVIOUS CHANGE ORDERS (001-022)	\$ 4,061,320.92
ADJUSTED CONTRACT SUM.....	\$ 36,613,594.28
NET CHANGE	\$ 33,382.33

Total Change Orders to Date: (001-023) \$ 4,094,703.25

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 023..... \$ 36,646,976.61

Commencement Date: May 23, 2016
 Original Completion Date: July 23, 2018
 Original Contract Time: 791 Calendar Days
 Time Extension for all Previous Amendments: 229 Calendar Days
 Time Extension for all Previous Change Orders: 297 Calendar Days
 Time Extension for this Change Order: 0 Calendar Days
 Adjusted Completion Date: December 31, 2019

Percentage (12.58%)

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	PCI No. 0439 – Modify Marker/Tack boards installation to accommodate OFCI mounting brackets		\$3,882.13		
2.	PCI No. 0449r1 – ADA access to Existing 500 Building				\$29,500.20
	Totals	-	\$3,882.13		\$29,500.20

Total Change Order No. 023..... \$ 33,382.33

**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: _____

ASST. SUPT., BUSINESS & FISCAL SERVICES

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

ASST. SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____



SWINERTON

December 4, 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. 0439 Modify marker/tack board installation to accommodate OFCI mounting brackets

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Modify marker/tack board installation in the Kindergarten Building to accommodate new mounting bracket provided by owner

Phase	Category	Description	Subcontractor	Quote
101100	71140	Modify marker/tack board installation in the Kindergarten Building to accommodate new mounting bracket provided by owner	NELSON ADAMS NACO	5,314.75
903000	71200	Modify marker boards in Kindergarten Building- Swinerton responsibility	SWINERTON	-1,771.58
			Subtotal	3,543.17
007480	71160	Subguard	1.15%	40.75
007410	71160	Builders Risk	0.6%	21.51
007420	71160	General Insurance	1.15%	41.22
007510	71160	P&P Bond	1%	53.15
991000	79999	Change Order Fee	5%	182.33
			Markup Subtotal	338.96
			PCI Total	3,882.13

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **3,882.13**.

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.

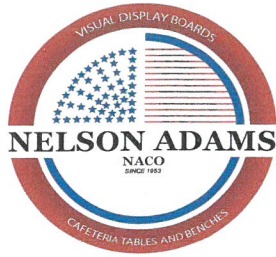
Sincerely,
Swinerton Builders

Date: 12/04/2018

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



NELSON ADAMS NACO
 160 N. Cactus Ave.
 Rialto, CA 92376
 Lic: 971118
 PW:1000009263
 P: 877-810-4080

Change Order

Order#: 4
 Order Date: 11/26/2018
 Record#: 266

To: SWINERTON BUILDERS
 865 S. FIGUEROA ST
 SUITE 300
 LOS ANGELES CA 90017

Project: 524
 LEMONWOOD K-8
 2200 CARNIGIE CT
 OXNARD CA 93033

The contractor agrees to perform and the owner agrees to pay for the following changes to this contract.

Plans Attached

Ordered By: 22 DENIS LIZARRAGA

Customer Order: 16055106-055

Specifications Attached

Description of Work	Amount
4 MARKERBOARDS 48" x 85 1/8" MARKERBOARD ALL FRAMELESS 1/2" PARTICLEBOARD/.005 ALUMINUM BACKING NO TRAY	1,480.00
SALES TAX 7.75%	114.70
UNINSTALL 4 MB 48" x 85 1/8"	1,560.50
INSTALLATION & 3 FIELD CUTS REINSTALL 4 MB 48" x 85 1/8" 2 FIELD CUTS OF 56" 1 FIELD CUTS OF 28"	1,759.55
MATERIAL DELIVERY	400.00

Negative changes will lower the overall contract price requiring no additional payment by owner.

Requested Amount of Change

5,314.75

The original Contract Sum was	268,780.00
Net change by previous Change Orders	0.00
The Contract Sum prior to this Change Order	268,780.00
The Contract Sum will be changed by this Change Order	5,314.75
The new Contract Sum including this Change Order will be	274,094.75
The Contract Time will be changed by	0 Days

Auth. Contractor: _____

Legible Name: _____

479

Signature: _____

Date: _____



SWINERTON

05 February 2019

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. 0449r1 ADA access to existing 500 Building

Dear Mr. Mera,

We request a Change Order to our contract for the following:

Create a new ADA accessible pathway to temporary Administration office and Kindergarten classrooms located in the existing 500 building. Also create access to the south side of the 500 building to the new parking area. This additional work was required to make existing grade elevations at the 500 building meet the new grades established on the contract documents.

Phase	Category	Description	Subcontractor	Quote
321313	71140	Create a new ADA accessible pathway to temporary Administration office located in the existing 500 building. Also create access to the south side of the 500 building to the new parking area.	SANTA CLARITA CONCRETE	27,048.00
			Subtotal	27,048.00
007480	71160	Subguard	1.15%	311.05
007410	71160	Builders Risk	0.6%	164.15
007420	71160	General Insurance	1.15%	314.63
007510	71160	P&P Bond	1%	270.48
991000	79999	Change Order Fee	5%	1,391.89
			Markup Subtotal	2,452.20
			PCI Total	29,500.20

TOTAL AMOUNT OF THIS CHANGE ORDER REQUEST: **29,500.20.**

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: 1/05/2019

Quotation accepted by:
Oxnard School District

By: _____

Date: _____



16164 Sierra Highway
 Santa Clarita, CA 91390
 Phone 661.252.2012
 Fax 661.298.4585
 CA License No. 381605

CHANGE ORDER REQUEST

COR	SCC-030
P&O	15.00%
SUB P&O	5.00%
BOND	1.00%
REVISION	Original submission

PROJECT	Lemonwood
OWNER/REP	Swinerton Construction
ATTN	Bill Gray
DATE	2/4/19
REFERENCE	As Directed

NARRATIVE FOR CHANGE ORDER REQUEST

Provide labor, equipment and materials to perform additional scope as requested by Swinerton Builders: Form and pour 1568 sf paving and re-grade, form and pour 480 sf paving with ramp and domes as directed.

REF	DESC	LOC	DATE	CATEGORY	TYPE	R/OT	QTY	UNIT	RATE	TOTAL
AWA-10524	P/F concrete	Rooms 501, 502, 512	12/26/19	Unit pricing	paving	R	1568	Sf	\$15.00	\$23,520.00
AWA-10524	P/F concrete	Rooms 501, 502, 512	12/26/19	Unit pricing	paving	R	480	Sf	\$15.00	\$7,200.00
AWA-10524	P/F concrete	Rooms 501, 502, 512	12/26/19	Unit pricing	grading	R	480	Sf	\$2.50	\$1,200.00
AWA-10524	P/F concrete	Rooms 501, 502, 512	12/26/19	Unit pricing	domes	R	12	Sf	\$21.87	\$262.44

EXCLUSIONS/QUALIFICATIONS

Price assumes work to be done concurrently with other work.
 Separate mobilization will require additional costs.
 Bond is not included in this COR
 All work done as directed by Swinerton Builders
 SCC assumes no responsibility for damage to adjacent surfaces/landscaping for any reason.

EXTENSION OF CONTRACT DURATION—>

1 Day

SUB-TOTAL	\$32,182.44
P&O	\$4,827.37
TOTAL FOR THIS COR	\$37,009.81

Flatwork around ECDC to provide ADA access
 to Administration office. 27048

Sam Mateo reqd access ramp 9962



(661) 252-2012
Lic. No. 381605
16164 Sierra Hwy.
Santa Clarita, CA 91390

AUTHORIZATION 10524

ADDITIONAL WORK AUTHORIZATION

DATE: 12-26-18 Thur
1-4-19

CUSTOMERS
NAME Swinton
STREET _____
CITY _____ STATE _____

JOB NAME Lemonwood
STREET _____
CITY _____
JOB # _____ TRACT # _____

You are hereby authorized to perform the following specifically described additional work:

Form & pour 1,568 S.F. of 4" paving no rebar "broomed"
462^{SF} - by room 501, 814^{SF} by room 509, 292^{SF} by room 512

Regrade, form & pour 480^{SF} - of city sidewalk
with handicap ramp in the middle w/ truncated dome 3'x4'

ADDITIONAL CHARGE FOR ABOVE WORK IS \$ _____
TERMS ARE NET - 10TH PROX.

The above work is an extra to the original contract for the above referenced job:
AUTHORIZING SIGNATURE [Signature] DATE: 1/4/19
(Customer signs here)

We hereby agree to furnish material and labor — complete in accordance with the above specifications, at above stated price.

AUTHORIZING SIGNATURE _____ DATE: _____
(Contractor signs here)

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).

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 13, 2019

Agenda Section: Section D: Action Items

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

Educational Services presents the 2019-2020 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 Soria School will not be in this group for approval at this time. Due to the absence (health reasons) of Ms. Johnson, Principal of Soria School, the Single Plan for Student Achievement will be presented at the December 18th board meeting.

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 MATERIALS:

Attached: [2019-20 Cesar Chavez School K-8 SPSA](#)
[2019-20 McAuliffe School K-5 SPSA](#)
[2019-20 Curren School K-8 SPSA](#)
[2019-20 Kamala School K-8 SPSA](#)
[2019-20 Rose Avenue School K-5 SPSA](#)
[2019-20 Marshall School K-7 SPSA](#)
[2019-20 Frank School 6-8 Middle School SPSA](#)
[2019-20 Brekke School K-5 SPSA](#)
[2019-20 Driffill School K-8 SPSA](#)
[2019-20 Elm School K-5 SPSA](#)
[2019-20 Fremont Academy 6-8 Middle Schools SPSA](#)
[2019-20 Harrington School K-5 SPSA](#)
[2019-20 Haydock School 6-8 Middle School SPSA](#)
[2019-20 Lemonwood School K-8 SPSA](#)
[2019-20 McKinna School K-5 SPSA](#)
[2019-20 Ramona School K-5 SPSA](#)

2019-20 Ritchen School K-5 SPSA
2019-20 Sierra Linda School K-5 SPSA
2019-20 Marina West School K-5 SPSA
SPSA Board presentation 11-13-19.pdf

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez K-8 School	56725386055321	October 17, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cesar E. Chavez School Vision Statements is to 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. Our Biliteracy Vision is to 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. The academic focus for our students is to have them achieve and grow in Writing, Reading, and Mathematics. Common planning time in grade level and in vertical grade level teams will be scheduled in staff meetings and other days after school. Writing will be observed daily in all classrooms in a variety of genres in all content areas. Teachers will monitor STAR 360 reading and mathematics scores, as well as Renaissance Accelerated Reader goals met. Teachers will continue focusing on implementing Mathematical

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Mindset strategies across all grade levels. Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction. With a focus on academic growth teachers will use the Common Core State Standards to analyze their own lessons, first instruction, scaffolds and interventions by meeting for collaboration. In Professional Learning meetings teachers will focus on DuFour's questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Based on the student data, teachers will develop academic plans for students with a focus on being student centered, differentiation instruction, using scaffolds, and concentrating on significant student groups. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor.

Teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims and Targets they have determined as focus. Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

We want Chavez students to be safe, happy, and successful at school. We believe that our parents and guardians play a major role in a child's education. Continual interest in a child's progress and success is vital. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school. 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 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.

Through our PBIS guidelines for success, we plan to create an environment where respect, honesty, courtesy, and kindness prevail. We will work on four school guidelines. We intend to reward students when demonstrates one of the guidelines. Students are to show self-control, have an optimistic attitude, ask questions and participate in their learning, and react with resilience and persistence. We believe that communication between parents, students, and teachers is critical. If problems arise, we will work with families to find solutions. Each of our students is very special to us. 506 We want them to be happy at school, to learn all that they possibly can, and be successful in life.

Our PBIS NEST team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students. NEST is creating clear recess, cafeteria, and hallway expectations teaching them to students in a variety of ways including videos, assemblies and in school field trips.

Our Kindergarten program is currently in Kindergarten to 5th grade. All classes in Kindergarten through first grade are DLI classes following a 50/50 DLI model and teachers are using the designed content based units. Teachers in all the DLI classes will continue to focus on oracy and writing with an emphasis on balanced literacy. Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards in both English and Spanish languages. State adopted and approved curricular materials support instruction. Learning walks will be conducted by principal and teachers in order to enhance the instructional program with a concentration on Common Core State Standards in both languages, Spanish and English. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

Students in the middle school are engaged in electives classes that include AVID, Art, Technology, Environmental Science, Geography, Technology, and Guitar. Music is offered as an elective to middle school students and to elementary students who perform during the school year to enhance the Academic Strand CALCAT, Chavez Academy of Literacy, Communication Arts, and Technology. Students, teachers and families enjoy seeing a major project presented from all the grade levels. Middle School students will participate in monthly student expectation assemblies that will include real life skills and goal setting.

Develop and implement student support and intervention programs and services for students not meeting standards, including 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) process to receive Tier I-Level Intervention services by classroom teachers during daily core instruction in English Language Arts, Mathematics, Social Studies and Science. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, our Intervention Support Providers (ISPs) in small group settings, and/or our K-1 Paraeducators also within a small group setting. Our Reading Specialist supports struggling readers in grades Kindergarten, 1st and 2nd with the goal of having under performing students reading at grade level by the time they enter 2nd grade. The Reading Specialist works directly with students, collaborates with teachers, and serves as a resource for reading instruction for both classroom teachers and ISPs.

Chavez school will continue to Identify learning targets, learning claims, and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards. Teachers will Inform effective classroom instruction practices with strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention. School will provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills. By offering high rigorous academic instruction with differentiated instruction to enhance student engagement and improve student achievement teachers will continue to work on achieving student goals and school mission: Chavez: Where students SOAR to their full potential.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Consistent classroom observations were conducted on a monthly basis providing feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth. The data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction is necessary. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through data analyses from formative, STAR 360 in Mathematics and Language Arts, Curriculum Assessments, Writing IAB's, and summative assessments, CAASPP in Mathematics and Language Art, ELPAC for English Learners, during the school year, teachers are to modify instruction based on Common Core State Standards in order to improve student achievement and academic growth.

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

The school has been working on a school wide writing program, increasing vertical and grade level data analysis collaboration and focus on Common Core State Standards, Claims and Targets last year. In order to monitor student progress with purpose of increasing student progress, teachers will use the STAR 360 assessments scores 3 times a year along with other assessment measures in Professional Learning Teams that will focus on planning first instruction concentrating on Writing Standards in all Content Areas, Reading in English Language Arts and Concepts and Procedures in Mathematics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site administration functions as instructional leaders.

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

Teachers will be participating in multiple collaboration meetings both in grade level and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the 4 Essential questions: 1. What do we expect our students to learn? – goals and expectations 2. How will we know they are learning? – assessments. 3. How will we respond when they don't learn? – intervention 4. How will we respond if they already know it? – gifted, extended learning, project based learning

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims they have determined as focus. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

Evidence-based educational practices to raise student achievement

Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career.

Parental Engagement

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

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 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.

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

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school.

Funding

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

Funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration. Kindergarten and 1st grade Paraprofessionals, Intervention Support Specialists in grades 2nd-5th and in Middle School will provide intervention supports within the school day. School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents from SSC, ELAC and PTA, with teachers during Leadership meetings, staff meetings and grade level meetings and with students in ASB and AVID classes as part of the planning process for this SPSA/Annual Review and Update during the last school year 2018-2019 and the beginning of the current school year 2019-2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The teachers conducted a needs assessment and identified two areas: time for collaboration and middle school interventions. It was decided to fund an additional Intervention Support Provider for Middle School in English Language Arts and Mathematics . It was also decided to increase and calendar collaboration time during the school day and after school outside of the Staff meeting Tuesdays.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.1%	0.11%	%	1	1	
Asian	%	%	%			
Filipino	0.2%	0.22%	%	2	2	
Hispanic/Latino	98.6%	98.14%	%	895	896	
Pacific Islander	%	0.11%	%		1	
White	1.1%	1.42%	%	10	13	
Multiple/No Response	%	%	%			
Total Enrollment				908	913	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	94	97	
Grade 1	90	93	
Grade 2	102	96	
Grade3	90	99	
Grade 4	100	109	
Grade 5	103	98	
Grade 6	125	104	
Grade 7	98	115	
Grade 8	106	102	
Total Enrollment	908	913	

Conclusions based on this data:

School Enrollment is comprised of 98% Latino/Hispanic school wide. Enrollment increase by only 5 students from 2016-17 to 2017-18 and decrease in the last 2 years. This has created a decrease funding, thus a decrease in staff as well.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	599			66.0%		
Fluent English Proficient (FEP)	172			18.9%		
Reclassified Fluent English Proficient (RFEP)	57			9.0%		

Conclusions based on this data:

English Learners make up a large number of school student population and the need to Reclassify them has made school prioritize budget funding to ensure academic growth for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	101	96	90	101	93	90	101	93	100	100	96.9
Grade 4	97	112	105	97	112	104	97	112	104	100	100	99
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	103	97	126	103	97	126	103	97	99.2	100	100
Grade 7	100	109	113	98	109	113	98	109	113	98	100	100
Grade 8	106	104	104	103	104	104	103	104	104	97.2	100	100
All Grades	622	628	620	616	627	616	616	627	616	99	99.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2360.	2376.	6.67	5.94	10.75	13.33	14.85	19.35	21.11	21.78	18.28	58.89	57.43	51.61
Grade 4	2399.	2411.	2438.	8.25	5.36	13.46	12.37	24.11	24.04	21.65	20.54	26.92	57.73	50.00	35.58
Grade 5	2426.	2443.	2463.	1.96	7.14	4.76	14.71	17.35	31.43	23.53	25.51	25.71	59.80	50.00	38.10
Grade 6	2451.	2450.	2464.	2.38	5.83	1.03	18.25	9.71	21.65	24.60	31.07	31.96	54.76	53.40	45.36
Grade 7	2463.	2478.	2460.	1.02	1.83	1.77	21.43	21.10	12.39	22.45	31.19	30.09	55.10	45.87	55.75
Grade 8	2485.	2494.	2493.	1.94	4.81	1.92	14.56	15.38	17.31	30.10	32.69	30.77	53.40	47.12	50.00
All Grades	N/A	N/A	N/A	3.57	5.10	5.52	15.91	17.22	20.94	24.03	27.11	27.44	56.49	50.56	46.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	9.90	10.75	28.89	39.60	44.09	62.22	50.50	45.16
Grade 4	8.25	10.71	12.50	38.14	46.43	54.81	53.61	42.86	32.69
Grade 5	4.90	14.29	11.43	42.16	33.67	48.57	52.94	52.04	40.00
Grade 6	5.56	5.83	8.25	38.10	40.78	38.14	56.35	53.40	53.61
Grade 7	8.16	5.50	2.65	35.71	37.61	29.20	56.12	56.88	68.14
Grade 8	7.77	8.65	2.88	32.04	31.73	37.50	60.19	59.62	59.62
All Grades	7.14	9.09	7.95	36.04	38.44	41.88	56.82	52.47	50.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	5.94	8.60	44.44	29.70	36.56	50.00	64.36	54.84
Grade 4	5.15	7.14	7.69	46.39	49.11	62.50	48.45	43.75	29.81
Grade 5	9.80	11.22	14.29	42.16	40.82	53.33	48.04	47.96	32.38
Grade 6	4.76	5.83	1.03	33.33	30.10	52.58	61.90	64.08	46.39
Grade 7	4.08	5.50	5.31	39.80	46.79	52.21	56.12	47.71	42.48
Grade 8	6.80	7.69	1.92	36.89	39.42	54.81	56.31	52.88	43.27
All Grades	6.01	7.18	6.49	40.10	39.55	52.27	53.90	53.27	41.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	7.92	11.83	54.44	59.41	60.22	37.78	32.67	27.96
Grade 4	3.09	3.57	14.42	53.61	71.43	63.46	43.30	25.00	22.12
Grade 5	2.94	10.20	6.67	61.76	47.96	61.90	35.29	41.84	31.43
Grade 6	3.17	3.88	6.19	58.73	51.46	56.70	38.10	44.66	37.11
Grade 7	2.04	1.83	4.42	51.02	52.29	53.98	46.94	45.87	41.59
Grade 8	1.94	1.92	3.85	62.14	64.42	59.62	35.92	33.65	36.54
All Grades	3.41	4.78	7.79	57.14	58.05	59.25	39.45	37.16	32.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	10.89	6.45	40.00	34.65	52.69	53.33	54.46	40.86
Grade 4	10.31	13.39	11.54	46.39	43.75	58.65	43.30	42.86	29.81
Grade 5	5.88	10.20	14.29	37.25	50.00	45.71	56.86	39.80	40.00
Grade 6	14.29	9.71	8.25	40.48	48.54	52.58	45.24	41.75	39.18
Grade 7	5.10	15.60	7.96	45.92	42.20	41.59	48.98	42.20	50.44
Grade 8	8.74	13.46	13.46	45.63	42.31	38.46	45.63	44.23	48.08
All Grades	8.77	12.28	10.39	42.53	43.54	48.05	48.70	44.18	41.56

Conclusions based on this data:

There is an increase in Standards Met and Exceeded in grades 3rd-5th and less movement in grades 6th-8th grade. Of the ELA Claims, data shows that Writing is the lowest area and needs to be the focus school wide. Listening is the strongest Claim.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	101	96	90	101	95	90	101	95	100	100	99
Grade 4	97	112	105	97	112	105	97	112	105	100	100	100
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	104	97	126	104	97	126	104	97	99.2	100	100
Grade 7	99	109	113	98	109	113	98	109	113	99	100	100
Grade 8	106	104	104	103	104	103	103	104	103	97.2	100	99
All Grades	621	629	620	616	628	618	616	628	618	99.2	99.8	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2380.	2389.	3.33	3.96	7.37	15.56	18.81	20.00	26.67	24.75	28.42	54.44	52.48	44.21
Grade 4	2415.	2414.	2447.	4.12	4.46	7.62	14.43	13.39	23.81	36.08	33.93	42.86	45.36	48.21	25.71
Grade 5	2424.	2428.	2446.	0.98	3.06	5.71	2.94	4.08	4.76	25.49	22.45	38.10	70.59	70.41	51.43
Grade 6	2421.	2422.	2428.	0.79	0.00	4.12	4.76	7.69	7.22	21.43	24.04	23.71	73.02	68.27	64.95
Grade 7	2434.	2433.	2425.	1.02	1.83	0.88	4.08	2.75	5.31	27.55	24.77	19.47	67.35	70.64	74.34
Grade 8	2450.	2462.	2446.	0.97	0.96	0.97	5.83	7.69	5.83	24.27	23.08	17.48	68.93	68.27	75.73
All Grades	N/A	N/A	N/A	1.79	2.39	4.37	7.63	9.08	11.00	26.62	25.64	28.32	63.96	62.90	56.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	9.90	17.89	32.22	33.66	30.53	57.78	56.44	51.58
Grade 4	11.34	6.25	19.05	20.62	25.00	35.24	68.04	68.75	45.71
Grade 5	0.98	4.08	6.67	16.67	15.31	24.76	82.35	80.61	68.57
Grade 6	1.59	1.92	3.09	14.29	15.38	17.53	84.13	82.69	79.38
Grade 7	1.02	2.75	2.65	18.37	19.27	15.93	80.61	77.98	81.42
Grade 8	0.00	0.96	0.97	29.13	19.23	23.30	70.87	79.81	75.73
All Grades	3.90	4.30	8.25	21.43	21.34	24.43	74.68	74.36	67.31

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	12.87	10.53	42.22	33.66	40.00	52.22	53.47	49.47
Grade 4	6.19	6.25	10.48	29.90	37.50	46.67	63.92	56.25	42.86
Grade 5	0.00	4.08	8.57	35.29	27.55	34.29	64.71	68.37	57.14
Grade 6	0.00	0.00	5.15	34.13	28.85	28.87	65.87	71.15	65.98
Grade 7	2.04	1.83	2.65	28.57	25.69	30.09	69.39	72.48	67.26
Grade 8	1.94	1.92	1.94	26.21	50.96	26.21	71.84	47.12	71.84
All Grades	2.44	4.46	6.47	32.63	34.08	34.30	64.94	61.46	59.22

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	5.94	12.63	45.56	50.50	40.00	44.44	43.56	47.37
Grade 4	6.19	7.14	16.19	39.18	33.93	49.52	54.64	58.93	34.29
Grade 5	1.96	1.02	4.76	36.27	40.82	43.81	61.76	58.16	51.43
Grade 6	4.76	1.92	6.19	31.75	27.88	26.80	63.49	70.19	67.01
Grade 7	2.04	2.75	0.88	44.90	43.12	36.28	53.06	54.13	62.83
Grade 8	0.97	1.92	2.91	39.81	38.46	36.89	59.22	59.62	60.19
All Grades	4.22	3.50	7.12	39.12	39.01	39.00	56.66	57.48	53.88

Conclusions based on this data:

There is an increase in Standards Met and Exceeded in grades 3rd-6th and less movement in grades 7th-8th grade. Of the Math Claims, data shows that Applying Mathematical Concepts and Procedures is the lowest area and needs to be the focus school wide.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
913	97.0%	61.4%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	561	61.4%
Foster Youth	2	0.2%
Homeless	24	2.6%
Socioeconomically Disadvantaged	886	97.0%
Students with Disabilities	61	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Filipino	2	0.2%
Hispanic	896	98.1%
Pacific Islander	1	0.1%
White	13	1.4%






Conclusions based on this data:

We are aware that 98% of our students are Hispanic and 97% of our students are Socioeconomically Disadvantaged and we will need to include parent education in order to help students succeed. We are also aware of the students who are homeless and will be providing services and monitoring their progress throughout the school year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

Data in both English Language Arts and Mathematics has increased. School needs to decrease both suspension and chronic absenteeism.

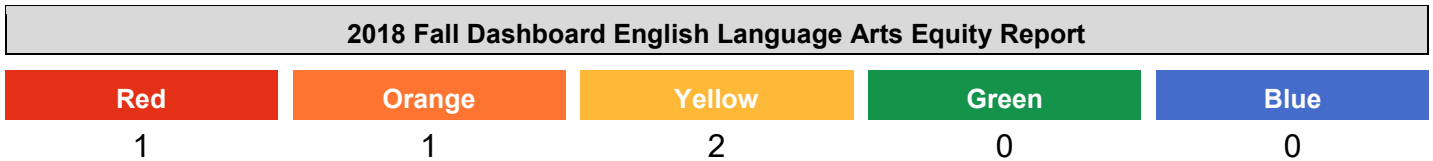
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 68.7 points below standard Increased 9.5 points 613 students	<p>English Learners</p>  Orange 78.1 points below standard Increased 7.3 points 475 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 86.7 points below standard Increased 22.8 points 25 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69.9 points below standard Increased 10.5 points 598 students	<p>Students with Disabilities</p>  Red 135.8 points below standard Maintained -1.8 points 59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69 points below standard Increased 9.3 points 608 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.6 points below standard Maintained 0.9 points 235 students	46.2 points below standard Declined -28.7 points 240 students	58.2 points below standard Increased 9.7 points 98 students

Conclusions based on this data:

Data shows that there is an increase in all areas, except students with disabilities, which has maintained. School focus will be to increase student academic achievement for students with disability while maintaining an increase in all other areas.

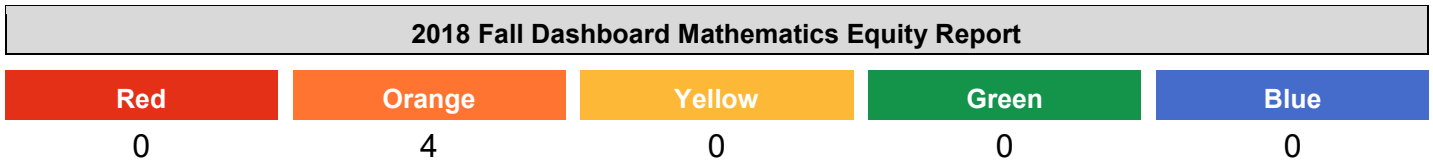
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 102 points below standard Increased 4.4 points 613 students	<p>English Learners</p>  Orange 109.3 points below standard Increased 3.4 points 475 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 121.4 points below standard Increased 15.4 points 25 students	<p>Socioeconomically Disadvantaged</p>  Orange 102.7 points below standard Increased 5.4 points 598 students	<p>Students with Disabilities</p>  Orange 152.2 points below standard Increased 9 points 59 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 102.1 points below standard Increased 4.3 points 608 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.2 points below standard Increased 6.8 points 235 students	93.7 points below standard Declined -30.9 points 240 students	89.2 points below standard Increased 7.2 points 98 students

Conclusions based on this data:

Data shows that Mathematics has increased in all student groups and needs to be maintained. We need to monitor Reclassified English Learners in order to maintain Mathematic achievement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
482	23.9%	39.8%	27.2%	9.1%

Conclusions based on this data:

School will focus on getting all level 4 students to Reclassify within an academic year. The focus for the other levels is to move students from one level to the higher level by the end of the academic year.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

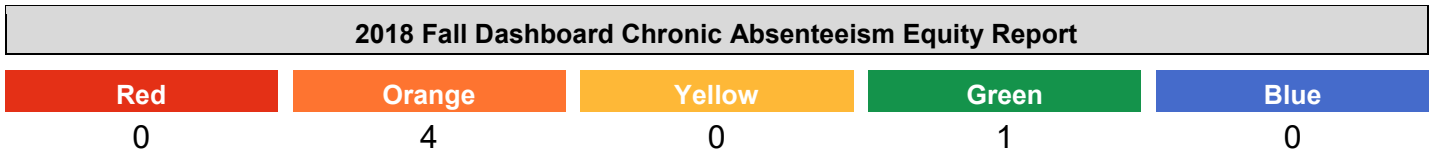
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7.1% chronically absent Increased 1.3% 934 students	<p>English Learners</p>  Green 4.9% chronically absent Maintained 0.1% 575 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  Orange 23.1% chronically absent Declined 6% 39 students	<p>Socioeconomically Disadvantaged</p>  Orange 6.9% chronically absent Increased 0.9% 913 students	<p>Students with Disabilities</p>  Orange 15.4% chronically absent Increased 11.3% 78 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2% chronically absent Increased 1.3% 916 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent 13 students

Conclusions based on this data:

Data shows that school needs to decrease absenteeism in all student groups. School will develop a committee to work with ORC in order to develop a plan to improve absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

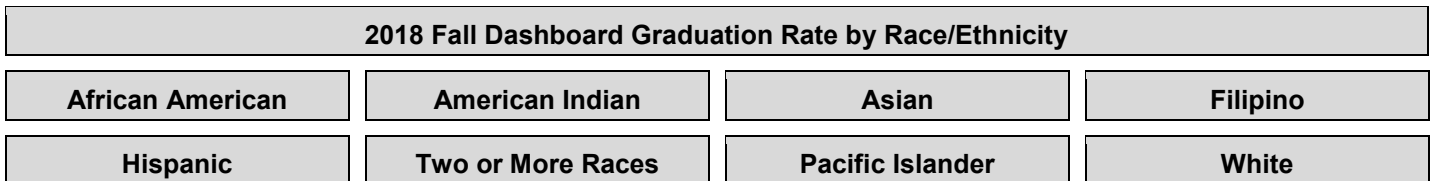
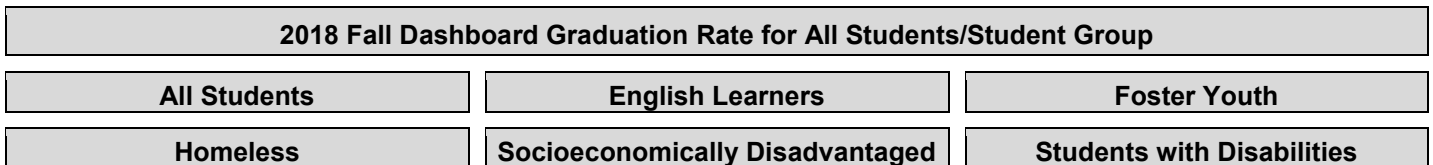
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

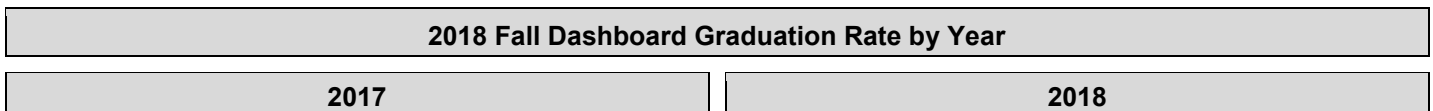
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

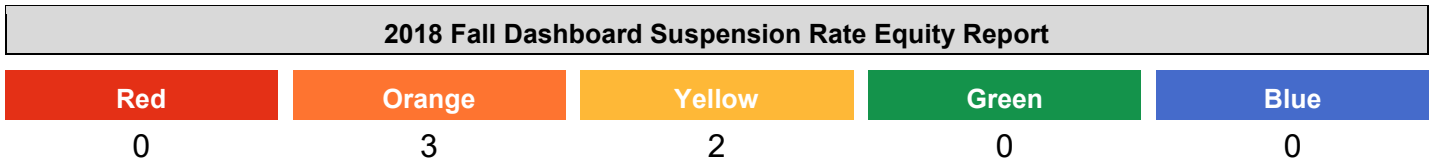
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 5.4% suspended at least once Increased 0.3% 944 students	<p>English Learners</p>  Yellow 3.6% suspended at least once Declined -2.1% 582 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  Orange 9.8% suspended at least once Declined -11.9% 41 students	<p>Socioeconomically Disadvantaged</p>  Orange 5.4% suspended at least once Maintained 0.2% 922 students	<p>Students with Disabilities</p>  Yellow 5.1% suspended at least once Declined -2.9% 79 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.5% suspended at least once Increased 0.4% 926 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once 13 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8.4% suspended at least once	5.1% suspended at least once	5.4% suspended at least once

Conclusions based on this data:

Data shows that school needs to continue to work on decreasing suspensions by monitoring the PBIS school wide plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective first instruction and data-driven instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning
 To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten-2nd grade: STAR 360 Early Literacy Assessments and Benchmark Performance Task Achievement Percentages	Kindergarten: 22% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment	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	Grade 1: 23% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 10% at/above CAASPP benchmark level on STAR 360 Math	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.
Writing Assessments	Grade 2: 19% at/above CAASPP benchmark level on STAR 360 Reading 26% at/above CAASPP benchmark level on STAR 360 Math	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. Percentage of students at or above benchmark as measured by the STAR 360 Early Literacy Assessment: Kindergarten - 80% of students will meet goals for English number sense and Spanish

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>letter/sound knowledge and in Math all students will attain a one year's growth as measured by Math standards and STAR 360 assessments.</p> <p>Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment: 1st grade - 60% of students will read at grade level or higher 2nd grade - 65% of students will reach or exceed 40th percentile</p> <p>Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment: 1st grade - 80% of students will increase 35% in SGP at every benchmark 2nd grade - 75% of students will reach or exceed 40th percentile</p>
<p>3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP</p> <p>STAR 360 Reading Assessment STAR 360 Mathematics Assessment</p> <p>Writing Assessments</p>	<p>3rd grade CAASPP 30% Met/Exceeded Standard on CAASPP English Language Arts and 27% in Mathematics 51% Standards not met in ELA and 44% in Mathematics ELA Claim Focus: Reading and Writing Math Claim Focus: Concepts and Procedures</p> <p>4th grade CAASPP 38% Met/Exceeded Standard on CAASPP English Language Arts and 32% in Mathematics 35% Standards not met in ELA and 25% in Mathematics ELA Claim Focus: Reading and Writing</p>	<p>Increase the amount of students in 3rd-8th grade who meet or exceed in CAASPP Math by 9%.and in ELA by 10%, with an additional focus to increase 10% students in the other Standard Levels</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 ELA.</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 1% of students from low to typical growth on STAR 360 Mathematics.</p> <p>3rd grade:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Math Claim Focus: Concepts and Procedures</p> <p>5th grade CAASPP 36% Met/Exceeded Standard on CAASPP English Language Arts and 11% in Mathematics 38% Standards not met in ELA and 51% in Mathematics ELA Claim Focus: Reading and Writing Math Claim Focus: Concepts and Procedures</p> <p>6th grade CAASPP 23% Met/Exceeded Standard on CAASPP English Language Arts and 11% in Mathematics 45% Standards not met in ELA and 65% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures</p> <p>7th grade CAASPP 14% Met/Exceeded Standard on CAASPP English Language Arts and 6% in Mathematics 56% Standards not met in ELA and 74% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures</p> <p>8th grade CAASPP 19% Met/Exceeded Standard on CAASPP English Language Arts and 7% in Mathematics</p>	<p>increase of 12% Met/Exceeded ELA CAASPP and 12% Met/Exceeded Math CAASPP, with a focus on 10% increase in Not Met</p> <p>4th grade: 12% Met/Exceeded ELA CAASPP and 11% Met/Exceeded Math CAASPP Pursuant to Star 360 our median SPG be at or above 60 for both ELA and math. With an increase in scale score of 100 points.</p> <p>5th grade: 12% Met/Exceeded ELA CAASPP and 11% Met/Exceeded Math CAASPP Pursuant to Star 360 our median SPG be at or above 60 for both ELA and math. With an increase in scale score of 100 points.</p> <p>6th grade: 8% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and Math according to STAR 360 assessment</p> <p>7th grade: 8% Met/Exceeded ELA CAASPP and 6% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and Math according to STAR 360 assessment</p> <p>8th grade: 8% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	50% Standards not met in ELA and 76% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures	Math according to STAR 360 assessment
3rd-8th grade: English Learners ELPAC scores and Reclassification Percentages	Based on 2018 ELPAC data: 16.1% of all students scored at Level 1 (Beginning Stage) 30.6% of students scored at Level 2 (Somewhat Developed) 36.3% of students scored at Level 3 (Moderately Developed) 17.1% of students scored at Level 4 (Well Developed).	All English Learner students in all grade levels will increase one level on ELPAC 1st grade 80% of students will score 80% or higher on each ELD Wonders Assessment 2nd grade 75% of students will move up one level on ELPAC 3rd grade 75% of all English Learners in SEI classes will go up one level on ELPAC and/or be Reclassified and 50% of English Learners in DLI classes will go up one level on ELPAC and/or be Reclassified 4th and 5th grade - all students will move a level on ELPAC by the end of the year 6th-8th grade 30% of students will be eligible for Reclassification

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. Reading Specialist will select groups of 2-6 students to work with for 6-8 weeks at a time. Reading Specialist expects to see growth in Early Literacy Assessments in Spanish or English.

539

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
Certificated Salaries: Reading Specialist salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
Salaries and Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. District adopted Language Arts, Mathematics and English Language Development curriculum implementation guides will be used to guide instruction and assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

[Empty box for Source(s)]

District Funded

District Curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, with focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African American, GATE

Strategy/Activity

4. The STAR 360 Mathematics, Reading and Early Literacy assessment, along with CAASPP, IAB's, and curriculum embedded assessments will be administered at least 3 times a year. Teachers will collaborate on a PLC model by analyzing student data and creating goals for next instructional steps with a focus on first instructions, Common Core State Standards in common planning time both grade level and vertical grade collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries Assessments and collaboration time after school
1000	Discretionary 1000-1999: Certificated Personnel Salaries Collaboration time after school

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. The STAR 360 Reading, Mathematics, and Early Literacy and curriculum embedded assessment will be analyzed and monitored by teachers during collaboration each trimester of the school year for patterns of academic growth and to guide first instruction.

Proposed Expenditures for this Strategy/Activity

541

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration
2000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. At Data Chats Teachers will input all Interim assessment results into IO, evaluate and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Assessments
1000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Implementation of school wide systematic instruction on writing process (K-8) based on writing standards. Writing assessments in all genres will be administered to students 3 times a year.

542

Writing will be analyzed and monitored by teachers during collaboration each trimester of the school year identifying patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Collaboration on Writing
2000	Title I 4000-4999: Books And Supplies Materials and Supplies to support writing
500	Title I 4000-4999: Books And Supplies Graphics to support writing plan
3000	Discretionary 4000-4999: Books And Supplies Materials and Supplies to support writing

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. In order to support the Core Academics of students the school will implement weekly learning walk visits by the principal and teachers with timely feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries substitute teachers
1000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

543

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers
500	Discretionary 2000-2999: Classified Personnel Salaries Clerical OT

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Site Technology Technician will maintain equipment and software to support student ELA, Math, and ELD learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services Classified Salaries: Computer Lab Tech salary

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, with focus on GATE and Special Education

Strategy/Activity

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 passed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services Classified Salaries: Librarian
	District Funded Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies: Incentives
300	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time
4000	Discretionary 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Materials and supplies will be purchased to support the core ELA, SLA, ELD, and Math instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	545
12000	LCFF - Targeted	

	4000-4999: Books And Supplies Materials and Supplies
2000	Title III 4000-4999: Books And Supplies Materials and Supplies
12000	Title I 4000-4999: Books And Supplies Materials and Supplies
1251	Title III 4000-4999: Books And Supplies Books other than textbooks for DLI
5000	Discretionary 4000-4999: Books And Supplies Materials and supplies and books other than textbooks

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2159

Source(s)

Discretionary
5800: Professional/Consulting Services And Operating Expenditures
Maintenance Agreement for Xerox machines

District Funded

10000

Discretionary
4000-4999: Books And Supplies materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

546

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

14. Extra clerical support will be provided to support the school, including translation for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Certificated Salaries, extra time
300	Title III 2000-2999: Classified Personnel Salaries Certificated Salaries, extra time

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in K-5th grade

Strategy/Activity

15. Implementation of Dual Language Immersion for Kindergarten through fifth grade classes. Teachers will implement Unit roll out from the DLI maps created for student achievement. Teachers will collaborate in order to analyze instruction and plan for Tier 1 instruction, first instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Program
4000	Title III 4000-4999: Books And Supplies books other than textbooks
3500	Title I 4000-4999: Books And Supplies

547

	materials and supplies
5141	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers
5000	Discretionary 4000-4999: Books And Supplies materials and supplies and books other than textbooks

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Monitor and implement MyON by teachers with the reading goal of 25 minutes per student and with 50% fiction and 50% nonfiction selected.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	MyOn program

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grade 2nd - 5th grade

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 548

Amount(s)

Source(s)

30000

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salaries: (1 ISP's for ELA for 3.5 hrs daily/135 days)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

18. The English Language Arts interim assessment, along with ELPAC will be analyzed and monitored all year for patterns of academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

Title III
1000-1999: Certificated Personnel Salaries
Substitute teachers

1500

LCFF - Targeted
2000-2999: Classified Personnel Salaries
ORC: Extra time

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. CMP3 Math Pearson Prentice Hall and McGraw-Hill My Math chapter and benchmark assessments will be administered, along with IAB's and STAR 360.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Math Curriculum

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

20. Teachers will implement the District EL Master Plan, which includes Designated and Integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ELD instruction

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

21. Students will be assessed to determine their language proficiency levels with ELPAC and Interim Assessment in Wonders curriculum. The data will be used to group students. Instruction will be provided in designated ELD times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

ELD curriculum

1000

Discretionary
1000-1999: Certificated Personnel Salaries
Extra Hourly Time for Teacher Collaboration

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, with focus on Special Education, Foster, Homeless

Strategy/Activity

22. Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students, including GATE, Homeless, and Foster students

Strategy/Activity

23. In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of their future lives by participating in monthly Middle School workshops and 8th grade promotion coaching in order to expand their interest for career and college readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Certificated Salaries

551

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

24. Teachers will implement the district-adopted ELD curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
ELD curriculum

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Collaboration Supp

Title III
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra Time

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-5th

Strategy/Activity

26. Dual Language Immersion new teachers will observe other teachers in other DLI programs and collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
2000	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 for one to one devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	Title III 5800: Professional/Consulting Services And Operating Expenditures Purchase of Online Subscriptions, Licenses, Apps
2700	Title I 5800: Professional/Consulting Services And Operating Expenditures

553

	Purchase of Online Subscriptions, Licenses, Apps
5000	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

28. Library Instruction will maintain and manage site library and provide support to teachers and students in the School-wide Reading program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Classified Salaries: Librarian
2500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

29. In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of the community and world around them by participating on field trips in order to expand their interest for career and college readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1000	Title I 5700-5799: Transfers Of Direct Costs Field Trip transportation
5000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip services, entrance fees, and operations
5000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation
3000	Discretionary 5700-5799: Transfers Of Direct Costs Field Trip services, entrance fees, and operations

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Classified Salaries: Instructional Assistants for Kindergarten 6 hours
14750	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants for Kindergarten 2 hours
39965	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants for 1st grade 8 hours

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All teachers

Strategy/Activity

31.School will provide incentives as recognition to students for goals met in Accelerated Reader and STAR 360. All students who have met goals will receive incentives and attend celebration activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1253	Title I 4000-4999: Books And Supplies Materials and supplies
1500	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies
2000	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

32. The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD, such as CABE to improve instructional practices, and improve student progress and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 5000-5999: Services And Other Operating Expenditures

556

	Travel and Conference: Professional Development
4500	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development for ELD
3000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development
1500	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development
2000	Discretionary 4000-4999: Books And Supplies Professional Development materials and supplies

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

33. Academic incentives will be provided to motivate and engage students in Middle School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
2000	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

34. Materials and supplies will be purchased to support the core Science instructional program teaching Next Generation Science through hands on experiments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
2500	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

35. Intervention Services Provider will provide support for Middles School students in grades 6th, 7th, and 8th in the Core Content of English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

33000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Salary
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Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, with focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African American, GATE

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Extra Help/Tutoring

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

37. The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Professional Development and training materials.

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

559

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES
	Teacher Salary

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

39. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Extra Hourly Time for Teachers, Supplies, Refreshments
	ASES

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

AVID students, which include English Learners, Migrant, Homeless, Foster and GATE students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation and/or services, entrance fees, and operations
1500	Title I 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year all the strategies and activities we set for overall effectiveness resulted in achieving our set goals for CAASPP gains. All actions for this school year have been scheduled in the master calendar and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding has been allocated differently this school year for the intended implementation of strategies and activities with limited resources. School will not fund before or after school tutoring for small groups of students. School will add support for time for teacher collaboration, intervention support for Middle School students, and development of school wide writing program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Monitoring of student data will be more often during the year in order to monitor students and their growth in all bands. Students in the not met level have not been moving. Focusing data analysis and discussions in grade level Professional Learning meetings will keep our focus on moving students from one level to a higher level. The focus of discussions will be on strong first instruction, increasing rigor of lessons, and differentiation for students based on needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absences Rate	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 Rates Expulsion Rates	Chavez had a suspension rate of 5.59% and an expulsion rate of 0%	Decrease the amount of students suspended from school by 3% and maintain an expulsion rate to 0%.
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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Staff will participate in CHAMPS training and implement the program for Positive Behavior Support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

CHAMPS program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Staff will participate in Restorative Justice training and implement the program for Positive Behavior Support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

563

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Centralized Services
	Classified Salaries for Outreach Specialist
2200	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Centralized Services
	Classified Salaries for Counselor
500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salaries: Extra time

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TUPE

MSPP & Project Alert programs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Student discipline data will be monitored at intervals throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Staff will follow the MTSS pyramid for behavior and social-emotional issues.

565

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Collaboration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Safety

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. All staff and students will participate in lockdown drills at least twice a year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Safety

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. A school wide evaluation drill will be conducted annually

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Safety

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. The Safety Committee will monitor the Safety Plan, provide Disaster Preparedness training to staff, and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Safety

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires site to fund additional hours to keep students safe.

Proposed Expenditures for this Strategy/Activity

567

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Classified Salaries: 7 Campus Assistants
1025	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time
2000	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. In order to support the Core Academics of students the school will hold regular social skills and discipline assemblies (2X a year)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Student assemblies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 and life skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. In order to promote a safe, drug-free environment conducive to learning, the school will promote Red Ribbon Week activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 569

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
Survey

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

17. 6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisers will receive training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
Prevention Program

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. In order to support the Core Academics of students the school will review and update Comprehensive School Safety Site Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

19. Materials and Supplies to use as incentives and motivators for Middle School students and Field Trips to support Middle School Elective Instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies
2850	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field trips

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Migrant, SED, Foster, Homeless students

Strategy/Activity

20. 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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salaries: Extra Time

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

1000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Field Trip

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

22. The school will provide social/emotional support for students by Ventura Co. Social Worker and school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services

Counselor salary

Strategy/Activity 23

Students to be Served by this Strategy/Activity

572

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

23. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

24. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Extra Time

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

25. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Professional development

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year all the strategies and activities we set for overall effectiveness resulted in achieving our set goals in decreasing suspensions and expulsions . All actions for this school year have been scheduled in the master calendar and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS NEST team, counselor, ORC and administrators will continue to work on improving positive school climate and the social emotional support of our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding has been allocated for the intended implementation of strategies and activities in all areas of Social Emotional Support and School Climate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School is including all stakeholders in developing the actions and strategies for this plan, including community, campus assistants, students and parents. The annual outcome is to have an increase in student activities during the year and analyze students ability to use the strategies presented by monitoring their attendance, behavior and academic achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 to 12 parents cleared by the District Volunteer Procedures.	Increase Parent Volunteers to 3% of Chavez families cleared by the District Volunteer Procedures.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra clerical support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. The parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

50

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra clerical support

50

Title I
4000-4999: Books And Supplies

576

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. The Parent Involvement Policy will be developed and revised at parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

300

Title I
4000-4999: Books And Supplies
Material and Supplies

100	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra Time
100	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
1000	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
100	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title III 4000-4999: Books And Supplies Materials, Supplies, Food
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

7. IEP meetings will be held to plan individual student support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3442	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

8. Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
100	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translators

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Extra clerical support for translation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1090	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

12. Reclassification meetings will be held with parents of EL students in order to inform and sign necessary paperwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Reclassification meetings

500

Discretionary
4000-4999: Books And Supplies
materials and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title III
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

500

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Time

500

Title III
4000-4999: Books And Supplies
Materials and Supplies

185

Title I
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

582

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time
500	Discretionary 4000-4999: Books And Supplies materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

15. English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting, food and beverages provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	Title III 4000-4999: Books And Supplies Materials and Supplies, including food and beverages
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

16. Create and present units into the Academy Integrated Thematic Unit with the focus on Literacy, Communication Arts, and Technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1000	Discretionary 4000-4999: Books And Supplies materials and supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions have been scheduled in the master calendar and communicated to all stakeholders through phone calls, email, PeachJar. and a shared on display boards and school marquee.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding has been allocated for the intended implementation of strategies and activities with the intent to increase events and education for families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School will increase the number of activities offered during the school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$144,222.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$326,411.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$119,271.00
Title III	\$24,951.00

Subtotal of additional federal funds included for this school: \$144,222.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$56,749.00
LCFF - Intervention	\$74,465.00
LCFF - Targeted	\$50,975.00

Subtotal of state or local funds included for this school: \$182,189.00

Total of federal, state, and/or local funds for this school: \$326,411.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	119,271.00	0.00
Title III	24,951.00	0.00
LCFF - Targeted	50,975.00	0.00
LCFF - Intervention	74,465.00	0.00
Discretionary	56,749.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	56,749.00
LCFF - Intervention	74,465.00
LCFF - Targeted	50,975.00
Title I	119,271.00
Title III	24,951.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	6,000.00
2000-2999: Classified Personnel Salaries	Discretionary	2,500.00
4000-4999: Books And Supplies	Discretionary	42,090.00
5000-5999: Services And Other Operating Expenditures	Discretionary	1,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2,159.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	33,000.00

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2000-2999: Classified Personnel Salaries	LCFF - Intervention	39,965.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,550.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	6,075.00
4000-4999: Books And Supplies	LCFF - Targeted	22,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	6,850.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	68,633.00
2000-2999: Classified Personnel Salaries	Title I	15,150.00
4000-4999: Books And Supplies	Title I	28,603.00
5000-5999: Services And Other Operating Expenditures	Title I	3,185.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,700.00
1000-1999: Certificated Personnel Salaries	Title III	5,600.00
2000-2999: Classified Personnel Salaries	Title III	1,150.00
4000-4999: Books And Supplies	Title III	8,701.00
5000-5999: Services And Other Operating Expenditures	Title III	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,819.00
Goal 2	23,125.00
Goal 3	14,467.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Susana Vargas	Parent or Community Member
Adriana Morales	Parent or Community Member
Maria Teresa Salazar	Parent or Community Member
Evaristo Penafort	Parent or Community Member
Elizabeth Miravete	Parent or Community Member
Yolanda Gonzalez	Other School Staff
Daniel Galaviz	Classroom Teacher
Laura Silva	Classroom Teacher
Jasmin Arceo	Classroom Teacher
Brasilia Perez	Principal

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 10/17/2019.

Attested:

	Principal, Mrs. Brasilia Perez on 10/17/2019
	SSC Chairperson, Mrs. Maria Teresa Salazar on 10/17/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

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Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	October 16, 2019	11/13/19

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Christa McAuliffe's outlined plan for the 2019-20 school year is comprehensive and it includes all student groups. Last academic year, our site Leadership Team revised our Vision and Mission Statements to address and outline the collaborative work between McAuliffe Staff, parents and community members in establishing and maintaining a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day. The expected outcome for students is that the McAuliffe staff is committed to empowering all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them. These efforts include the foundation of teaching students to read, write and finding solutions to mathematical problems.

This academic school year, our students, across all grades will focus on exceeding, achieving or moving closer to their grade-level standards. Teachers are committed to increasing the rigor of instruction and student learning across the English Language Arts and Mathematics content areas.

These areas will be assessed by using STAR 360 Assessments, Intern Assessment Blocks (IABs) and teacher generated assessments (Kindergarten). Teachers have outlined their expectations of incorporating collaborated conversations amongst students. Additionally, teachers are cultivating a Mathematical Mindset with students by using strategies that promote collaborative conversations, reflective learning, peer teaching, note-taking, and Math Talks.

Our site has five Special Day Classes serving students with special needs. Three of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have an eligibility for Emotional Disturbance.

The ultimate expectation is for students to increase achievement scores for every subgroup in all grade levels. This goal will be reached through Teacher Efficacy. Teacher Efficacy will be a by-product of the continued Professional Learning Community, which began two years ago, and provides an arena for teachers to collaborate with grade-level peers to plan, analyze data, set goals, and share strategies to support below the benchmark, at benchmark, and exceeding benchmark students. Students not making significant processes are identified by the teacher, the parent or any other person to the Coordination of Services Team (CST). and/or the Student Success Team (SST). Students identified are receiving Tier I interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through our K-2 Reading Specialist in a small group setting, team-teaching amongst the grade-level or our Intervention Support Providers. The student in the Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. In addition, students are provided interventions, tools or strategies by social and emotional supports by our site assigned Outreach Coordinator, School Counselor, and Psychologist. The additional services a child might receive are acquiring glasses, medical checks, short-term counseling, sensory items, referrals to long-term counseling and the like.

The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of the arts; plays, poetry reading and writing, visual arts, etc. Two years ago, our site increased hands-on science instruction. Both science and the arts were shared with and displayed our Annual STEAM night. As previously mentioned, this year, we are incorporating Mathematical Mindset which is aligned to STEAM.

A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. With this in mind, our site Positive Behavior Intervention and Support (PBIS) Team selected new guidelines for behavior that have rolled it out this year. The guidelines follow the acronym S.T.A.R. These represent Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior in and out of class. Students are incentivized by receiving S.T.A.R.bucks that they can earn weekly, monthly, trimester and yearly rewards. The expectations are not given in a vacuum. They are shared in assemblies, in the classroom through school signage (coming in the winter) and parents receive them through social media, including our website (coming in the winter). To promote acceptance of all at our school, we created the motto of #WeBelongCMES to demonstrated that all students and staff are accepted and welcomed at our school. This academic year, we began the year with a #Five10Challenge which promotes smiling at someone when they are 10 feet away and say hello when they are five feet away. This coupled with our daily Community Circles builds relationships and connections with others on the campus. The PBIS Team also reviews data and provides support to teachers who request suggestions on how to support a student and their behavior.

A key part to the academic, social and emotional support is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising and creating a climate of inclusivity. Our English Learner Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in the document.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classes are frequently visited by site administration. In 2018-19 the School Principal, along with other district administrators, conducted walkthroughs. The feedback was offered to the Principal as to how to best support instruction. From these discussions, the principal and teachers began examining more deeply researched-based strategies and CA Common Core Standards. This upcoming year, 2019-20, the instructors have agreed that collaborative conversations (a.k.a. oracy) will be the instructional focus in each of the content areas. Walkthroughs will include feedback to Teachers on these practices in the classroom. A key part to classroom observation will be the yearlong review of assessment data.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McAuliffe has been and will continue to, use district and state assessments to inform and improve instruction and student learning. The Site Leadership team attended a district data day and reviewed the CAASPP results. Additionally, the Department of Pupil Services provided results for the statewide Healthy Kids survey. Both state assessments and surveys are given in the spring. The survey was given to 5th-grade students, parents, and staff. The Leadership Team gathered the data and presented it to the entire school on our first professional development day. Weekly meetings are held with staff to discuss local assessments, planning of instruction and revision of instruction. The local assessments are the STAR Reading and Math, IABs and teacher-selected writing assessments.

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

Data is reviewed as a step in the Cycle of Inquiry during grade level meetings. The Cycle of Inquiry is a three part planning (Plan), teaching (Do), assessing (Monitor) and responding plan for student learning (Adjust). The Essential Questions are taken from the DuFour's questions for Professional Learning Communities. It also provides Guiding Question and teachers respond with Team Actions all based on the Common Core State Standards. Through this progress monitoring, any student identified as needing intervention are provided intervention by the classroom teacher, K-2 Reading Specialist, before or after school tutoring for the (3rd-5th) Intervention Support Provider (ISP).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders

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

McAuliffe teachers are in the third year of Professional Learning Community (PLC). The foci this year are collaborative conversations and targeted standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement. This year additional time is offered to staff for PLC (Cycle of Inquiry) time. These additional time is offered the Wednesday after the dedicated Tuesday PLC time. This collaborative work will continue up to the administration of the CAASPP.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Students identified by a teacher(s) in the data analysis part of the Professional Learning Community (PLC) are supported in class through small group instruction. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress daily and within a six-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

Researched based strategies as outlined in Hattie's list of most effective and beneficial were reviewed and discussed by the administration and teachers. Through these discussions, it has been noted that the most effective is teacher collaboration. However, ongoing discussion about effective strategies are held in the Professional Learning Communities as the Common Core State Standards are reviewed and data is analyzed. Teachers have the autonomy to add or modify any strategy they deem appropriate to promote student achievement.

Parental Engagement

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

Parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a New Student, Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year parents are invited to attend Back to School Night, Family nights that emphasize core content areas and Common Core State Standards. Each trimester parents are asked to attend the Teacher/Parent Conference to discuss their child's progress. However, parents are encouraged to inquire of their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator or Administrator.

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

Students, Faculty, Staff, Parents and Community members are the Stakeholders all of whom are best served by collaborating with them as they share their goals, strategies, and ideas of how to best serve the families represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2019 as faculty, staff and parents evaluated the prior year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for the 2019-20 school year.

Funding

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

The determination of which funded services are offered to students and parents is determined by the analysis of data provided in state standardized assessments, local benchmark and surveys. Attention is given to those areas which indicate low performing students are ranked. Categorical funding from LCFF, Title I, and Title III provide interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and purchase the supplies for Mathematical Mindset school-wide.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies and funding by the Site Leadership team. The results are reported back to staff by their team representative. Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) are all informed by the school principal. Likewise, in the fall, all of the stakeholders, parents and staff (certificated and classified) provide input into the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Vacancies in the para-educator positions in all of the Special Day Classes classes made it a challenge to maintain high standards for positive culture and academics. The reduction of funding also impacted the number of Campus Assistants hours that are available for campus supervision.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.14%	%	2	1	
African American	2.2%	2.05%	%	17	15	
Asian	2.0%	1.64%	%	15	12	
Filipino	3.5%	3.55%	%	27	26	
Hispanic/Latino	76.9%	76.64%	%	587	561	
Pacific Islander	0.4%	0.27%	%	3	2	
White	11.5%	12.43%	%	88	91	
Multiple/No Response	%	%	%			
Total Enrollment				763	732	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	128	127	
Grade 1	122	98	
Grade 2	136	114	
Grade 3	123	136	
Grade 4	128	131	
Grade 5	126	126	
Total Enrollment	763	732	

Conclusions based on this data:

Based on the Student Enrollment data provided, the current ethnic makeup of students at McAuliffe is 80% Hispanic; 11% White with the remaining percentage a mixture of ethnicity. The percentage of these groups goes unchanged has gone unchanged from year to year. Approximately one third (1/3) of students enrolled at McAuliffe are Intra/Inter district transfers or overflowed from their home school. The initial projection of enrollment for the 2019-20 was to decrease by 100 students. To date, there has only been a decrease of approximately 30 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	219			28.7%		
Fluent English Proficient (FEP)	41			5.4%		
Reclassified Fluent English Proficient (RFEP)	21			10.2%		

Conclusions based on this data:

The 2018-19 CAASPP data for students assessed are the following: 84% are English Only; 22% are English Learners and 14% are Reclassified (RFEP). The data represented shows an increase of students being Reclassified. This is, in part, largely due to the increased services offered to English Learners after school. The teachers at McAuliffe will continue to offer Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	127	117	118	127	114	118	127	115	99.2	100	97.4
Grade 4	123	132	121	123	130	118	123	130	118	100	98.5	97.5
Grade 5	124	124	137	124	124	134	124	124	134	100	100	97.8
All Grades	366	383	375	365	381	366	365	381	367	99.7	99.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2407.	2404.	14.41	13.39	13.16	16.10	25.20	18.42	26.27	32.28	38.60	43.22	29.13	29.82
Grade 4	2421.	2425.	2448.	14.63	14.62	17.80	20.33	16.15	22.88	13.01	23.08	24.58	52.03	46.15	34.75
Grade 5	2458.	2456.	2486.	11.29	11.29	17.16	24.19	20.97	29.10	17.74	22.58	18.66	46.77	45.16	35.07
All Grades	N/A	N/A	N/A	13.42	13.12	16.12	20.27	20.73	23.77	18.90	25.98	26.78	47.40	40.16	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.86	18.11	16.81	39.83	52.76	63.72	48.31	29.13	19.47
Grade 4	19.51	15.38	15.25	38.21	48.46	51.69	42.28	36.15	33.05
Grade 5	9.68	13.71	20.15	48.39	45.16	47.76	41.94	41.13	32.09
All Grades	13.70	15.75	17.53	42.19	48.82	53.97	44.11	35.43	28.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.56	12.60	8.85	40.68	52.76	53.10	45.76	34.65	38.05
Grade 4	10.57	12.31	11.02	38.21	39.23	56.78	51.22	48.46	32.20
Grade 5	14.52	14.52	14.93	47.58	45.16	51.49	37.90	40.32	33.58
All Grades	12.88	13.12	11.78	42.19	45.67	53.70	44.93	41.21	34.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.02	8.66	11.40	59.32	70.87	65.79	29.66	20.47	22.81
Grade 4	9.76	14.62	13.56	53.66	63.08	72.03	36.59	22.31	14.41
Grade 5	9.68	6.45	20.15	62.90	57.26	53.73	27.42	36.29	26.12
All Grades	10.14	9.97	15.30	58.63	63.78	63.39	31.23	26.25	21.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.41	22.05	20.35	43.22	53.54	50.44	42.37	24.41	29.20
Grade 4	15.45	16.92	14.41	47.15	46.15	53.39	37.40	36.92	32.20
Grade 5	16.13	16.13	28.36	41.13	40.32	42.54	42.74	43.55	29.10
All Grades	15.34	18.37	21.37	43.84	46.72	48.49	40.82	34.91	30.14

Conclusions based on this data:

An analysis of the CAASPP English Language Arts data over the last three years up to 2018-19 indicate scores are 31% in 3rd grade, which is a decrease of 7% from the previous year; 41% in 4th grade, an increase of 10%; 46% in 5th grade, an increase 12%. Both 4th and 5th grade had significant growth in all areas of the CAASPP. The 3rd grade scored lower than the students in prior years in 3rd grade. Specifically, the breakdown of the four claims are as such: Claim #1 Reading was 15% Met and Exceeded; Claim #3 Listening was 10% Met and Exceeded and Claims#2 and #4 Writing Research and Inquiry was 15% Met and Exceeded. A further look into the scores shoes an inconsistency in the scores from year to year. In 2017, our 3rd grade scored higher than 4th and 5th grades. As a result of these scores, classroom teachers will continue to implement collaborative conversations as practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Teachers will also ensure students are achieving their academic goals through the aforementioned Cycle of Inquiry that includes Planning, Teaching, Assessing and Adjusting any content area. This includes providing small group instruction in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	127	117	118	127	113	118	127	113	99.2	100	96.6
Grade 4	123	132	121	123	130	119	123	129	119	100	98.5	98.3
Grade 5	124	124	137	124	123	132	124	123	132	100	99.2	96.4
All Grades	366	383	375	365	380	364	365	379	364	99.7	99.2	97.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2384.	2401.	5.08	4.72	7.08	16.95	20.47	26.55	26.27	26.77	28.32	51.69	48.03	38.05
Grade 4	2414.	2413.	2432.	5.69	2.33	7.56	14.63	7.75	21.01	30.08	38.76	27.73	49.59	51.16	43.70
Grade 5	2452.	2434.	2448.	8.06	6.50	6.82	14.52	9.76	11.36	19.35	20.33	31.06	58.06	63.41	50.76
All Grades	N/A	N/A	N/A	6.30	4.49	7.14	15.34	12.66	19.23	25.21	28.76	29.12	53.15	54.09	44.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.41	10.24	12.50	19.49	28.35	37.50	66.10	61.42	50.00
Grade 4	7.32	3.88	15.13	21.14	27.91	23.53	71.54	68.22	61.34
Grade 5	14.52	7.32	7.58	21.77	18.70	22.73	63.71	73.98	69.70
All Grades	12.05	7.12	11.57	20.82	25.07	27.55	67.12	67.81	60.88

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.10	9.45	18.75	38.98	48.03	47.32	44.92	42.52	33.93
Grade 4	13.01	5.43	14.29	31.71	44.19	42.02	55.28	50.39	43.70
Grade 5	11.29	8.13	9.09	31.45	38.21	40.15	57.26	53.66	50.76
All Grades	13.42	7.65	13.77	33.97	43.54	42.98	52.60	48.81	43.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.78	9.45	11.61	54.24	51.97	53.57	38.98	38.58	34.82
Grade 4	10.57	6.98	15.13	36.59	35.66	37.82	52.85	57.36	47.06
Grade 5	8.87	7.32	6.06	38.71	38.21	44.70	52.42	54.47	49.24
All Grades	8.77	7.92	10.74	43.01	41.95	45.18	48.22	50.13	44.08

Conclusions based on this data:

In prior years, our CAASPP Mathematics scores flat-lined; meaning only little growth had been seen. This year was an exception with two of the three grades showing growth. The 2018-19 CAASPP data for students assessed show an impressive growth of 18% for fourth grade. Third and fifth grade had increases of 6% and 1%. The state preliminary scores show the most growth in fourth grade. These scores reflect a practice among that grade in collaboration, identifying student needs and responding with appropriate enrichment or intervention. These teachers report their collaboration with the sharing of resources as one of the factors for increasing student achievement. In 2018-19, third to fifth grade teachers used data from local assessments to inform instruction and determine which students would get intervention in reading and writing. Further review of the data above indicates that students in third and fifth grade had lower scores in Writing and Research/Inquiry Investigation, Analyzing, and Presenting Information. To shore up all Common Core State Standards instruction, teachers will increase their time on the Cycle of Inquiry (Plan, Do, Assess, Adjust).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
732	66.5%	27.7%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	27.7%
Foster Youth	3	0.4%
Homeless	11	1.5%
Socioeconomically Disadvantaged	487	66.5%
Students with Disabilities	62	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.0%
American Indian	1	0.1%
Asian	12	1.6%
Filipino	26	3.6%
Hispanic	561	76.6%
Two or More Races	24	3.3%
Pacific Islander	2	0.3%
White	91	12.4%

Conclusions based on this data:






The 2018-19 CAASPP data provided indicates Socially disadvantaged, English Learners and Hispanic students as significant subgroups; the language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase and at times vacillates. The Filipino subgroup continues to increase year to year. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. The percentages for students' race/ethnicity is African American 2%; American Indian .%; Asian 1.6%; Filipino 3.6%; Hispanic 76.6%; Pacific Islander .3%; and White 12.4%. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor

student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically, specifically in 4th grade and with math. The data for 2018-19 indicates the two areas needing strategies revamped are English Language Learners and the suspension rates. Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve the academics of English Learners. The suspension rate reflects the school climate. The Positive Behavior Interventions and Supports (PBIS) Committee, Site Administration and teachers will continue to use other disciplinary measures prior to suspension. We will continue to monitor and address daily student tardies and absences, implement effective prevention programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action while minimizing the need for student suspension. A key to reducing the suspensions is students building positive relationships with peers and adults. Each class has a teacher-led community circle held daily to build positive relationships.

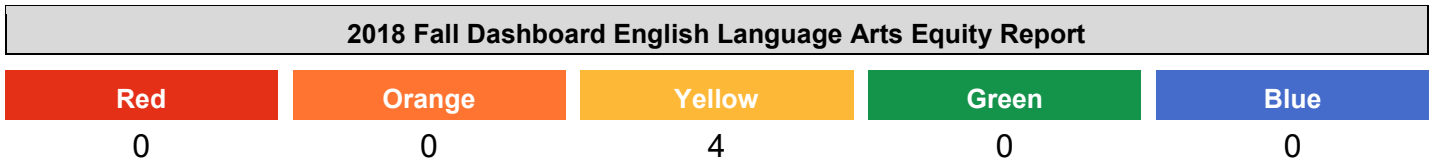
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 39.2 points below standard Increased 7.9 points 364 students	<p>English Learners</p>  Yellow 52.1 points below standard Increased 8.8 points 103 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 46.5 points below standard Increased 18 points 252 students	<p>Students with Disabilities</p>  No Performance Color 121.1 points below standard Declined -28.2 points 36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 7.3 points below standard Declined -3.9 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.4 points below standard Increased 13.7 points 283 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 11.5 points below standard Increased 5.1 points 38 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.4 points below standard Declined -6 points 60 students	5.5 points above standard Increased 12.7 points 43 students	34.4 points below standard Increased 6.6 points 257 students

Conclusions based on this data:

The data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, students identified as Students with Disabilities are rated as declining by -28.2 points. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. Other groups to fall below are the White and Filipino subgroups. The other groups have less than ten students and they are not reported on the Dashboard. McAuliffe classroom teachers will continue to implement evidence-based instructional practices that include collaborative conversations in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

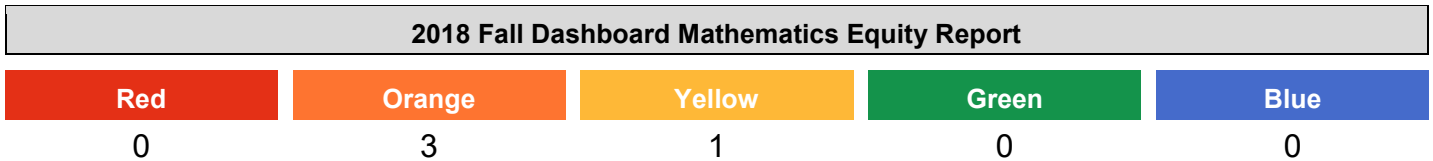
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 72.3 points below standard Declined -4.6 points 363 students	<p>English Learners</p>  Orange 85.8 points below standard Declined -12.4 points 103 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 77.8 points below standard Increased 4.3 points 251 students	<p>Students with Disabilities</p>  No Performance Color 137.9 points below standard Declined -28.1 points 35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 53.7 points below standard Declined -24.3 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.6 points below standard Maintained 0.2 points 283 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 43.6 points below standard Maintained -2.5 points 37 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.5 points below standard Declined -28.3 points 60 students	42.8 points below standard Maintained 0.4 points 43 students	67.9 points below standard Maintained -1.9 points 256 students

Conclusions based on this data:

The data for 2018-19 indicates Overall All students declined this past year along with English Learners and Students with Disabilities. However, Students identified as Socioeconomically Disadvantaged rated as inclined the most significantly. McAuliffe Teachers will work with the district selected Teacher on Special Assignment and implement Mathematical Mindset strategies and Math Talk as a part of the teaching of the Common Core Standards. Students who are underperforming in Math, English Language Arts, and English Language Development will be provided with small group intervention before, during, and after school.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
181	35.9%	38.1%	13.3%	12.7%

Conclusions based on this data:

The data for 2018-19 indicates that several students rank in the higher levels, Level 4 Well Developed and Level 3 Moderately Developed on the ELPAC. The remaining two levels Somewhat Developed and Beginning Stage total 26% together. Based on the Dashboard data, classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

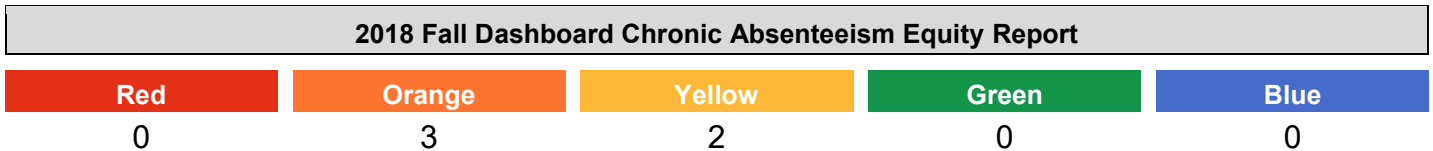
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
11.1% chronically absent	8.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Increased 0.6%	3 students
766 students	216 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
26.3% chronically absent	13.1% chronically absent	14.3% chronically absent
Declined 7%	Maintained 0.2%	Declined 5.2%
19 students	542 students	77 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.3% chronically absent Declined 1.7% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 7.1% chronically absent Increased 7.1% 14 students	 No Performance Color 3.7% chronically absent Increased 0.5% 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.4% chronically absent Declined 1.2% 587 students	 No Performance Color 4.2% chronically absent Declined 10.1% 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 13.7% chronically absent Increased 5.9% 95 students

Conclusions based on this data:

The number of students who were chronically absent in all grades subgroups is over 10%. This increase, despite ongoing efforts to decrease it, includes students spanning all grade levels. Parents have reported: 1. the late start makes it difficult for parents to get their child care prior to sending the to school thus having to leave them at home alone to get ready. The student doesn't then make it to school. 2. if their child misses the school bus, they are then unable to get their child to school since they live across town. 3. they were unfamiliar with the process for reporting absences, despite letters and phone calls that go home. The district has secured a new absence reporting system that will add texts to parents when their child is absent. This along with site strategies will aid in lowering the number of chronic absenteeism.

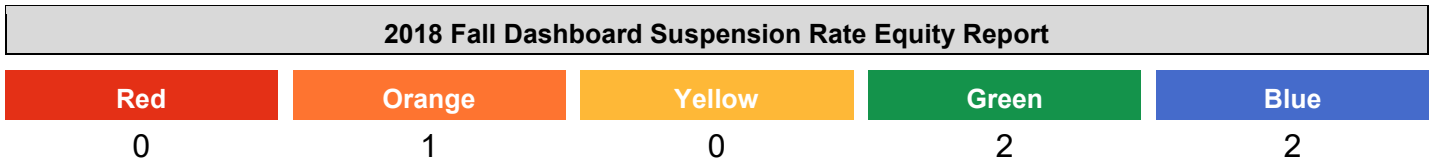
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.8% suspended at least once</p> <p>Maintained -0.2%</p> <p>783 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>218 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -4.5%</p> <p>22 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -0.5%</p> <p>552 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>3.9% suspended at least once</p> <p>Increased 2.7%</p> <p>77 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9% suspended at least once Declined -3.2% 17 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color 0% suspended at least once Maintained 0% 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least once Declined -0.3% 598 students	 No Performance Color 4.2% suspended at least once Increased 4.2% 24 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 1% suspended at least once Maintained -0.1% 99 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

The data for 2018-19 indicates all students the rate of suspension had a significant increase among Hispanics, Asians and African Americans. This increase was due largely to a season when students violated school rules that required suspension. In all cases, other forms of correction were offered.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Mathematics

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1. CAASPP ELA</p> <p>Grades 3rd - 5th: Percentage of students at Met or Exceeding level on English Language Arts CAASPP</p>	<p>31% of students Met or Exceeded on the CAASPP in 3rd grade.</p> <p>41% of students Met or Exceeded on the CAASPP in 4th grade.</p> <p>46% of students Met or Exceeded on the CAASPP in 5th grade.</p>	<p>3rd-5th: The percentage of students scoring at the Met or Exceeded standards on the English Language Arts CAASPP will increase by 10% points. Those who scored met or exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 10%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>2. CAASPP Math</p> <p>Grade 3rd - 5th: Percentage of students at Met or Exceeding level on Math CAASPP</p>	<p>33% of students Met or Exceeding on the CAASPP in 3rd grade.</p>	<p>3rd - 5th: The percentage of students scoring at the Met or Exceeded standards on the Mathematics CAASPP will increase by 10% points. Those</p>

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>29% of students Met or Exceeding on the CAASPP in 4th grade.</p> <p>18% of students Met or Exceeding on the CAASPP in 5th grade.</p>	<p>who scored met or exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 10%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>3. District and Site Assessment - STAR 360 Reading and Early Literacy</p> <p>Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment</p> <p>2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Reading</p>	<p>29% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in Kindergarten at the beginning of the year (2019-20).</p> <p>38% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in 1st Grade at the beginning of the year.</p> <p>40% of students At or Above benchmark level on STAR 360 Reading in 2nd Grade at the beginning of the year.</p> <p>36% of students At or Above benchmark level on STAR 360 Reading in 3rd at the beginning of the year.</p> <p>41% of students At or Above benchmark level on STAR 360 Reading in 4th at the beginning of the year.</p> <p>43% of students At or Above benchmark level on STAR 360 Reading in 5h at the beginning of the year.</p>	<p>As measured by the STAR 360:</p> <p>Kindergarten will increase At or Above benchmark level on STAR 360 Early Literacy to 50% by January 30th and 70% by June.</p> <p>1st will increase At or Above benchmark level on STAR 360 Reading to 50% by January 30th and 65% by June.</p> <p>2nd will increase At or Above benchmark level on STAR 360 Reading to 50% by January 30th and 60% by June.</p> <p>3rd will increase At or Above benchmark level on STAR 360 Reading to 41% by January 30th and 46% by June.</p> <p>4th will increase At or Above benchmark level on STAR 360 Reading to 47% by January 30th and 55% by June.</p> <p>5th will increase At or Above benchmark level on STAR 360 Reading to 53% by January 30th and 66% by June.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
<p>4. District and Site Assessment - STAR 360 Math and Kinder Math Assessment</p> <p>Kindergarten: Site Assessment for Math</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math</p>	<p>31% of students At or Above benchmark level on STAR 360 Math in 1st Grade at the beginning of the year.</p> <p>33% of students At or Above benchmark level on STAR 360 Math in 2nd Grade at the beginning of the year.</p> <p>31% of students At or Above benchmark level on STAR 360 Math in 3rd at the beginning of the year.</p> <p>33% of students At or Above benchmark level on STAR 360 Math in 4th at the beginning of the year.</p> <p>12% of students At or Above benchmark level on STAR 360 Math in 5h at the beginning of the year.</p>	<p>Kindergarten: As measured by a teacher-generated assessment, 98% of students will recognize numbers up to 20, 98% of students will add single digits to 5 and 80% will add single digits to 10 by the end of the school year.</p> <p>As measured by the STAR 360:</p> <p>1st will increase At or Above benchmark level on STAR 360 Math to 45% by January 30th and 55% by June.</p> <p>2nd will increase At or Above benchmark level on STAR 360 Math to 43% by January 30th and 53% by June.</p> <p>3rd will increase At or Above benchmark level on STAR 360 Math to 41% by January 30th and 51% by June.</p> <p>4th will increase At or Above benchmark level on STAR 360 Math to 38% by January 30th and 43% by June.</p> <p>5th will increase At or Above benchmark level on STAR 360 Math to 33% by January 30th and 66% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
5. English Learners Reclassification Rate	34 students were classified using the CELDT data.	Increase the amount of students who are reclassified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		using the ELPAC assessment by 10% of students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

The Reading Specialist's role is to improve reading achievement. Our teacher is 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries K-2 Reading Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of District adopted ELA/ELD curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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0	District Funded None Specified District Adopted Materials
0	District Funded None Specified Admin Learning Walks (year 2)
5000	LCFF - Targeted 4000-4999: Books And Supplies Core Materials and Copies
125	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Spelling Bee Registration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Copies and Lamination
0	Centralized Services None Specified Copier Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use Star360 Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
STAR 360 Assessment Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
Assessment

3500

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Subs for CAASPP Assessment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Transitional Kindergarten and Kindergarten

Strategy/Activity

Release time will be provided for teachers to administer Essential Skills assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

175

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1 Substitute Salary for TK Teacher(s) once a year.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
Data Monitoring

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

637

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Language Appraisal Team (LAT) to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

Title III
1000-1999: Certificated Personnel Salaries
Substitute (twice a year) Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teacher collaboration, observations and data analysis will occur 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24325

Title I
1000-1999: Certificated Personnel Salaries
Two Wednesdays per month September through March (20 teachers at \$220 per month)
Grades 1st, 3rd-5th, 5 SDC.

2100

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Leadership Team Meetings with Consult Data Analysis with Leverage Learning (2 Days of Meetings)

5880

LCFF - Targeted
1000-1999: Certificated Personnel Salaries

638

	Leadership Team at Data Analysis Meeting (Lemonwood and site)
6500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Two Wednesdays per month September through March (20 teachers at \$220 per month) Grades 1st, 3rd-5th, 5 SDC.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Curriculum and Instruction Department Professional Development to teachers that will include:

- Mathematical Mindset
- Math fluency
- Reading Specialist support
- Data review (IAB, STAR, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Substitutes' Salaries
5,000	Title I 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler)
2000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Graphics
1100	Title I 5800: Professional/Consulting Services And Operating Expenditures Mathematical Mindset Professional Development at VCOE with Jo Boaler
875	Title I 1000-1999: Certificated Personnel Salaries

639

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure deployment and implementation of iPads to assist students with the mastery of Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

350

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Office Staff Salary

250

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Hours for IT

600

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Support for IT

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide subscriptions for Apps (VPP) for devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

0

LCFF - Targeted
None Specified

640

Applications and/or Subscriptions (\$3560 currently available on voucher)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Repair or replace IT equipment.

Media Tech and IT will support the STEAM units by keeping equipment in working condition and advising on new equipment.

Provide technology for student presentation of STEAM (Focus Strand) to peers and students.

Provide technology display of student data at CST/SST/IEPs and staff data meetings in Conference Room and Library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services None Specified Library Media Technician Salary
842	LCFF - Targeted 4000-4999: Books And Supplies Charger Cords Replacement
500	LCFF - Targeted 4000-4999: Books And Supplies Earbuds
0	Centralized Services None Specified Site Technology Technician Salary

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

641

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase materials to support emotional regulation to students, parents and teachers; includes the Therapeutic Learning Class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials (\$250 per class)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Media Technician to support students before school creating a learning environment to support the love of learning in a safe learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4740

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Librarian AM Extra Hours Salary

110

LCFF - Targeted

642

5800: Professional/Consulting Services And Operating Expenditures
VCOE Librarian Training

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be able to showcase their projects to peers, parents and community members during a parent STEAM night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teachers Salary Extra Hours Salary (15 Teacher; two hours, two days)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials
200	LCFF - Targeted 2000-2999: Classified Personnel Salaries Campus Supervisors Extra Hours Salary (2 staff; two hours)
0	Centralized Services None Specified

643

	District Funded Mystery Science
4000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip Entrance Fees
3500	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip Transportation
3950	LCFF - Targeted 4000-4999: Books And Supplies Printer Cords \$250; Printer \$1000; Projector and Apple TV \$1500; Sound System \$1500

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 academics with school-wide challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Incentives
3500	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Shirts
800	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Student Store

644

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students who are under performing or who are in need of socio-emotional supports.

Strategy/Activity

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings that reviews diagnostics assessment for struggling readers per benchmark data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Translation

7500

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitutes for Meetings

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades 2-5

Strategy/Activity

Use MyOn and Newsela Programs to support reading comprehension through access on 1:1 devices for 2nd through 5th grades at home with or without internet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
MyOn Digital Library

0

District Funded
None Specified
Newsela

645

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support and supplement the core instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7045	Discretionary 4000-4999: Books And Supplies Warehouse Materials
0	Title I 4000-4999: Books And Supplies Materials
3405	Title III 4000-4999: Books And Supplies Materials
0	LCFF - Targeted 4000-4999: Books And Supplies Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

646

All students

Strategy/Activity

Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the school).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Clerical Support Salary

500

Title I
2000-2999: Classified Personnel Salaries
Translator's Salary

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided to support the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30363

Discretionary
2000-2999: Classified Personnel Salaries
Staff Member Salary

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

647

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring
0	District Funded None Specified Learning Walks

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring
1340	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 20 hrs to assist with coordination of ELPAC

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use data to target the 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 Kindergarten.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Recognize student Reclassification at an annual assembly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Discretionary
4000-4999: Books And Supplies
Incentives

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

650

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Low performing students in grades 2-5 who require intervention

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
ISP Teacher Salary

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, GATE students

Strategy/Activity

Interventions and Enrichment:

- Provide Before and After School Tutoring.
- Provide STEAM Enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7452	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Before and After School Support Teacher Salary
2262	Title III 1000-1999: Certificated Personnel Salaries Before and After School Support Teacher Extra Hours

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Low performing students and students who need socioemotional support.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Process for identifying students strengths and needs
3500	Title I 1000-1999: Certificated Personnel Salaries CoST/SST Substitutes (20 days)
3500	Title I 1000-1999: Certificated Personnel Salaries IEP Substitutes (20 days)

652

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2018-19 was year two of McAuliffe's site journey with Professional Learning Communities. Discussions were held as to what types of researched based strategies and which standards provided the most academic growth potential for students. The discussions revealed that more professional development would be needed in both of these areas. First, teachers were asked to return to the basics of teaching. Specifically, what were they doing on a daily basis which could be directly be attributed to student learning. Each grade level and each teacher had a separate response. With this information in hand, the teachers began to discuss what areas of support were needed to increase student learning. As a result, teachers and administration began working with Leverage Learning Group, Inc. with Jason Willoughby. During these trainings, extensive discussion was held on the Cycle of Inquiry based on the PLC guiding questions.

Our Reading Specialist aided in providing interventions to students and securing their academic footing during the grade level classroom instruction. Those who did not progress, were given additional interventions and referred to the MTSS for CST/SST next steps including, being assessed for a possible learning disability under the 13 handicapping conditions. An advantage to this upcoming year is that students were already identified as needing support at the end of last academic year. The current assessments will only confirm their academic standing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the upcoming year, teachers will closely look at instruction, data, and intervention through the Cycle of Inquiry in English Language Arts. The site Leadership Team have committed to these cycles of inquiry for the purpose of improving instruction. The Reading Specialist will continue to support students in kindergarten through second grade, while an ISP will support English Language Learners and English only students in grades third through fifth. Teachers will continue to work with Leverage Learning on analyzing data and improving instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Chronic Absenteeism	11.7% of the students were identified as Chronic Absentees.	Decrease the amount of Chronic Absentees by 2%.
2. Referrals to Office	385 Referrals from TK to 5th Grade were made to the office.	Decrease the amount of office referrals by 10%.
3. Suspensions	3.64% Suspensions were on the rise in the past year.	Reduce the amount of suspensions by 10%.
4. Healthy Kids Survey	41% of students stated that "adults really care about every student." 29% stated "adults acknowledge and pay attention to students."	Increase the amount of students who score higher on areas related to connections with others and positive relationships on campus by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

654

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of PBIS school-wide and CHAMPS in common areas, such as, bathrooms, cafeteria, and hallways.

Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.

Establish school guidelines and implement throughout campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

500

LCFF - Targeted
4000-4999: Books And Supplies
Student Leadership Team Meeting

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure confidential of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

480

Discretionary
None Specified
Contract for Shredding Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

655

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold Champs & Guidelines assemblies every six to eight weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1790

LCFF - Targeted
5800: Professional/Consulting Services And Operating Expenditures
Assemblies from outside agency; others in house

700

LCFF - Targeted
4000-4999: Books And Supplies

656

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Consultant will support students by coordinating services needed at school and by helping families access social services in the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Centralized Services
None Specified
Outreach Coordinator Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
None Specified
Monitor student discipline data

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

657

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Teacher PD
250	LCFF - Targeted 4000-4999: Books And Supplies Counseling Materials
2800	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitutes for PBIS CHAMPs classroom observation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency drills and annual earthquake drills. A school-wide evacuation drill will be conducted annually. A student reunification exercise will be conducted in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted 4000-4999: Books And Supplies

658

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Comprehensive Safety Plan Committee Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
No cost

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives

659

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors work to support student supervision before school, during recess and lunch, and at dismissal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Three Campus minutes increase of hour of 15 minutes each.

250

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
CHAMPs Professional Development for
Campus Assistants

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 and school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
Parent Survey

660

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Offer enrichment to student to support positive relationships and a positive culture amongst students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3756

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher Salary

661

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide staff training for implementation of NCPI practices for students needing immediate intervention for safety of self and others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Staff Training

2100

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Subs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide training to students, staff, and parents on Disaster Preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
No Cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Students

Strategy/Activity

The site Counselor and/or ORC 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McAullife has currently 722 students currently enrolled in the TK-5th grade classes. It's population is a mixture of ethnicities, languages and socio-economic statuses. Approximately one third of students enrolled are designated as overflow or transfer students. In 2018-19 students rated

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higher in one area on the Healthy Kids survey; but lower in three other significant areas. The higher area was in perceived safety. The lower areas were caring relationships, meaningful relationships and school connectedness. Regardless of the demographics, the site is seeing an increase of students needing social/emotional support. This is seen by the increase of referrals made to Ventura County Behavior Health, the SARB process and site/school counseling.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were and are no differences in the planned actions and funding with the exception of walkie-talkies. The radios used by staff are highly needed and require maintenance, repair or replacement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The most significant adjustment to this goal is 1. Increase of absenteeism. Despite rigorous efforts to decrease chronic absenteeism, the school had an increase of students chronically absent. 2. Connection with Others. Based on the Healthy Kids Survey, the students at McAuliffe feel safe but not connected. The school team questions whether or not the timing (spring) of the year has any merit to their responses. Nevertheless, the data states students don't feel connected. Two significant campaigns were deployed this year. The first is the Five10Challenge, meant to increase connectivity amongst students, staff and parents across the grade levels. The other is Community Circles. These family meeting-type gatherings allow students to connect better with their peers and the adult in the classroom. The circles are held every day and allow children to be heard and connected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	In 2018-2019 an average of 12 parents attended Coffee with the Principal.	Increase parent attendance to an average of 25 in attendance.
ELAC Sponsored Parent Events Sign-in Sheets	In 2018-19 an average of on parent attended ELAC meetings.	Increase parent attendance to an average of 15 in attendance.
Healthy Kids Survey Parent Completion	In 2018-19 an insignificant number of parents completed the Healthy Kids Survey.	Increase parent participation in completed the survey. The information gathered will guide our school site in supporting parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in 1st through 5th grade

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Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
No cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide support for parents, staff, and students in the area of attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
Outreach Consultant Salary (see Goal 2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
Counselor salary (see Goal 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Transitional/Kindergarten and New Students

Strategy/Activity

Transitional/Kindergarten and New Students to McAuliffe Orientation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Orientation Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Ed Connect
0	District Funded 5000-5999: Services And Other Operating Expenditures Website

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, and Elementary to Middle School Transition meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal
250	Title III 2000-2999: Classified Personnel Salaries Child Care
250	Title III 4000-4999: Books And Supplies ELAC Snacks

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Develop, implement and distribute the Parent Involvement Policy and School Compact with input from stakeholders - School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Materials
500	Title III 2000-2999: Classified Personnel Salaries Babysitting
500	Title III 4000-4999: Books And Supplies Snacks

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last academic year, efforts were made to provide more parent involvement through workshops/training. English Language Learner parents were present in higher numbers when their child was receiving Reclassification. Unfortunately, they were not present in the English Language Advisory Committee meetings. At the request of those in attendance, classes were offered by the Ventura County Office of Behavior Health. The line of workshops entitled Logrando Bienestar, focused on the emotional well-being of students. The facilities offered opportunities for parents to identify signs of needed emotional help in their child. These workshops were offered in Spanish every other week. An English speaking parent provided feedback stating that the workshops were a great topic, but offered at an inconvenient time. A second set of workshops were offered based on the feedback and there were no participants in the evening. Prior to these workshops being offered, discussions were held with other parent groups, such as PTA, in efforts to provide a training for parents. The goal again, was for parents to have a better understanding of what children are learning, their role in the process of education and how to get more involved in school regardless of their child's age. The classes would be conducted by parents of McAuliffe after they had been trained by a PTA representative. These set of workshops were not offered. Despite these workshops not having the parents in attendance, there was an increase in other meeting offered to parents. These include, parent conferences, STEAM night, Family Math night, and Understanding A-G Requirements.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Two sets of workshops were considered and both were on their way to being offered. The change in mid-year leadership within PTA caused a disruption in plans for implementation. Furthermore, the cost and funding, which was to be shared, was prohibitive in nature on the parent association.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parents are held in high esteem at McAuliffe not only because they provide nurture and a sense of well-being in the children, but because they are a voice for setting a positive mindset towards learning. Continued efforts will be made to support and cultivate the home/school connection to a greater degree. The use of social media to promote events and provide tools will be increased this year. This medium of communication is an effort to engage younger parents who feel adept at using social media already. The traditional workshops will be offered as well. Starting in October, at the request of ELAC, classes be offered to parents of English Language Learners which focus solely on academics. The hope is to increase parent awareness and support of student learning, Reclassification, and monitoring. Other standalone workshops will be offered to support math and reading in the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,082.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,065.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$54,975.00
Title III	\$9,107.00

Subtotal of additional federal funds included for this school: **\$64,082.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Centralized Services	\$0.00
Discretionary	\$43,263.00
District Funded	\$0.00
LCFF - Intervention	\$14,952.00
LCFF - Targeted	\$82,768.00

Subtotal of state or local funds included for this school: **\$140,983.00**

Total of federal, state, and/or local funds for this school: **\$205,065.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	43,263.00	0.00
Title I	54,975.00	0.00
Title III	9107.00	0.00
LCFF - Targeted	82,768.00	0.00
LCFF - Intervention	14,952.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Centralized Services	0.00
Discretionary	43,263.00
District Funded	0.00
LCFF - Intervention	14,952.00
LCFF - Targeted	82,768.00
Title I	54,975.00
Title III	9,107.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00
None Specified	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Discretionary	35,363.00
4000-4999: Books And Supplies	Discretionary	7,295.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	125.00

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None Specified	Discretionary	480.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,952.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	29,586.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	7,740.00
4000-4999: Books And Supplies	LCFF - Targeted	32,042.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,900.00
None Specified	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	Title I	47,375.00
2000-2999: Classified Personnel Salaries	Title I	1,250.00
4000-4999: Books And Supplies	Title I	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,100.00
1000-1999: Certificated Personnel Salaries	Title III	3,952.00
2000-2999: Classified Personnel Salaries	Title III	750.00
4000-4999: Books And Supplies	Title III	4,405.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,439.00
Goal 2	32,376.00
Goal 3	2,250.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mary Arias Elisondo	Principal
Sara Cervantes	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Amy Dahm	Other School Staff
Jessica Gomez	Parent or Community Member
Ellis L. Green	Parent or Community Member
Bonny ibarra	Parent or Community Member
Karen Scott-Hill	Parent or Community Member
Maria McDaniels	Parent or Community Member

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

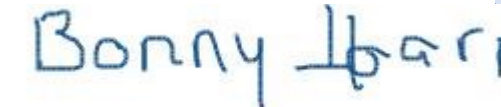
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 10/16/18.

Attested:

	Principal, Mary Arias Elisondo on 10/16/19
	SSC Chairperson, Taylor Lumas on 10/23/19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	10/14/19	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As described within our Vision and Mission Statement, Curren School is committed to providing the best educational program possible for our students. Our vision of empowering all students not just to know, but to become is our daily challenge. We want students to become mathematicians, not just know Math. All that we have as educators at Curren, we can (and do) give to our students, but more importantly we want them to obtain it for themselves. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child. Our focus for this year will continue to be: Common Core Standards, 21st century skills, use of technology, differentiated instruction, social, emotional and behavior support, and community engagement. We will concentrate on a clear set of math skills and concepts aimed to solve real-world problems as well as literacy skills centered on reading comprehension and oracy. Curren’s plan is to be dynamic and intentional with instruction and build professional learning communities (PLCs) to support this endeavor. Offering a rigorous academic curriculum taught using data driven instructional practices will require collaboration and practice. This year Curren is focusing on providing the time and support needed for both students and staff to be able to explore and create a deep understanding of the standards and their application to learning. Through these efforts with our students, we will look to build life-long learners prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character (the 5 Cs) will be focal points across content areas. While academic excellence is our focus, we also encourage and teach character education as well as leadership. 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, Math and Literacy Nights, along with monthly Coffee with the Principal meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, Curren School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Based on classroom observations, the needs of EL Learners should be a focus. Specifically teachers should be trained and provided opportunities to review ELD standards and what those practices look like as described in Goal 1. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and review data related to the Common Core State Standards and STAR 360 tests. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts to work on the bridging and unit mapping. Professional development and collaboration centered on progress monitoring using various data points such as STAR 360 and the LLI program would help improve the overall reading level of our students. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State and local assessments indicate the need to improve instruction in the areas of ELA and Math, specifically with English Learners. English Learners were our lowest performers on state tests. Currently the universality of mathematical symbols are not transferring to English and the scores indicate a need to improve reading comprehension and literacy in order to achieve higher performance. Based on assessment results, lessons should integrate the knowledge and skills ELLs have from another subject area into their literacy instruction.

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

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Wonders, Maravillas, and Study Sync can be used for diagnostic purposes and provide intervention when needed. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the students comprehended and what they need to work on. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet the accommodate differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teacher collaboration is set for the school year at the beginning of each year. Tuesday after school is dedicated time for collaboration. Teachers meet at least twice a month in grade levels to review data such as STAR 360, CAASPP assessments, and EL data to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays. Three to four mini workshops are presented each month (on a given Tuesday) and teachers can choose to improve instruction in the classroom. Topics include AVID strategies, SMART Goals, Classroom Management, STAR 360, and integration and implementation of IABs in classroom instruction.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Teachers and classes provide students with multiple services which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. A Reading Specialist works with students in grades K-2. Instructional Aides and other adult support in the classroom help to assist in bringing students up to the standard. After school tutoring is offered specifically for at-risk and underperforming students.

Evidence-based educational practices to raise student achievement

Current school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide clear and effective learning feedback, clarity with regards to learning goals, expectations, and assessment results as referenced in Goal 1 Actions 9 and 15. Students set and monitor reading goals with use of the Accelerated Reader program and are rewarded based on performance (see Goal 1 Action 9 and Action 24). Discovery based teaching is implemented using the Foss Kits that align with the NGSS standards (Goal 1 Action 7). Tutoring and reteaching are used to help raise student achievement (See Goal 1 Action 11)

Parental Engagement

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

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.

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

Stakeholders are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organize after school tutoring that is specific for socioeconomically disadvantaged students and English Learners. This year, academic "bootcamps" were organized to provide students with another resource after school to prepare for important assessment such as the ELPAC test and CAASPP.

Funding

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

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. This year two ISPs were identified as a way to promote and provide opportunities for teacher collaboration. ISPs will act as Collaboration Support Providers (CSP) by relieving the teachers for 1-2 hours to collaborate on a bi-weekly basis. Teachers will utilize this time to review data, collaborate, and plan standards based lessons to help underperforming students meet the standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Shortage of substitutes did not allow for dedicated days set aside for teacher collaboration this past year. Many times, collaboration dates were cancelled as a result of no coverage.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.19%	%	1	2	
African American	0.9%	0.96%	%	9	10	
Asian	%	0.19%	%		2	
Filipino	%	0.29%	%		3	
Hispanic/Latino	95.7%	95.20%	%	990	991	
Pacific Islander	0.1%	%	%	1		
White	2.9%	2.79%	%	30	29	
Multiple/No Response	%	%	%			
Total Enrollment				1,035	1041	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	98	96	
Grade 1	98	98	
Grade 2	117	108	
Grade3	120	116	
Grade 4	127	123	
Grade 5	134	136	
Grade 6	133	140	
Grade 7	101	123	
Grade 8	107	101	
Total Enrollment	1,035	1,041	

Conclusions based on this data:

Curren school's enrollment and demographics have remained largely unchanged from last year. The data shows that the majority of our school population is of Hispanic or Latino origin so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students. Grades are evenly distributed with no large discrepancies in enrollment by cohorts. Full implementation of Dual Language Immersion program in Kindergarten and 1st grade have not changed the enrollment of the school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	546			52.8%		
Fluent English Proficient (FEP)	228			22.0%		
Reclassified Fluent English Proficient (RFEP)	62			11.1%		

Conclusions based on this data:

The number of English Learners continues to be above 50% of our student population. With the change from the CELDT test to the ELPAC, the reclassification data has fluctuated depending on the school year and test. In 2018-2019 74 students met the criteria to reclassify. With a change in the reclassification process that number will drop this year which will impact the amount of RFEP students. 97% of our English Learners primary language is Spanish. It is important to have culturally relevant topics and opportunities for students to make connections to their Native Language in class. One area of concern continues to be Long-Term English Learners (LTELs). The number of students that reclassify in later grades is significantly lower than grades 3-5.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	105	102	120	103	100	120	103	100	100	98.1	98
Grade 4	126	121	101	125	121	100	125	121	100	99.2	100	99
Grade 5	132	133	116	131	132	115	131	132	115	99.2	99.2	99.1
Grade 6	129	140	133	129	138	133	129	138	133	100	98.6	100
Grade 7	97	125	131	96	122	130	96	122	130	99	97.6	99.2
Grade 8	108	96	119	108	96	116	108	96	116	100	100	97.5
All Grades	712	720	702	709	712	694	709	712	694	99.6	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2380.	2397.	8.33	11.65	17.00	17.50	14.56	19.00	24.17	30.10	27.00	50.00	43.69	37.00
Grade 4	2420.	2400.	2409.	8.80	9.09	11.00	22.40	13.22	14.00	21.60	22.31	26.00	47.20	55.37	49.00
Grade 5	2425.	2439.	2437.	2.29	4.55	5.22	17.56	21.21	20.87	23.66	19.70	20.87	56.49	54.55	53.04
Grade 6	2456.	2439.	2456.	0.78	0.72	0.75	17.05	12.32	14.29	34.11	28.26	34.59	48.06	58.70	50.38
Grade 7	2487.	2452.	2492.	0.00	1.64	5.38	20.83	13.11	20.00	37.50	22.13	29.23	41.67	63.11	45.38
Grade 8	2519.	2502.	2499.	3.70	1.04	2.59	25.00	19.79	18.10	33.33	37.50	33.62	37.96	41.67	45.69
All Grades	N/A	N/A	N/A	4.09	4.63	6.48	19.89	15.59	17.72	28.63	26.12	28.82	47.39	53.65	46.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	11.65	18.00	38.33	41.75	44.00	53.33	46.60	38.00
Grade 4	11.20	8.26	8.00	45.60	38.84	43.00	43.20	52.89	49.00
Grade 5	3.82	8.33	8.70	41.98	44.70	44.35	54.20	46.97	46.96
Grade 6	3.10	2.17	4.51	38.76	29.71	35.34	58.14	68.12	60.15
Grade 7	4.17	4.92	6.15	40.63	26.23	39.23	55.21	68.85	54.62
Grade 8	14.81	5.21	7.76	38.89	38.54	40.52	46.30	56.25	51.72
All Grades	7.48	6.60	8.50	40.76	36.38	40.78	51.76	57.02	50.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	7.77	13.00	37.50	46.60	49.00	50.00	45.63	38.00
Grade 4	12.00	7.44	9.00	49.60	38.84	49.00	38.40	53.72	42.00
Grade 5	6.11	12.12	6.96	42.75	36.36	46.96	51.15	51.52	46.09
Grade 6	5.43	0.72	2.26	40.31	36.23	46.62	54.26	63.04	51.13
Grade 7	7.29	5.74	5.38	48.96	37.70	54.62	43.75	56.56	40.00
Grade 8	7.41	5.21	6.03	54.63	61.46	43.97	37.96	33.33	50.00
All Grades	8.46	6.46	6.77	45.28	41.85	48.41	46.26	51.69	44.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	6.80	15.00	63.33	62.14	68.00	30.00	31.07	17.00
Grade 4	5.60	5.79	10.00	48.80	68.60	59.00	45.60	25.62	31.00
Grade 5	5.34	6.82	5.22	50.38	47.73	46.09	44.27	45.45	48.70
Grade 6	3.88	3.62	5.26	65.12	54.35	57.89	31.01	42.03	36.84
Grade 7	10.42	0.82	5.38	48.96	43.44	60.77	40.63	55.74	33.85
Grade 8	6.48	4.17	5.17	72.22	62.50	62.07	21.30	33.33	32.76
All Grades	6.21	4.63	7.35	58.11	55.90	58.79	35.68	39.47	33.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	17.48	14.00	46.67	43.69	45.00	40.83	38.83	41.00
Grade 4	9.60	11.57	13.00	52.80	39.67	38.00	37.60	48.76	49.00
Grade 5	9.16	13.64	6.96	38.93	41.67	46.96	51.91	44.70	46.09
Grade 6	6.20	10.14	7.52	50.39	46.38	48.12	43.41	43.48	44.36
Grade 7	11.46	8.20	13.85	51.04	36.89	44.62	37.50	54.92	41.54
Grade 8	12.96	8.33	9.48	48.15	57.29	43.10	38.89	34.38	47.41
All Grades	10.16	11.52	10.66	47.81	43.82	44.52	42.03	44.66	44.81

Conclusions based on this data:

When comparing student cohort data from previous years, we have made slight progress in the area of Language Arts. From grades 3-8, we made between 2-9% growth in the Met/Exceeds area. In grades 6th and 8th, the percentage of students in the M/E category has fluctuated depending on the year. None the less, two thirds of our students continue to perform below grade level. The areas of greatest concern is in written language and research/inquiry. Students continue to struggle with analyzing and presenting information. Further examination of the data revealed that processing the text and application were areas. In order to improve writing and research, students need to have better reading comprehension skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	105	102	120	103	100	120	103	100	100	98.1	98
Grade 4	126	121	101	125	121	98	125	121	100	99.2	100	97
Grade 5	132	133	116	131	133	115	130	133	115	99.2	100	99.1
Grade 6	129	140	133	129	138	133	129	138	133	100	98.6	100
Grade 7	97	125	131	96	122	130	96	122	131	99	97.6	99.2
Grade 8	108	96	119	108	96	116	108	96	116	100	100	97.5
All Grades	712	720	702	709	713	692	708	713	695	99.6	99	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2386.	2404.	4.17	0.97	14.00	19.17	23.30	20.00	32.50	29.13	28.00	44.17	46.60	38.00
Grade 4	2416.	2413.	2417.	0.00	4.13	1.02	17.60	14.05	17.35	34.40	33.06	33.67	48.00	48.76	47.96
Grade 5	2407.	2420.	2420.	0.77	0.75	2.61	4.62	3.01	5.22	16.92	29.32	24.35	77.69	66.92	67.83
Grade 6	2427.	2417.	2425.	0.00	1.45	0.75	5.43	4.35	4.51	28.68	23.19	22.56	65.89	71.01	72.18
Grade 7	2447.	2432.	2434.	0.00	0.82	2.31	5.21	6.56	3.85	35.42	21.31	26.15	59.38	71.31	67.69
Grade 8	2465.	2455.	2446.	1.85	0.00	0.00	6.48	5.21	4.31	27.78	23.96	17.24	63.89	70.83	78.45
All Grades	N/A	N/A	N/A	1.13	1.40	3.18	9.89	8.98	8.53	28.95	26.65	25.00	60.03	62.97	63.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.00	9.71	19.00	28.33	35.92	37.00	56.67	54.37	44.00
Grade 4	3.20	7.44	4.08	31.20	20.66	28.57	65.60	71.90	67.35
Grade 5	3.08	2.26	4.35	8.46	17.29	14.78	88.46	80.45	80.87
Grade 6	0.00	2.17	0.75	22.48	16.67	16.54	77.52	81.16	82.71
Grade 7	1.04	3.28	3.08	23.96	20.49	20.00	75.00	76.23	76.92
Grade 8	2.78	0.00	0.86	22.22	16.67	13.79	75.00	83.33	85.34
All Grades	4.24	4.07	4.91	22.60	20.90	21.10	73.16	75.04	73.99

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.83	6.80	18.00	43.33	49.51	37.00	45.83	43.69	45.00
Grade 4	4.80	5.79	9.18	38.40	36.36	35.71	56.80	57.85	55.10
Grade 5	2.31	1.50	1.74	18.46	39.10	36.52	79.23	59.40	61.74
Grade 6	0.78	1.45	3.01	27.13	28.26	24.81	72.09	70.29	72.18
Grade 7	2.08	0.82	3.08	37.50	30.33	31.54	60.42	68.85	65.38
Grade 8	3.70	2.08	2.59	31.48	41.67	34.48	64.81	56.25	62.93
All Grades	4.10	2.95	5.78	32.34	36.89	32.95	63.56	60.17	61.27

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.50	7.77	15.00	45.83	53.40	48.00	46.67	38.83	37.00
Grade 4	5.60	9.09	7.14	44.80	33.06	35.71	49.60	57.85	57.14
Grade 5	3.08	1.50	1.74	23.08	35.34	31.30	73.85	63.16	66.96
Grade 6	2.33	3.62	3.01	32.56	33.33	33.08	65.12	63.04	63.91
Grade 7	0.00	1.64	3.08	40.63	43.44	37.69	59.38	54.92	59.23
Grade 8	3.70	1.04	0.86	38.89	37.50	37.07	57.41	61.46	62.07
All Grades	3.81	4.07	4.77	37.29	38.85	36.85	58.90	57.08	58.38

Conclusions based on this data:

Based on a cohort analysis, Math is the greatest area of concern according to the data. Student performance did not increase in most grade levels and has plateaued the past 3 years in general. Roughly only 1 in 10 students are on grade level and scores have not increased with each year of CAASPP. The percentage of students that meet or exceed the standards decrease with each grade. This indicates the needs to review and analyze the Common Core State Standards and the importance of first instruction. Teachers need more time to work on student-centered lesson that focus on applying mathematical concepts and procedures to real-life situations. Students also need to be able to support and explain their mathematical conclusions. Data analysis should be based on summative and interim assessments that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

English Language Learners continue to be a significant portion (45%) of our school demographics. The three areas that the data shows a need to improve are: Written Language, Writing Level, and Reading Level. Beginning level scores in upper grades, especially for students that have been at our school for multiple years, shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language. The data shows a need to provide opportunities to read narrative and expository text as those are examples of well-developed language skills and needed to interpret information.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,041	88.0%	51.4%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	535	51.4%
Foster Youth	6	0.6%
Homeless	3	0.3%
Socioeconomically Disadvantaged	916	88.0%
Students with Disabilities	103	9.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0%
American Indian	2	0.2%
Asian	2	0.2%
Filipino	3	0.3%
Hispanic	991	95.2%
Two or More Races	4	0.4%
White	29	2.8%






Conclusions based on this data:

Curren school's demographics have remained largely unchanged from last year. Special population groups of Socioeconomically Disadvantage and English Learners continue to be a significant portion of the school enrollment. Greater emphasis is needed to ensure that goals and strategies are aligned to serve our student demographics and special population groups. Another special population group that has seen an increase in enrollment percentage at the school is students with disabilities. The data shows that the majority of our school population is of Hispanic or Latino origin so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Math continues to be the area needing the most attention followed by English Language Arts. English learners continue to perform below grade level. Absenteeism has improved, but there still is a large portion of students (roughly 8%) that miss significant amounts of instructional days. Suspension rates increased from the previous year as did socioeconomically disadvantaged students being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within student group suspension rates.

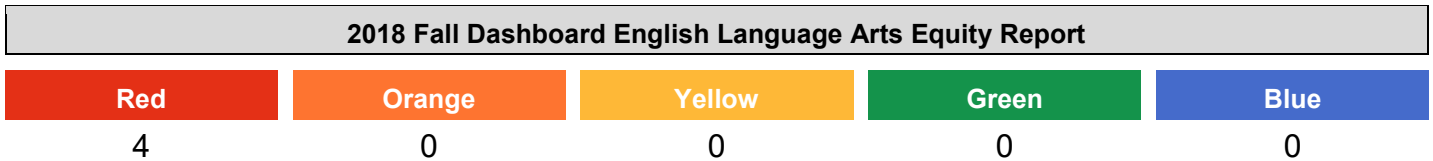
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 74 points below standard Declined -12.1 points 691 students	<p>English Learners</p>  Red 85.8 points below standard Declined -11.6 points 484 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Red 79.3 points below standard Declined -15 points 617 students	<p>Students with Disabilities</p>  Red 147.6 points below standard Declined -32.5 points 83 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.9 points below standard Declined -11 points 670 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 15.7 points below standard Increased 3.9 points 14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.4 points below standard Declined -20.3 points 216 students	57.2 points below standard Declined -30.2 points 268 students	59.6 points below standard Declined -18.1 points 152 students

Conclusions based on this data:

Academic Performance for English Language Arts remained the same as previous years. Hispanic students performed below or near standard and make up a significant portion of our school demographics. SED students performed slightly better than non-SED students in ELA, but both groups are below the standard. Distance from met (DFM) varied according to grades and special population groups. SED was -19 DFM which shows growth. English Learners' DFM was -126 which indicates a need to improve ELD instruction and ensure that ELs are able to access the curriculum and are given the tools needed to succeed.

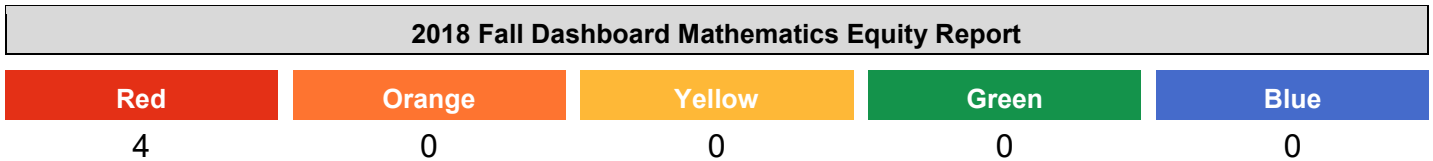
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 105.2 points below standard Declined -4.7 points 691 students	<p>English Learners</p>  Red 116.1 points below standard Declined -9.1 points 484 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Red 110 points below standard Declined -7.4 points 617 students	<p>Students with Disabilities</p>  Red 169.4 points below standard Declined -5 points 83 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.1 points below standard Declined -4.3 points 670 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 56.6 points below standard Declined -10 points 14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.1 points below standard Declined -13.5 points 216 students	98.4 points below standard Declined -22.4 points 268 students	85.1 points below standard Increased 5.4 points 152 students

Conclusions based on this data:

All significant subgroups continue to decline in distance from met (DFM). An estimated 87% of our students across the whole school are not on grade level and their performance and data indicates that there has not been significant growth towards meeting grade level standards. There was little positive movement in comparison to our student populations that were tested. English Learners and SED students had positive movement, but only in the areas of standard not met to nearly met. The data shows a need to re-evaluate first instruction and how to improve the mathematical teaching strategies and practices. Lessons should reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning seeing as performance continues to fall below grade standard and the DFM is increasing. Habits of mind need to be developed in both standard practice and standard content to ensure the students can make positive movement towards grade level in the subject of Math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
450	24.9%	42.4%	23.1%	9.6%

Conclusions based on this data:

The number of English Learners continues to be around 45-50% of our student population. Overall, English Learners increased 6% The data reflects a need to progress monitor English Learners closely in the areas of math and ELA as they declined in both areas in SBAC scores. The majority of students tested this past year performed in the Beginning stage of English Language Development. 31% and 39% of students are Somewhat to Moderately Developed with their English Language skills. Based on the ELPAC scores it indicates a need to ensure instruction meets the needs of our students. Students at the Level 2 use English to meet immediate communication needs, but often are not able to use English to learn and communicate on topics and content areas. In class settings, they need moderate-to-light linguistic support to engage in familiar social and academic contexts such as sentence framers and starters. Scaffolding is needed to provide substantial-to-moderate support to communicate on less familiar tasks and topics.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

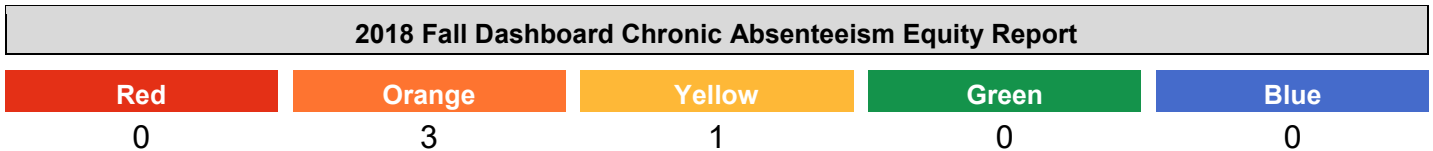
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 7.9% chronically absent Maintained 0.4% 1076 students	<p>English Learners</p>  Orange 7.7% chronically absent Increased 0.7% 558 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 8.2% chronically absent Increased 0.6% 957 students	<p>Students with Disabilities</p>  Orange 13% chronically absent Maintained 0.3% 131 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8% chronically absent Maintained 0.3% 1024 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 6.9% chronically absent Increased 3.9% 29 students

Conclusions based on this data:

Special population groups within our school demographics continue to be at-risk of chronic absence. Special Education, Socioeconomically Disadvantaged and English Learners have higher percentages of chronic absenteeism as compared to their peers. These groups indicate the need for a higher tier of support. This extra support should focus on the student and families building strong, positive and caring relationships with school staff and other students, connect to engaging learning activities and overcome any barrier to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

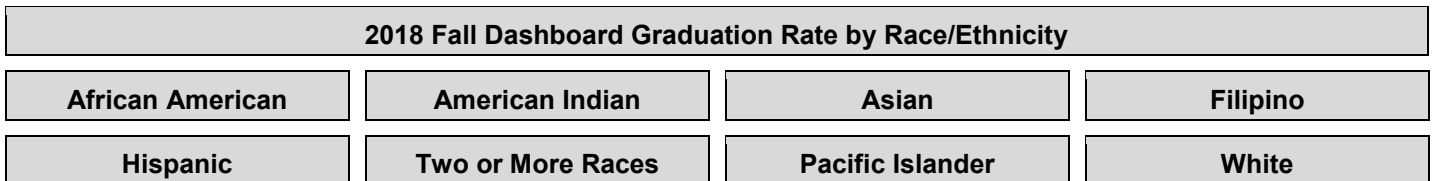
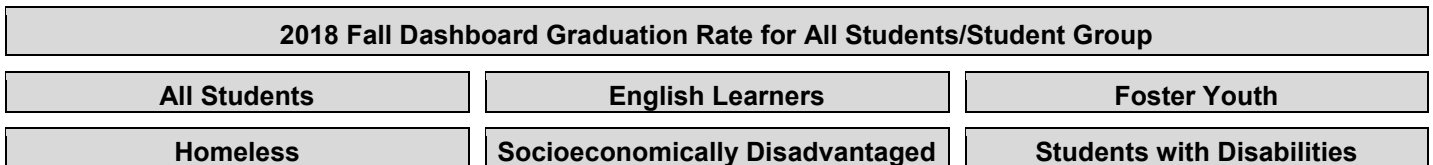
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

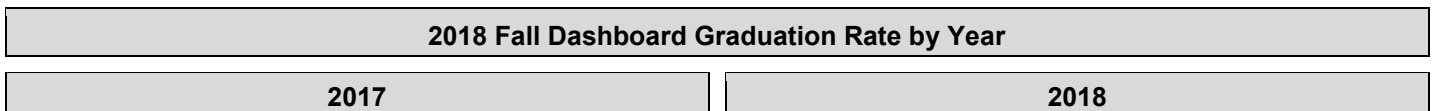
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

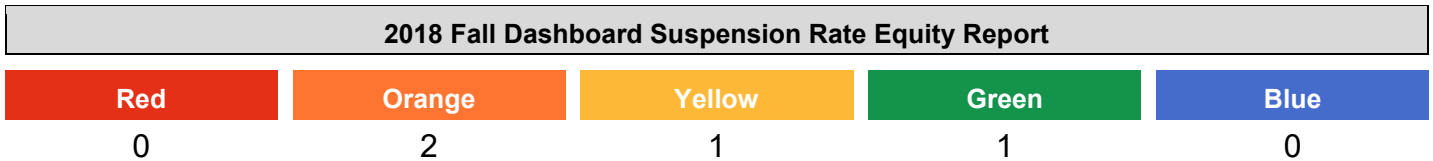
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>3.8% suspended at least once</p> <p>Increased 0.6%</p> <p>1094 students</p>	<p>English Learners</p>  <p>Green</p> <p>2.3% suspended at least once</p> <p>Declined -0.8%</p> <p>570 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>4.2% suspended at least once</p> <p>Increased 1.1%</p> <p>973 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>4.5% suspended at least once</p> <p>Declined -1%</p> <p>134 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% suspended at least once Increased 9.1% 11 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.8% suspended at least once Increased 0.6% 1042 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students	 No Performance Color 3.4% suspended at least once Increased 0.4% 29 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.8% suspended at least once	3.2% suspended at least once	3.8% suspended at least once

Conclusions based on this data:

Suspension rates increased from the previous year as did socioeconomically disadvantaged students being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within these special student groups and their suspension rates. Tiered level of support is needed to combat the difference in discipline. According to the data, an emphasis on alternate means of corrections will allow students to remain in their instructional setting. The levels of disproportionality indicate a need for culturally responsive pedagogy, trauma informed practices, and restorative justice opportunities at school to reduce the overall suspension rate and specifically address the variance in special population groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA.	<p>Current 3rd grade students had 36% meet or exceed the standards.</p> <p>Current 4th grade students had 25% meet or exceed the standards.</p> <p>Current 5th grade students had 26% meet or exceed the standards.</p> <p>Current 6th grade students had 15% meet or exceed the standards.</p> <p>Current 7th grade students had 25% meet or exceed the standards.</p> <p>Current 8th grade students had 21% meet or exceed the standards.</p>	<p>3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA.</p> <p>4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA.</p> <p>5th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA.</p> <p>6th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA.</p> <p>7th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA.</p> <p>8th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	<p>Current 3rd grade students had 34% meet or exceed the standards.</p> <p>Current 4th grade students had 19% meet or exceed the standards.</p> <p>Current 5th grade students had 8% meet or exceed the standards.</p> <p>Current 6th grade students had 6% meet or exceed the standards.</p> <p>Current 7th grade students had 6% meet or exceed the standards.</p> <p>Current 8th grade students had 4% meet or exceed the standards.</p>	<p>3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math.</p> <p>4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in Math.</p> <p>5th grade students in the Met and Exceeded categories of CAASPP will increase at least 11% in Math.</p> <p>6th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math.</p> <p>7th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math.</p> <p>8th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math.</p>
STAR 360 ELA	<p>25% of current 2nd grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p> <p>19% of current 3rd grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p> <p>35% of current 4th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p> <p>31% of current 5th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p> <p>18% of current 6th grade students are at or above proficient according to</p>	<p>2nd grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.</p> <p>3rd grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 10% by the end of the year.</p> <p>4th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.</p> <p>5th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.</p> <p>6th grade students at or above proficient according to the California CAASPP benchmark</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>California CAASPP benchmark for Fall Reading assessment. 20% of current 7th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p> <p>27% of current 8th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.</p>	<p>for Reading will increase by 10% by the end of the year. 7th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.</p> <p>8th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.</p>
STAR 360 Math	<p>22% of current 2nd grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>14% of current 3rd grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>30% of current 4th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>8% of current 5th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>10% of current 6th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>9% of current 7th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p> <p>10% of current 8th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.</p>	<p>2nd grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year.</p> <p>3rd grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 10% by the end of the year.</p> <p>4th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year.</p> <p>5th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 13% by the end of the year.</p> <p>6th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 11% by the end of the year.</p> <p>7th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year.</p> <p>8th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 10% by the end of the year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/Reclassification	117 English Learners scored a 3 on the ELPAC last year. 26 students scored a 4 on the ELPAC	The number of English Learners that score a 4 on the ELPAC will increase by 30%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

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 and create a college atmosphere on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

709

Amount(s)	Source(s)
4000	LCFF - Intervention Materials and Supplies - Cost of binders and AVID Supplies
0	District Funded AVID Tutors
6000	LCFF - Targeted Field trip transportation
2000	LCFF - Targeted Teacher Substitutes for teachers to attend College Field Trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Grades 3-8 will use interim Assessment Blocks (IABs) from CAASPP website to support ELA and Math standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
4500	LCFF - Intervention Teacher extra hours - data analysis and collaboration on CAASPP. CAASPP Boot camp before test.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

710

All Students

Strategy/Activity

Provide print materials and supplemental curricular materials to support core language arts and math instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3150

Discretionary

Maintenance Agreements--laminator, duplo, copy machines

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Monitor student progress and develop appropriate action plans for instruction for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

PLC Meetings (Collaboration)

1400

Title III

Teacher Extra Hours - Monitor progress and create action plans for EL

2500

Title III

CABE Conference - Teacher and Parents

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant, and SED

Strategy/Activity

1st-5th grade reading intervention via LLI Program based on STAR 360 data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

No Cost (previously purchased)

14600

Title I

Instructional Assistant - Intervention support in classrooms

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,500

Discretionary

Materials and Supplies

34,605

Discretionary

Warehouse Charges

712

1,000	Discretionary Books other than text books
0	District Funded Librarian
12000	Title I Materials and Supplies - NGSS Science Foss Kits for K-8. Used with ELA Standards
1000	LCFF - Intervention Materials and Supplies - Guided Reading Curriculum K-2
5120	Discretionary Clerical O.T.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students with a focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Professional development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

713

Progress monitoring in ELA and math will include LLI, Moby Max, STAR 360, ESGI and curriculum-based assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Online Subscription - Moby Max
0	District Funded Curriculum
0	District Funded STAR 360 contract
0	LLI
1300	LCFF - Targeted Online Subscription - ESGI

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Brain Pop for background information and teacher created ELA Test

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF - Targeted Online Subscription - Brain Pop

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

Before/after school tutoring including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program for homework assistance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ASES After School Program
14802	Title I Teacher Extra Help - Hourly wage for teachers (Average \$55)
3201	Title I Materials and Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development opportunities for all teachers in ELA and math to fully implement the curriculum. The math mentor will support teachers in the classroom for full program implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Math TOSA

715

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrants

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional costs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity

716

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded STAR 360 assessments
0	Built in collaboration time

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 with time for data analysis for instructional planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded IO Data System
0	District Funded Site Tech
1800	LCFF - Intervention Teacher Extra Hours - After School Collaboration - Data Analysis

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in DLI classrooms. Goal focuses on English Learners, Migrant students, and SED students.

717

Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish in order to take Accelerated Reader Tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Renaissance AR Program
1000	LCFF - Intervention Books other than Textbooks - Spanish Books

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Applications/software and licenses Goal 1 #9 and #10

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will attend conferences for professional development to support site strand focus, content areas and Positive Behavior Intervention Services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted Travel and conference
0	District Funded Professional Development - After School Opportunities - CCSS
0	Collaboration Time - dedicated dates in Calendar to PD workshops

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at monthly meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Teacher Collaboration

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional Assistants to support students in grades with foundational skills in ELA, Math, and ELD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Instructional Assistant for Kindergarten classes.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis on English Learners and Migrant students

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction . Teachers will plan and map out units, Professional Development, and DLI Walkthroughs and "look-fors" in a classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3600

LCFF - Targeted

Teacher Extra Support - After School Collaboration Hours

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional Support Partners (ISPs) will allow for collaboration for teachers to focus on first instruction. Teachers will utilize the collaborative time to analysis data and the implementation of Common Core State Standards. Avg. 1.5 hours every 2 weeks for grade levels.

720

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

57609

Source(s)

Title I
Teacher Extra Help - 00PY - via two ISPS + benefits

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis for student GATE students to challenge themselves with goals. Goal also pertains to Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement in these areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20169

Source(s)

LCFF - Targeted
Materials and Supplies - Incentives - AR reading goals, attendance, Cougar Paw awards,

0

District Funded
ORC

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide after school clubs for students to participate in strand focus activities: Earth Keepers, Garden Club, Yoga, and Choir. Mindfulness Club for students in 1st and 2nd Grade DLI. Robotics Club for students in 3rd-6th grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24918	LCFF - Targeted Teacher extra hours - Enrichment Clubs. Not tutoring.
2000	LCFF - Intervention Teacher Extra Help - DLI, Mindfulness
5000	LCFF - Targeted Service, Entrance fees - Robotics competition - LA Region (Fall) and First Lego League (Spring) and Field Trip admission fees
2000	LCFF - Targeted Field Trip -Transportation - Strand Focus
1000	LCFF - Targeted Services, Entrance Fees, Operations - Strand Focus Field Trips and Opportunities

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Progress monitoring via MTSS data analysis - Tier 1 interventions and SMART Goals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

14126	LCFF - Intervention Teacher Extra Help - After School Hours
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Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Kinder and First grades will analyze foundational skills progress with the ESGI Data software for ELA and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1400

Source(s)

Title I

Teacher Extra Help - Collaboration (9 hours for 4 teachers)

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

AR Program

0

District Funded

MyOn Program

0

Incentives (See Goal #1 - Action #24)

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

ELA and Advisory teachers will receive Professional Development opportunities to monitor Accelerated Reader goals and growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Professional Development - Built In
Collaboration Time

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
Professional Development Workshops -
Collaboration

LCFF - Targeted
Professional Development Goal 1 #25

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID teachers and administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

ELPAC and CAASPP Boot camp for English Learners. Boot camps are one to two week long intensive academic groups for students to be able to prepare for assessments while having resources (teachers) available to guide their study habits and standards mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

725

Amount(s)	Source(s)
10602	Title III Teacher Extra Hours
500	Title III Materials and Supplies Needed for Boot camp
200	Title III Books other than textbooks - Spanish Books for EL

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development for integrated ELD Strategies and ELPAC Preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
816	Title III Materials and Supplies - Recognition Night for Reclassification
604	Title III Child Care - 2 campus supervisors

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Curricular trips and accompanying resources to support the core instructional program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF - Targeted Field Trips - Transportation
1000	LCFF - Targeted Service, Entrance Fees - Field Trips

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Professional development for technology usage in content area classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Professional Development - Goal 1 #12

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Instructional assistants to support students in grades with foundation skills in ELA, Math and ELD (Kindergarten)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
2 Instructional assistants

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE

Strategy/Activity

Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team compete in various competitions including First Lego League where they program an autonomous robot and look to solve a real-world problem that they have identified.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted
See Goal 1 Action 25

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Reading and Math nights for students and parents to gain strategies for foundation skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF - Intervention
Teacher Extra Help - Planning and Math Night Instruction

728

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

More focus and dedication is needed on the CCSS curriculum. Our students scores for reading range between 1/4th and 1/3rd on grade level, which is an indication that we need to reassess how we are instructing our students and what they are being asked to do. An emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. The importance of vertical planning and grade level collaboration in Math would create consistency across the board and build on concepts as students move through each grade level and standard. Based on the CAASPP results, reading, specifically reading comprehension, needs to be an emphasis. Real-life application and open ended questions and problems will allow for deeper understanding and connection to the standard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year, the greatest difference in the intent of the goal and the actual implementation was in the amount of expenditures and actions tied to collaboration via full-day substitute teachers for teachers to collaborate. Money was specifically dedicated to this strategy, but due to a lack of available substitutes, the money was not able to spent on this specific strategy. A large amount of expenditures occurred via after school clubs and activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the outcomes were made according to specific data analysis of each metric. STAR 360 in both ELA and Math will look at student proficiency levels at the beginning of the year and end of the year. This will allow for constant analysis of growth and show academic progress in a given year. The overall metric of English Learners remained the same, but the outcome changed due to

729

new criteria for reclassification. The outcome this year will focus on students who score a 4 on the ELPAC, which is one of two criteria needed to reclassify. This change in the outcome can be found in Goal 1 Action - which centers on an ELPAC boot camp for students prior to taking the test.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	The suspension rate for 2018-2019 was 5.17%	Suspension rates will decrease to 3.0% or lower.
Attendance Data	Attendance data shows a needed area of growth. 10.35% of students or 104 students had chronic absenteeism.	The number of students with chronic absenteeism will decrease by 3% to 6.35%.
California Healthy Kids Survey	The California Healthy Kids Survey is used to calculate school climate and student well-being. The following indicators were reported: 63% 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. 63% of students in the 5th grade perceive school as safe or very safe. 50% of students in the 7th grade perceive school as safe or very safe.	The percentage of students in 5th grade and 7th grade feeling a high level of school connectedness will increase by 10%. The percentage of students in the 5th and 7th grade perceiving the school as safe or very safe will increase by 12%. The percentage of 7th grade students that have experienced chronic sadness or hopelessness will decrease by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40% of students in the 7th grade have experiences chronic sadness or hopelessness.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement Minnesota Smoking Prevention Program (MSPP) curriculum and Project Alert through science classes to improve student knowledge of safe and healthy lifestyle choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

TUPE

MSPP and Project Alert Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost as teachers meet after school

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost as teachers meet with admin after school

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development to all staff in CHAMPS/PBIS for positive behavior support. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

NCPI Professional development

District Funded

PBIS - Professional Development Workshops

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance incentives at monthly school assemblies to encourage daily attendance and reduce tardiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF - Intervention

Materials and Supplies - Incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

734

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Employ 11 campus supervisors to monitor campus, including all buildings, and reduce student tardiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Campus Supervisor salaries
15677	LCFF - Targeted Campus Supervisor Extra hours (+3)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on special population groups to ensure we are meeting their needs in relation to school support.

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and during grade level meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CST and SST Team will meet often to discuss student needs based on teacher referrals. Teacher will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - Goal 1 Action 24
	Counselor - Goal 2 Action 1
4511	Title I Teacher Substitute/Floater

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor- Goal 2 Action 1

3000

LCFF - Intervention

Materials and Supplies - Counseling Room

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but transition IEPs held for Special Education students to ensure their individual needs are met at the high school level.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2400

LCFF - Targeted

Substitutes for 8th grade teachers for Transition IEP meetings

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

737

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monthly awards assemblies will recognize students who achieve attendance and behavior goals as well as display school core values in the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Intervention

See Goal 1 - Action 24

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will receive disaster preparedness training. Monthly drills will occur for staff and students to train for a emergency situations including the California Shake Out, Fire and Lock Down Drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6th-8th Grade students will participate in Friday Nite Live Club along with students in the ASB Elective Class. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol. They will plan Red Ribbon Week activities for grades K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC runs Friday Night Live - See Goal 1 - Action 24
	ASB Elective Class - no cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue CHAMPS/PBIS campus wide. The PBIS Team will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies - Goal 1 - Action 24

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Triple P Parenting Classes focused on 5th-8th Grade Parents. 8 weekly classes taught by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4800	Discretionary Counselor Extra Hours
832	Discretionary Childcare

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students in grades 6-8 to complete a student survey about school yard activities they would like to participate in. School will then provide those opportunities for students to participate in lunch time activities for various grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500	Discretionary Materials and Supplies - Recreational Supplies for lunch time activity - Incentives for team sports/group activities.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Research-based programs and assemblies that tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4471

Source(s)

Title I

Services, Entrance Fees, Operations - Assemblies (Anti-Bullying, Vaping, Kindness)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700

Source(s)

Discretionary

Services, Entrance Fees, Operations - Shredder Fees

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of this goal, as tied to the specific metrics, was low. Student suspension rates did not decrease, school connectedness remained the same, and students' feelings of being safe on campus decreased. There is room for improvement in the implementation of

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PBIS/CHAMPS initiatives in the classroom and implementing them with fidelity. Suspension rates, connectedness on campus, and school safety all tie in to a need to improve on a positive school culture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the Parenting Classes run by the school counselor. The allotted amount was \$1000. The actual amount was \$7700 (including parent workshops for A-G). Without proper documentation or links to improvement, it is difficult to gauge the effectiveness of the courses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the student data that indicated they did not feel safe, the school added in additional hours to campus supervision in the afternoon, reorganized teacher and admin supervision in the mornings to greet students as they walk in and start each day off on a positive note. A student survey and organized lunch time activities were added as a specific strategy/activity to increase the connectivity to school, decrease behaviors that would negate them from participating in the team activities (i.e. - soccer tournament). Action items also included in adding school assemblies such as anti-bullying campaigns to promote the social-emotional well-being of our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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
 To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 18 parents attended ELAC Meetings.	Attendance will increase by 25% at ELAC Meetings this year.
Coffee with the Principal	An average of 16 people attended Coffee with the Principal	Attendance will increase by 25% at Coffee with the Principal this year.
Parent attendance at Back to School Night	504 or 50% of parents attended Back to School Night	Attendance at Back to School Night will increase by 108 parents or 10% from last years turn out.
Parent attendance at Fall Parent Conferences	776 or 77% of parents participated in Parent Teacher Fall Conferences	Attendance at Fall Parent Conferences will increase by 101 parents or 8% from last years turn out.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school site will provide parent workshops including: My Body Belongs to Me, Loving Solutions, Triple P and Technology/ Internet Safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - Goal 1 Action 24
	Counselor - Goal 2 Action 1
350	LCFF - Intervention Materials and Supplies for classes
	Counselor extra hours - Goal 2 Action 17
500	LCFF - Intervention Books other than Textbooks - Triple P Classes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host parents for Dia de Los Muertos, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)

3900

Source(s)

LCFF - Targeted

Materials - Food and Supplies for Parent Events and Meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Welcome Back Social for Parents - Meet and Greet with Principal to start off the year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Title III

Materials and Supplies - Food for event

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Orientation for incoming Kinder students and 5th grade students transitioning to 6th grade. Parents will discuss student expectations and parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Title III

Materials and Supplies - Food for event

745

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Update Parent - Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrants

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5121

Source(s)

Title III
Classified translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC will schedule a community resource fair to be held during Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC - Goal 1 Action 24

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Focused on English Learners and Migrant students

Strategy/Activity

ELAC meetings on monthly basis. Books for ELAC Parents to read and discuss at meeting

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	No cost books donated
1500	Title III Materials and Supplies - Food for ELAC

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School counselor will provide parent workshops for high school transition supporting A-G Requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Counselor - Goal 2 Action 1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

Encourage parents to participate in the IEP process for students with special needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF - Targeted

Materials and Supplies - Facilitated IEP materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs via the CHAMPS Parent Digital Survey and EL Parent Needs Assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - Goal 1 Action 24
2400	LCFF - Targeted
	Substitutes

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC - Goal 1 Action 24
	Counselor - Goal 2 Action 1
	Material and Supplies - Goal 1 Action 7

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

750

English Learners and Migrant students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Food for celebration Goal 1 - Action 5

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 751

Amount(s)

Source(s)

No cost as the OUHSD Counselor comes at no cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their students' growth. Parents attended the workshops put on by the School Counselor, but we need to expand out and reach various families, as many of the school meetings (Coffee with the Principal and ELAC) are the same families that attend the workshops. More volunteer opportunities on campus are needed to have parents participate in the academic portion of their child's growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were found.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to the goal itself this year. Some actions were modified to specify areas needed to improve such as a larger Kindergarten Orientation (Action 4) for all incoming families, as well as a Welcome Back Event with a new Administration team on campus (Action 3). To increase the participation for this year with Coffee with the Principal (Action 14) and ELAC meetings, times were adjusted to meet the needs of our community so more families can attend. With baseline data for two metrics: Parent attendance at Back to School Night and Fall Parent Conferences, expected outcomes were established for this school year. A new metric (Coffee with the Principal) was added to gather data for this year to establish outcomes next year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,337.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,184.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$112,594.00
Title III	\$23,743.00

Subtotal of additional federal funds included for this school: \$136,337.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Discretionary	\$64,207.00
District Funded	\$0.00
LCFF - Intervention	\$38,776.00
LCFF - Targeted	\$104,864.00

Subtotal of state or local funds included for this school: \$207,847.00

Total of federal, state, and/or local funds for this school: \$344,184.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	64,207.00	0.00
Title I	112,594.00	0.00
Title III	23,743.00	0.00
LCFF - Intervention	38,776.00	0.00
LCFF - Targeted	104,864.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Discretionary	64,207.00
District Funded	0.00
LCFF - Intervention	38,776.00
LCFF - Targeted	104,864.00
Title I	112,594.00
Title III	23,743.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Discretionary	18,952.00
	Discretionary	45,255.00
	District Funded	0.00

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	District Funded	0.00
	LCFF - Intervention	13,000.00
	LCFF - Intervention	25,776.00
	LCFF - Targeted	56,446.00
	LCFF - Targeted	48,418.00
	Title I	54,985.00
	Title I	57,609.00
	Title III	18,527.00
	Title III	5,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	280,522.00
Goal 2	47,891.00
Goal 3	15,771.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tyler Higa	Principal
Tony Naranjo	Other School Staff
Jesse Cox	Classroom Teacher
Kim Evans	Classroom Teacher
Suzanne Meckstroth	Classroom Teacher
Maritza Perez-Gutierrez	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member
Jeralyn Negri	Parent or Community Member
Louis Johnson	Parent or Community Member
Heather Guilin	Parent or Community Member

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 10-14-19.

Attested:

	Principal, Tyler Higa on 10/14/19
	SSC Chairperson, Jeralyn Negri on 10/14/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

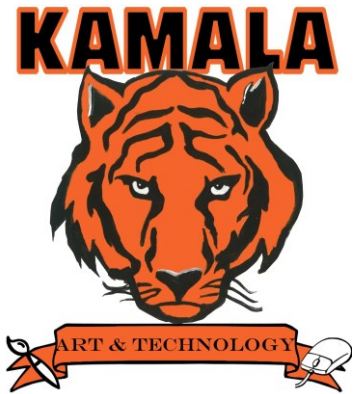
Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339		November 14, 2018

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through K-2 and middle school buddy programs, recess activities, spirit days and other activities. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

Low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning with our math coach for both lessons and short-term interventions based on data. The math coach has gathered research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with 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 for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Our DLI program is now in its sixth year with DLI students in grades K-5. All classes in kindergarten and first grade are DLI classes and teachers in K - 1 are using the designed, content-based units. Teachers in all DLI classes will continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of Careers, Health and Environmental Science. Our art teacher does school-wide art projects that can be viewed in in our cafeteria. Students and staff are excited to see the major art pieces the teacher is able to create with the individual pieces she receives from everyone at Kamala!

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community (teachers, staff, parents, families and students) and how we are moving as one to team to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons. Over the past year, teachers have worked to build stronger relationships with students to make teaching and learning more effective. The number of office referrals decreased and stronger connections were made with students. We will continue to focus this year on strong, effective first instruction. Two site goals were developed as a focus this year for our leadership team and our grade level PLCs. We will work on consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Analysis of the CAASPP results reveal that in grades 3-6, the percentage of students in the not met and nearly met levels have decreased over the past four years with corresponding gains in the met and exceeded levels in ELA. The increase in scores can be attributed in part to a strong focus on reading in the primary grades. Teachers have started to review the claims data from the CAASPP to analyze their instruction and plan for the upcoming year. The STAR 360 and interim assessment blocks data are also analyzed; however, we are continuing to work on how to convert this data analysis to a change in instructional practices.

Teachers have been reviewing the data on claims and targets to identify any patterns or trends that will help to focus instruction in the classroom and improve student achievement.

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

We have been working to increase data analysis in grade level groups over the past two years. In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also need additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during PLC meetings to provide additional support in the classroom. The math coach may provide intervention support for students in grade K-8 if needed. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through CST/SST process for students with academic, behavior or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the reading specialist for students in grades K-2, counseling support or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Through analysis of grade level writing standards and the progression of the standards from K through 8th grade, teachers identified an end of year writing objective for each grade level. Each end of year objective will ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

Parental Engagement

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

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.

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

Teachers, staff and parents are involved in the various stages of the programs. After an analysis of data, teachers and their grade level teams are asked for input through a priority index of the actions/programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP data is presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

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

Analysis of CAASPP and STAR 360 results indicated a lack of growth in math. In order to support teaching and learning in this area, Title I funds have been used for a Math Coach at Kamala. A major focus for the math coach in the primary grades is on building strong number sense with students as data analysis revealed this as a significant area of improvement. The math coach collaborates with teachers in planning, researches instruction that supports growth mindset, engages in lesson study with teachers, and teaches intervention groups. The coach also works with parents at ELAC, Coffee with Us/Cafe con Nosotros, and parent nights on ways to support math learning at home. Additional Title I funding is used to provide AVID tutors for our middle school AVID program. This is a key component of the AVID program and supports students in small groups.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. The leadership team meets regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the changing enrollment numbers, our teaching staff has changed at some grade levels which interferes with the momentum and grade level structures in place. Over the past few years, we have not had a consistent Outreach Consultant which had an impact on our support of chronic absentees and building attendance improvement programs for students. We now have an ORC who has been working closely with the attendance technician and counselor to support families and students with consistent attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.9%	1.02%	%	11	12	
Asian	0.1%	0.08%	%	1	1	
Filipino	0.5%	0.51%	%	6	6	
Hispanic/Latino	96.8%	96.36%	%	1,162	1137	
Pacific Islander	%	%	%			
White	1.4%	1.78%	%	17	21	
Multiple/No Response	%	%	%			
Total Enrollment				1,200	1180	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	121	114	
Grade 1	121	116	
Grade 2	140	137	
Grade3	143	135	
Grade 4	120	135	
Grade 5	155	129	
Grade 6	149	149	
Grade 7	132	137	
Grade 8	119	128	
Total Enrollment	1,200	1,180	

Conclusions based on this data:

Our enrollment has declined over the past two years which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. In grades 2-8, we currently have both a DLI program and an English Enrichment instructional program. In grades K-1, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are not added to the program in the upper grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	763			63.6%		
Fluent English Proficient (FEP)	258			21.5%		
Reclassified Fluent English Proficient (RFEP)	48			6.4%		

Conclusions based on this data:

The percentage of English Learners has remained in the 60% range, with a slight decrease of a percentage or two over the past few years. Our reclassification rate has increased slightly each year. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support. Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing. A schoolwide focus on writing across the curriculum will benefit our LTELs and EL students in the primary grades as this work will develop reading and critical thinking skills in addition to writing skills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	137	135	141	136	134	141	136	134	99.3	99.3	99.3
Grade 4	119	126	130	119	125	130	119	125	130	100	99.2	100
Grade 5	151	123	128	151	121	128	151	121	128	100	98.4	100
Grade 6	142	147	115	142	145	114	142	145	114	100	98.6	99.1
Grade 7	132	133	122	132	133	122	132	133	122	100	100	100
Grade 8	115	128	127	115	126	127	115	126	127	100	98.4	100
All Grades	801	794	757	800	786	755	800	786	755	99.9	99	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2342.	2376.	2382.	1.42	9.56	3.73	9.22	12.50	24.63	21.99	29.41	23.13	67.38	48.53	48.51
Grade 4	2399.	2423.	2421.	6.72	8.00	12.31	6.72	20.80	17.69	31.93	26.40	24.62	54.62	44.80	45.38
Grade 5	2432.	2475.	2469.	0.66	9.09	3.91	18.54	33.06	32.81	23.84	23.97	26.56	56.95	33.88	36.72
Grade 6	2443.	2458.	2487.	0.00	1.38	5.26	14.79	18.62	28.07	27.46	28.97	30.70	57.75	51.03	35.96
Grade 7	2501.	2497.	2507.	4.55	1.50	3.28	24.24	20.30	31.15	32.58	45.11	28.69	38.64	33.08	36.89
Grade 8	2514.	2535.	2514.	1.74	3.97	1.57	20.87	30.95	22.83	40.00	34.92	43.31	37.39	30.16	32.28
All Grades	N/A	N/A	N/A	2.38	5.47	5.03	15.75	22.39	26.09	29.13	31.55	29.40	52.75	40.59	39.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.71	12.50	10.45	32.62	44.85	50.00	66.67	42.65	39.55
Grade 4	8.40	11.20	10.77	42.02	53.60	46.15	49.58	35.20	43.08
Grade 5	3.31	11.57	13.28	48.34	52.89	52.34	48.34	35.54	34.38
Grade 6	2.11	6.90	7.89	35.21	39.31	42.98	62.68	53.79	49.12
Grade 7	10.61	6.77	9.84	41.67	46.62	50.82	47.73	46.62	39.34
Grade 8	6.96	12.70	7.09	42.61	49.21	42.52	50.43	38.10	50.39
All Grades	5.13	10.18	9.93	40.38	47.46	47.55	54.50	42.37	42.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.26	7.35	7.46	28.37	38.97	47.01	67.38	53.68	45.52
Grade 4	8.40	7.20	11.54	42.02	53.60	50.77	49.58	39.20	37.69
Grade 5	3.97	20.66	14.84	51.66	47.11	52.34	44.37	32.23	32.81
Grade 6	5.63	1.38	5.26	32.39	34.48	57.89	61.97	64.14	36.84
Grade 7	9.85	4.51	8.20	61.36	57.14	52.46	28.79	38.35	39.34
Grade 8	10.43	8.73	3.94	59.13	50.00	59.84	30.43	41.27	36.22
All Grades	6.88	8.02	8.61	45.38	46.56	53.25	47.75	45.42	38.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.26	9.56	6.72	56.74	58.09	69.40	39.01	32.35	23.88
Grade 4	5.04	7.20	8.46	53.78	59.20	60.77	41.18	33.60	30.77
Grade 5	3.31	9.09	6.25	55.63	62.81	67.97	41.06	28.10	25.78
Grade 6	4.23	4.83	6.14	48.59	62.76	71.05	47.18	32.41	22.81
Grade 7	4.55	2.26	3.28	49.24	66.92	68.85	46.21	30.83	27.87
Grade 8	5.22	5.56	5.51	62.61	71.43	63.78	32.17	23.02	30.71
All Grades	4.38	6.36	6.09	54.25	63.49	66.89	41.38	30.15	27.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.13	8.82	7.46	40.43	49.26	56.72	57.45	41.91	35.82
Grade 4	7.56	8.00	12.31	47.06	60.80	49.23	45.38	31.20	38.46
Grade 5	7.95	15.70	14.84	41.72	55.37	46.09	50.33	28.93	39.06
Grade 6	7.75	13.10	16.67	39.44	49.66	52.63	52.82	37.24	30.70
Grade 7	11.36	9.77	20.49	48.48	59.40	50.82	40.15	30.83	28.69
Grade 8	9.57	21.43	10.24	54.78	55.56	60.63	35.65	23.02	29.13
All Grades	7.63	12.72	13.51	44.88	54.83	52.72	47.50	32.44	33.77

Conclusions based on this data:

The percentage of students at the Not Met level has decreased since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims has also decreased with one grade level continuing to fluctuate. Although we have made steady growth, the increases have not been significant in most areas. Cohort data at some grade levels reveal larger increases in growth; particularly grades 5 and 7. Effective strategies in these grade levels will be identified and shared. In looking at the reading claim, the percentage of students above standard has increased greatly since 2016-17. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills for our students. The focus moving forward is to continue this growth and expand on this foundation. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in

all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	137	135	142	136	133	142	136	133	100	99.3	98.5
Grade 4	119	126	130	119	124	130	119	124	130	100	98.4	100
Grade 5	151	123	128	151	121	128	151	121	128	100	98.4	100
Grade 6	142	147	115	142	145	113	142	145	113	100	98.6	98.3
Grade 7	132	133	122	132	133	122	132	133	122	100	100	100
Grade 8	115	128	127	115	127	127	115	127	127	100	99.2	100
All Grades	801	794	757	801	786	753	801	786	753	100	99	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2382.	2391.	0.70	4.41	5.26	8.45	22.06	21.80	30.99	22.06	25.56	59.86	51.47	47.37
Grade 4	2396.	2439.	2436.	1.68	0.00	7.69	3.36	27.42	23.85	31.09	39.52	24.62	63.87	33.06	43.85
Grade 5	2417.	2455.	2454.	0.66	3.31	3.91	4.64	10.74	13.28	26.49	39.67	27.34	68.21	46.28	55.47
Grade 6	2426.	2427.	2440.	0.70	0.69	0.88	3.52	4.83	7.96	23.94	26.90	28.32	71.83	67.59	62.83
Grade 7	2479.	2444.	2447.	1.52	0.75	0.00	12.88	1.50	5.74	38.64	24.06	26.23	46.97	73.68	68.03
Grade 8	2477.	2483.	2446.	3.48	3.94	1.57	10.43	5.51	5.51	25.22	27.56	21.26	60.87	62.99	71.65
All Grades	N/A	N/A	N/A	1.37	2.16	3.32	7.12	11.83	13.28	29.34	29.64	25.50	62.17	56.36	57.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.52	13.24	12.03	31.69	30.15	31.58	64.79	56.62	56.39
Grade 4	1.68	5.65	13.08	15.97	41.94	34.62	82.35	52.42	52.31
Grade 5	3.31	5.79	7.81	15.89	32.23	28.13	80.79	61.98	64.06
Grade 6	2.11	2.07	2.65	11.97	16.55	22.12	85.92	81.38	75.22
Grade 7	4.55	0.75	1.64	36.36	16.54	18.85	59.09	82.71	79.51
Grade 8	5.22	3.94	3.15	25.22	25.20	17.32	69.57	70.87	79.53
All Grades	3.37	5.22	6.91	22.72	26.72	25.63	73.91	68.07	67.46

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.41	8.82	10.53	38.03	38.24	42.86	60.56	52.94	46.62
Grade 4	4.20	4.84	10.00	30.25	46.77	40.00	65.55	48.39	50.00
Grade 5	0.66	3.31	7.03	27.15	38.02	38.28	72.19	58.68	54.69
Grade 6	0.70	0.69	0.88	26.76	32.41	36.28	72.54	66.90	62.83
Grade 7	3.79	1.50	2.46	47.73	31.58	34.43	48.48	66.92	63.11
Grade 8	6.09	10.24	1.57	33.91	46.46	29.13	60.00	43.31	69.29
All Grades	2.62	4.83	5.58	33.83	38.68	36.92	63.55	56.49	57.50

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.41	7.35	11.28	45.07	50.00	50.38	53.52	42.65	38.35
Grade 4	2.52	7.26	13.08	36.13	54.03	42.31	61.34	38.71	44.62
Grade 5	1.32	4.13	2.34	30.46	48.76	46.88	68.21	47.11	50.78
Grade 6	2.11	2.07	2.65	27.46	31.03	38.94	70.42	66.90	58.41
Grade 7	2.27	3.01	0.82	55.30	44.36	44.26	42.42	52.63	54.92
Grade 8	4.35	3.15	1.57	46.96	48.82	41.73	48.70	48.03	56.69
All Grades	2.25	4.45	5.44	39.83	45.80	44.22	57.93	49.75	50.33

Conclusions based on this data:

Overall scores indicate little movement among levels. Math continues to be an area of focus. The percentage of students below standard in each of the claims has declined since 2016-17 in grades 3-6, but is still significant. Grades 3-5 made slight increases in the percentage of students above standard in at least 2 of the claims. The percentage of students at the Met/Exceeded level consistently declines in the middle grades for both cohort and grade level data. After reviewing data, the math coach and teachers in the primary grades are working to ensure all students have strong basic number sense foundation. A strong number sense foundation will help students as they face more complex problems in the upper grades. We are also working on writing in math and problem solving in all grades with increasing levels in the upper grades. Teachers are working with the math coach to provide targeted intervention for students so that gaps in learning do not increase.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

With the difference in the ELPAC over the past two years, comparisons in data are difficult. However, students are making growth and the percentage of students at levels 3 and 4 have increased.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,180	95.5%	62.7%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	740	62.7%
Foster Youth	4	0.3%
Homeless	17	1.4%
Socioeconomically Disadvantaged	1,127	95.5%
Students with Disabilities	76	6.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.0%
Asian	1	0.1%
Filipino	6	0.5%
Hispanic	1,137	96.4%
Two or More Races	3	0.3%
White	21	1.8%






Conclusions based on this data:

Our enrollment remained consistent last year and should be consistent this year with the percentage of English Learners and SED students. Our focus on providing strong first instruction and building relationships with students will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has remained consistent over the past few years with a slight increase last year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

As a K-8, we have been focusing a lot on building a strong school culture, along with teaching and learning, to address both the academic and social-emotional needs of students. We have made slight increases in both ELA and Math; however, there continues to be a lot of need in all areas. The increases in math made in the primary grades is negated by decreases as students move into the upper grades. We are working to address this decline by building a strong number sense and foundational understanding of math concepts in the primary grades so that students are better able to understand more complex concepts as students enter the upper grades. The chronic absenteeism and suspension rate contribute to this decline. We will focus on continued growth throughout the grade levels.

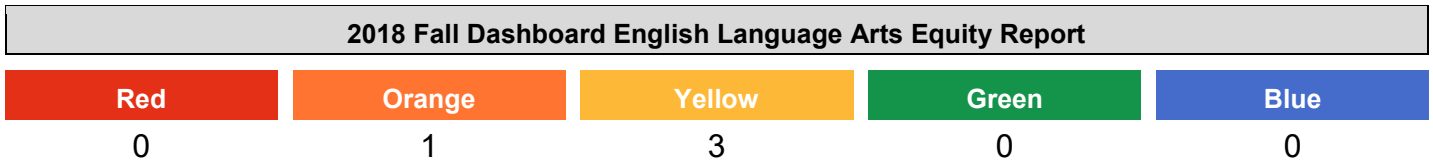
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 49.4 points below standard Increased 21.7 points 761 students	<p>English Learners</p>  Yellow 52.7 points below standard Increased 24.8 points 616 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 74.6 points below standard Maintained 0.8 points 14 students	<p>Socioeconomically Disadvantaged</p>  Yellow 49.4 points below standard Increased 22.6 points 731 students	<p>Students with Disabilities</p>  Orange 125.2 points below standard Increased 20.6 points 68 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.3 points below standard Increased 22.6 points 735 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 99.2 points below standard 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.1 points below standard Increased 16.4 points 303 students	18.5 points below standard Increased 6.2 points 313 students	62.2 points below standard Declined -3.1 points 97 students

Conclusions based on this data:

Students in each of the subgroups increased the average scaled score with English Learners making the most gains; however, current ELs continue to be a subgroup that is furthest below standard. We are reclassifying students in grades 4 and 5 and have a lot of work to do with our LTELs to decrease the points below standard for this subgroup and increase achievement. Students with disabilities increased in average scale score, but are still significantly below standard. Strong first instruction with high rigor in conjunction with targeted ELD in all grades, will help to decrease the points below standard. Targeted intervention for LTELs is also needed to move students in this group.

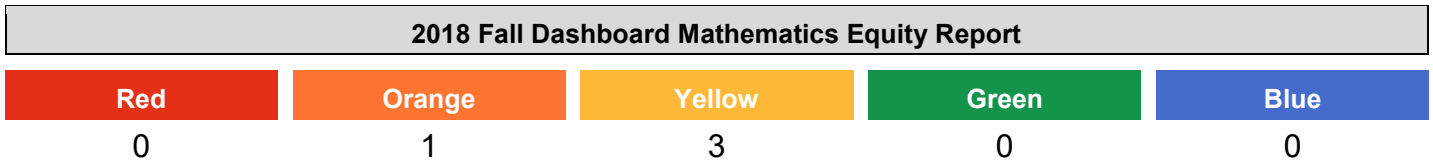
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 88.1 points below standard Increased 10.9 points 761 students	<p>English Learners</p>  Yellow 87.9 points below standard Increased 14.7 points 617 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 67.1 points below standard Increased 72.3 points 14 students	<p>Socioeconomically Disadvantaged</p>  Yellow 88.5 points below standard Increased 10.9 points 731 students	<p>Students with Disabilities</p>  Orange 154.7 points below standard Increased 4.8 points 68 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 87.4 points below standard Increased 10.9 points 735 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 134.3 points below standard 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.9 points below standard Increased 10.9 points 303 students	67.7 points below standard Maintained 1 points 314 students	109.5 points below standard Declined -13.8 points 96 students

Conclusions based on this data:

All students and significant subgroups made minimal gains in math and continue to be significantly below standard. Even with the smallest point gain, RFEP students continue to have the lowest distance from met. A focus on number sense, problem solving and writing in math will support growth for all subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
614	23.8%	41%	24.9%	10.3%

Conclusions based on this data:

We have made gains in English Learner Progress with the majority of students scoring at level 3 or 4. After reclassifying students, there is a number of students in the upper grades who remain at levels 1, 2 or 3 and need to be moved to a level 4 in order to meet reclassification criteria. Overall, the students are doing well in the listening and speaking subtests, but continue to need support in the areas of reading writing to move to levels 3 and 4. A schoolwide focus on writing across the curriculum will support English Learners along with targeted ELD in all grades.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

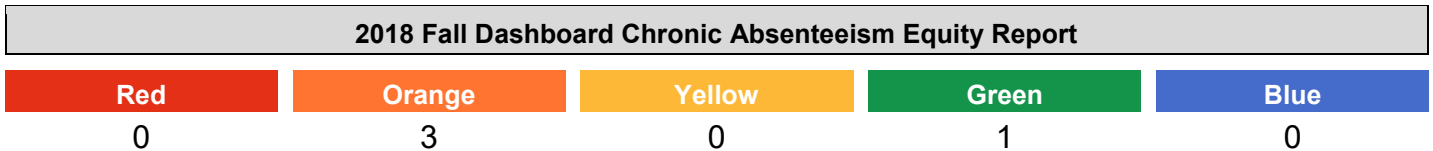
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.5% chronically absent Increased 0.7% 1218 students	<p>English Learners</p>  Green 4.9% chronically absent Maintained 0.4% 759 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 33.3% chronically absent Increased 11.1% 36 students	<p>Socioeconomically Disadvantaged</p>  Orange 6.6% chronically absent Increased 0.7% 1168 students	<p>Students with Disabilities</p>  Orange 7.3% chronically absent Increased 1.5% 96 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3% chronically absent Maintained 0% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6% chronically absent Increased 0.5% 1175 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 23.8% chronically absent Increased 8% 21 students

Conclusions based on this data:

The percentage of students chronically absent is consistent across all subgroups with slight increases in all but English Learners. With a new ORC, we have put in place consistent attendance programs to decrease these percentages and increase student attendance. The correlation between absenteeism and student academic performance is addressed at parent meetings and with students individually. We are working on identifying the reasons for absences and working with families to remove obstacles to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

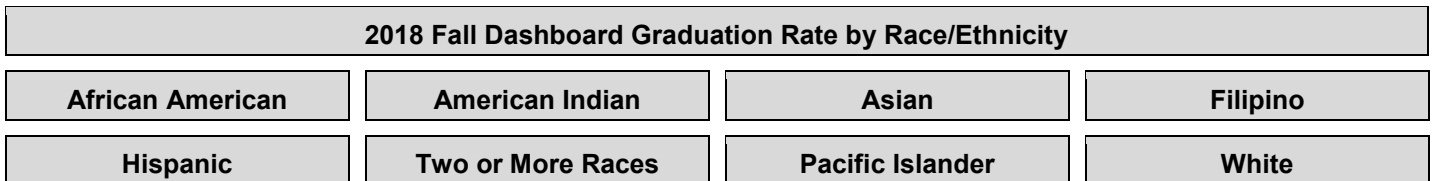
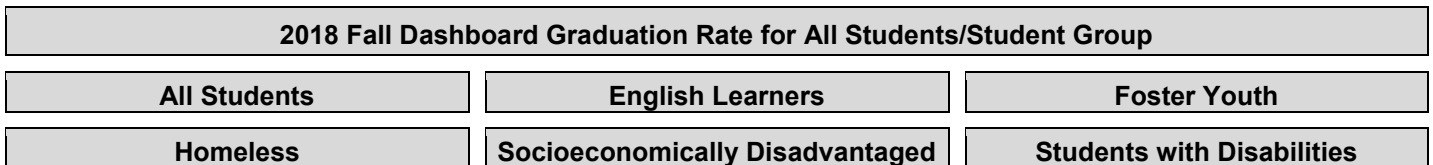
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

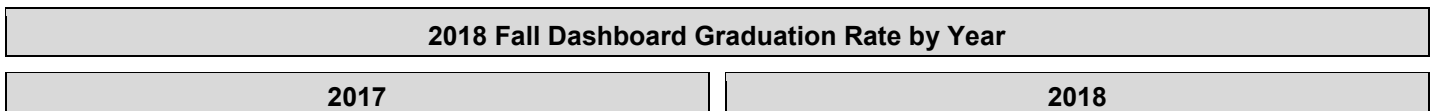
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

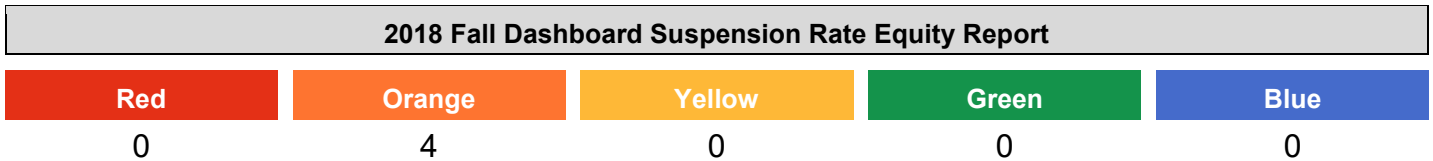
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.7% suspended at least once Increased 1.4% 1252 students	<p>English Learners</p>  Orange 1.4% suspended at least once Increased 1.2% 782 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 36 students	<p>Socioeconomically Disadvantaged</p>  Orange 1.8% suspended at least once Increased 1.4% 1200 students	<p>Students with Disabilities</p>  Orange 3.1% suspended at least once Increased 1.9% 98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3% suspended at least once Increased 8.3% 12 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6% suspended at least once Increased 1.2% 1209 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 4.8% suspended at least once Increased 4.8% 21 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.6% suspended at least once	0.3% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

The suspension rate has fluctuated over the past few years with slight increases recently with corresponding increases in each subgroup. Our work on school culture, PBIS and restorative justice has decreased the number of office referrals for suspendable offenses over the past two years. However, some of the issues that do come to the office have been previously addressed with other consequences and do require suspension. Unfortunately, the increase in vaping and other activities among middle school students has contributed to this increase. This topic has been addressed with parent groups through ELAC and Coffee with Us/ Cafe con Nosotros meetings and with students in their classes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: Percentage of students achieving High Growth as measured by the student growth percentile on STAR 360 Early Literacy Assessment Grade 1: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grade 2: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grades 3-8: Percentage of students at Met/Exceeded level on ELA and Math CAASPP. Percentage of students achieving High Growth as	Kindergarten: 30% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment Grade 1: 49% 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: 28% met/exceeded ELA CAASPP 27% met/exceeded Math CAASPP	Kindergarten: As measured by the STAR 360 Early Literacy Test, each class will have a student growth percentile of 66 or more. Grades 1 and 2: As measured by the STAR 360 Early Literacy Test and STAR 360 Math Test, each class will have a student growth percentile of 66 or more. Grades 3 - 8: ELA: The percentage of students scoring at the met/exceeded standards on the ELA CAASPP will increase by 10 percentage points. As measured by the STAR 360 Reading Test, each class will have a student growth percentile of 66 or more. Math: The percentage of students scoring at the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
measured by the student growth percentile on the STAR 360 Reading and Math assessments.	<p>Grade 4 30% met/exceeded ELA CAASPP 32% met/exceeded Math CAASPP</p> <p>Grade 5 37% met/exceeded ELA CAASPP 17% met/exceeded Math CAASPP</p> <p>Grade 6 33% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP</p> <p>Grade 7 34% met/exceeded ELA CAASPP 6% met/exceeded Math CAASPP</p> <p>Grade 8 25% met/exceeded ELA CAASPP 8% met/exceeded Math CAASPP</p>	<p>met/exceeded standards on the math CAASPP will increase by 10 percentage points. As measured by the STAR 360 Math Test, each class will have a student growth percentile of 66 or more.</p> <p>English Learners in Grades 3-8: Decrease the percentage of students in the Not Met and Nearly Met levels on the CAASPP by 10 percentage points.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will engage in PLC meetings three times/month. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, build common formative assessments, analyze data, monitor student progress and develop interventions as needed. The math coach and reading specialist will support planning and student monitoring in these meetings. Grade-level leadership team representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Reading Specialist
83394	Title I 1000-1999: Certificated Personnel Salaries Math Coach
37877	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Math Coach
3196	Discretionary 1000-1999: Certificated Personnel Salaries Math Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional opportunities for collaboration between teachers, math coach, and reading specialist. Focus will be on planning, improving instructional strategies, and rigor in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Reading Specialist (see action #1)
	Math Coach (see action #1)
52728	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours
5826	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours

803

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support implementation of the California State Standards, strong first instruction and provide targeted intervention and/or enrichment opportunities for students during in-school interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12118	LCFF - Targeted 4000-4999: Books And Supplies Cost of materials
10990	Discretionary 4000-4999: Books And Supplies Cost of materials
500	LCFF - Targeted 4000-4999: Books And Supplies Materials for art strand
500	LCFF - Targeted 4000-4999: Books And Supplies Materials for electives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program

Strategy/Activity

Students in biliteracy program will learn to speak, read, and write in the targeted languages of Spanish and English in K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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8112	LCFF - Targeted 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy in upper grades
2000	LCFF - Intervention 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy in upper grades

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). Analyze data and adjust interventions as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	1000-1999: Certificated Personnel Salaries Math Coach (see action #1)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

805

	District Funded
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4000-4999: Books And Supplies
Curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

29325

Discretionary
4000-4999: Books And Supplies
Cost of supplies and equipment

3500

Discretionary
5000-5999: Services And Other Operating
Expenditures
Maintenance agreements

2991

Discretionary
5700-5799: Transfers Of Direct Costs
Cost for publications materials

1500

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Service agreements

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct diagnostic assessment for struggling learners in ELA and math per benchmark data.

Proposed Expenditures for this Strategy/Activity

806

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Reading Specialist (see action #1)
	1000-1999: Certificated Personnel Salaries Math Coach (see action #1)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide extended learning opportunities for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15655	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Provide software programs to all students for differentiated learning opportunities (ex. StarFall, IXL, NewsELA, and BrainPop)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 807

Amount(s)	Source(s)
22000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
4230	Title III 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
	Centralized Services 2000-2999: Classified Personnel Salaries Site Technology Technician

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct student monitoring conferences with 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries Teacher rate for extra hours (see action #1)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct meetings with student study team to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support.

Proposed Expenditures for this Strategy/Activity

808

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3618	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST meetings.
4290	LCFF - Intervention 4000-4999: Books And Supplies Purchase materials (flexible seating, core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
1000	LCFF - Intervention 4000-4999: Books And Supplies Incentives to improve student attendance.
1000	LCFF - Intervention 4000-4999: Books And Supplies Incentives to improve student academic performance.
	Centralized Services 2000-2999: Classified Personnel Salaries Cost of Outreach Consultant
	Centralized Services 1000-1999: Certificated Personnel Salaries Cost of Counselor

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide access to and encourage participation in Accelerated Reader Renaissance 360 for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures

809

	Cost of Renaissance Suite
	4000-4999: Books And Supplies Cost of academic incentives (see action #12)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implement small group early literacy intervention for intensive readers and English Learners in grades K-2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Reading Specialist
1000	LCFF - Intervention 4000-4999: Books And Supplies Intervention materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Conduct IEP meetings. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12061	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of substitutes

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Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5113	Discretionary 2000-2999: Classified Personnel Salaries Cost of AVID tutors
5048	Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors
1000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1000	Discretionary 4000-4999: Books And Supplies Materials for AVID classes
688	Title III 4000-4999: Books And Supplies Materials for AVID Excel class
1437	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide MyON program to all students to download books for independent reading at home and at school.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5000-5999: Services And Other Operating Expenditures
MyOn program

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide additional 1 hour of para educator support for the Spanish kindergarten DLI classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5674

Title III
2000-2999: Classified Personnel Salaries
Cost of para educator for 1 hour/day for DLI classes

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; develop protocols for data analysis, taking assessments, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom. Leadership representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

1000-1999: Certificated Personnel Salaries
Teacher hourly rate for extra hours as needed.
(see action #1)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct New Teacher Meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

1000-1999: Certificated Personnel Salaries
Teacher hourly rate for extra hours as needed
(see action #1)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use ELPAC and other data to group students for daily ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Monitor implementation of ELD and support teachers in planning for standards-based ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide extended learning opportunities for LTELs in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6947

Title III
1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

814

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries
Math Coach (see action #1)

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12100

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Entrance fees for field trips

8000

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Transportation costs for field trips

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

815

Strategy/Activity

Provide professional development for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1354

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11446

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Teacher hourly rate for collaboration time

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in grades 6-8

Strategy/Activity

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

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facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in K-2

Strategy/Activity

In order to improve reading achievement, the district created a 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Reading Specialist

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

817

We made minimal gains in the percentage of students who scored in the met/exceeded bands of the CAASPP; however, this was below our target of 10 percentage points gain. Not all of the allocated funds for tutoring and lesson study/peer observation were used.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Much more funding has been allocated for teacher collaboration this year. Teachers were encouraged to meet with their grade level colleagues and the math coach before the school year to begin planning for the first trimester. Teachers will begin using data walls and meeting for dedicated PLC meetings to plan together, build assessments, and analyze data. The focus will continue to be on stronger first instruction with increasing depth of knowledge in lessons. We will also focus on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to the goal to increase the percentage of students in the met/exceeded band of the CAASPP, we have added the student growth percentile from the STAR 360 assessments. This is an indicator we will be monitoring throughout the year and will help us to monitor students and their growth in all bands. The percentage of students in the not met band has not been moving. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels. This will help keep discussions focused on strong first instruction, increasing rigor of lessons, and targeted interventions when needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates Office Referrals California Healthy Kids Survey	<ul style="list-style-type: none"> • 105 Office referrals for potentially suspendable offenses • 63 Student Suspensions in 2018-19 • 9% of 7th grade students have used electronic cigarettes (CHKS data) • 4% of 7th grade students are currently using electronic cigarettes (CHKS data) 	<p>A. Decrease the office referrals by 10%</p> <p>B. Decrease the suspension rate by 10%</p> <p>C. Build and strengthen relations with Kamala families through parent nights and community-building events.</p> <p>D. Reduce the percentage of students experimenting/using tobacco products by 10%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement an attendance program to encourage students to come to school every day and on time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Cost of ORC & Counselor (see goal #1, action #12)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the positive behavior support model school wide. PBIS committee will identify areas of need and opportunities to improve PBIS model. The specific focus for this year will be on establishing common structures and continuing to implement common expectations in all areas in grades K-8. We will also work with teachers and staff to gain a deeper understanding of STOIC and how that will support student behavior and academic learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Cost of ORC & Counselor (see goal #1, action #12)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Cost of campus assistants

2330

Discretionary
2000-2999: Classified Personnel Salaries
Extra Help/Subs for campus assistants

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide tobacco prevention education through the "Friday Night Live" program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TUPE

Prevention program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety committee will review and update the Comprehensive Safe School Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide structured activities during recess and lunch to support students in making positive choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000-2999: Classified Personnel Salaries
Cost of campus assistants (see action #3)

4151

LCFF - Targeted
4000-4999: Books And Supplies
Cost of recess and PE equipment

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000-4999: Books And Supplies
See goal 1, actions #12

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

823

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of the Minnesota Smoking Prevention Program for 6th grade classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Cost of outreach coordinator (see Goal#1,
action #12)

TUPE

MSPP program

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

824

Strategy/Activity

The school counselor will work with students to make positive choices in adverse situations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Cost of counselor (see goal #1, action #12)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

4000-4999: Books And Supplies
Cost of equipment (see action #5)

[Empty box for Amount(s)]

2000-2999: Classified Personnel Salaries
Cost of campus assistants (see action #3)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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 mentoring and professional development for the after school staff on PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school staff have been working on building the K-8 school culture with the staff and students. We have implemented a Tiger Cubs program so that 6th, 7th, and 8th grade students work with K-2 students weekly to build school bonds and a sense of responsibility within the school. The administration, counselor and outreach coordinator along with the school PBIS team, have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations K-8 with clear guidelines for success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We have purchased materials for the unstructured (recess) times and are working with the PBIS team and campus assistants to develop our vision of safer recesses. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. This has been a major shift and part of our goal to establishing a strong K-8 culture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We were able to meet our goal of decreasing office referrals by 10%. However, the number of suspensions increased. Unfortunately, the suspendable issues that were referred to the office were safety concerns. The PBIS system in place has been working effectively to decrease office and playground referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the playground, teacher training on behavior monitoring and responses, and schoolwide expectations for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)- Parent Response	Parental Involvement on the CHKS **Only 6 parents completed the CHKS survey <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Increase the number of parents completing the CHKS survey to 100 respondents. Increase the percentage strongly agreeing/agreeing by 5 percentage points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	parents before making important decisions	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
647	Discretionary 2000-2999: Classified Personnel Salaries Child Care
647	LCFF - Intervention 2000-2999: Classified Personnel Salaries Child Care
3883	Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help/Subs
844	Discretionary 1000-1999: Certificated Personnel Salaries Counselor extra hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

829

All Students

Strategy/Activity

Conduct parent involvement meetings such as:
• Title I meetings
• ELAC
• Coffee with Us/Cafe con Nosotros
• Reclassification Celebration
• Middle School to High School Transition meetings
• A-G Information Meetings
• Math Coach Information Meetings for Parents
• Parent Nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

183

Source(s)

Title I
4000-4999: Books And Supplies
Materials for classes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide adult ESL classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Child Care - see action #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

830

All Students

Strategy/Activity

Update the Kamala webpage on a regular basis to inform parents/community of school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4309

Discretionary
2000-2999: Classified Personnel Salaries
Translation/interpretation services and office extra help

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2517

Title III
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
Supplies and refreshments

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC and Counselor (see goal #1, action #12)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1768

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher rate for extra hours

833

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct parent conferences to discuss student progress, achievements, and concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. Although this may not directly correlate to an increase in the CHKS survey, parent feedback on the classes has been positive.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not major changes with the expenditures or overall implementation listed. We have changed Coffee with the Principal/Cafe con la directora to Coffee with Us/Cafe con Nosotros to be more inclusive and to be representative of the guest speakers that we sometimes have at Cafe con Nosotros. Plans to increase parent response to the CHKS include targeted times during ELAC and Coffee with Us/Cafe con Nosotros.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have not made any major changes to the metrics or annual outcomes of the goal. We plan to be more proactive in parent meetings to get more parent responses on the CHKS.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$174,209.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$400,497.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$142,707.00
Title III	\$31,502.00

Subtotal of additional federal funds included for this school: \$174,209.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$69,628.00
District Funded	\$0.00
LCFF - Intervention	\$47,592.00
LCFF - Targeted	\$109,068.00

Subtotal of state or local funds included for this school: \$226,288.00

Total of federal, state, and/or local funds for this school: \$400,497.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	69,628.00	0.00
Title I	142,707.00	0.00
Title III	31,502.00	0.00
LCFF - Targeted	109,068.00	0.00
LCFF - Intervention	47,592.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	69,628.00
District Funded	0.00
LCFF - Intervention	47,592.00
LCFF - Targeted	109,068.00
Title I	142,707.00
Title III	31,502.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	4,040.00
2000-2999: Classified Personnel Salaries	Discretionary	16,282.00
4000-4999: Books And Supplies	Discretionary	41,315.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,500.00
5700-5799: Transfers Of Direct Costs	Discretionary	2,991.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1,500.00
	District Funded	0.00

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1000-1999: Certificated Personnel Salaries	LCFF - Intervention	15,655.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	647.00
4000-4999: Books And Supplies	LCFF - Intervention	9,290.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	22,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	62,587.00
4000-4999: Books And Supplies	LCFF - Targeted	25,381.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,100.00
1000-1999: Certificated Personnel Salaries	Title I	136,122.00
2000-2999: Classified Personnel Salaries	Title I	5,048.00
4000-4999: Books And Supplies	Title I	183.00
5000-5999: Services And Other Operating Expenditures	Title I	1,354.00
1000-1999: Certificated Personnel Salaries	Title III	18,393.00
2000-2999: Classified Personnel Salaries	Title III	5,674.00
4000-4999: Books And Supplies	Title III	688.00
5000-5999: Services And Other Operating Expenditures	Title III	2,517.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,230.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	379,218.00
Goal 2	6,481.00
Goal 3	14,798.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jodi Nocero	Principal
Yesenia Cedillo	Other School Staff
Rochelle Ford	Classroom Teacher
Lourdes Ayala	Classroom Teacher
Diana Donovan	Classroom Teacher
Irene Ortega	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Mirian Martinez	Parent or Community Member
Patricia Vargas	Parent or Community Member
Cristina Esparza	Parent or Community Member

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 10-14-19.

Attested:

	Principal, Jodi Nocero on 10-24-19
	SSC Chairperson, Rochalle Ford on 10-24-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



ROSE AVENUE SCHOOL

The School of Science and Wellness

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose Avenue Elementary-The School of Science and Wellness	56725386055370	October 18, 2019	11/13/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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.

Rose Avenue School will focus on the area of teaching and learning to successfully meet the needs of all students. The staff has transitioned and is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades 2-5; including supporting instruction and intervention with apps such as Waterford and IXL ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK) and Wonders (K-5). We are currently piloting Next Generation Science Standards (NGSS), Mystery Science and FOSS kits. In addition, we will implement several intervention programs to

support students individual needs. These include PALS-Teacher Directed Instruction K-3, Reading Horizons, WonderWorks, SonDay Systems, Frames for Fluency, and SIPPs. The teaching staff at Rose Avenue is committed to the full implementation of the CCSS and dedicated to higher level of critical 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 and to determine additional instructional needs. Teachers focus on data driven instruction, assess students monthly using Star 360 ELA and Math and Star Early Literacy formally to monitor student growth in the core areas and meet to analyze student data results after the monthly assessments to plan instruction and student interventions. Rose Avenue will also focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Rose Avenue will maintain continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, ConnectED, Facebook, and Twitter.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Through regular weekly informal classroom observations an area for growth was determined to be the effective and consistent use of mathematical mindsets strategies. English Language Development was also identified as an additional area for growth, specifically in the area of student engagement. We will increase use of effective teaching strategies, such as student engagement and collaboration, across all curricular areas, especially to support English Language Development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

During grade level collaborations (Professional Learning Communities) teachers will analyze and interpret assessments results and other available data to improve student achievement and identify appropriate interventions. The following assessment and benchmark tools will be used to monitor student progress and academic success:

Star 360 Early Literacy, Math and Reading, ELPAC, CAASPP, IABs, Essential Literacy Skills (ELS), Teacher curriculum benchmarks.

Additionally, we will monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The school principal will lead student monitoring conferences with individual teachers three times per year at the end of each trimester. During these meetings, the teacher will review academic achievement data gathered from the students in their class with the school principal. The teacher and principal identify key standards needing to be addressed during whole class instruction and interventions and key areas of need that need to be addressed during small group intervention. Identified students needing additional interventions and who have been provided the opportunities to learn and are not making the expected growth will be referred to CST process and will be monitored if needed by Student Study Team.

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

Teachers meet for weekly PLCs where student progress is monitored via the curriculum embedded assessments. Student instructional groups for UA, ELD, ELA teaming, math teaming and Tier 1 and Tier 2 interventions are determined for the following intervention cycle. Data from the following assessments is used to determine need and intervention:

Math and Reading chapter tests

Weekly assessments and unit tests

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

All teachers attend weekly collaboration and planning meetings after school every other Tuesday and every other Wednesday. All grade levels collaborate and (TK- 5) team for designated ELD. Grades 1st-5th team for ELA and Math. Several grade levels team for physical education as well as other enrichment opportunities. including Universal Access Time.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

A district funded Reading Specialist provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first good instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitor and checking for understanding, and providing corrective feedback. Professional Learning Community practices, will be in place where grade levels will collaborate to analyze student assessment data results, monitor student progress and plan interventions for grade level teaming.

Parental Engagement

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

The following parent engagement opportunities will be offered during the 2019-2020 school year.

- Grade Level Parent Family Nights/Workshops
- Back to School Night
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal
- Health and Wellness Family Carnival, May 2020
- Clinicas- Healthy 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
- Hip Hop Mindset Performance
- Grade Level Music Recital
- Trimester Awards Assemblies
- School Site Council Monthly Meetings
- Loving Solutions Parent Training
- PTA
- Attendance Matters Parent Training
- Family Art Night
- Classroom Volunteers

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our Outreach Specialist and Counselor offer support by connecting families with necessary services to address social-emotional needs.

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

Transitional presentations are held yearly by the middle School Counselors to inform 5th grade students of their program academy and strand. In addition, a 5th grade parent presentation on A-G requirements, middle school credit completion and reclassification criteria.

Funding

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

The following services will be funded to enable under performing students to meet the standards:

Kindergarten Paraprofessional Support

Hip Hop Mindset

Music-Weekly 30 minute classes

IXL-ELA and Math-enrichment and CCSS skills assessment and monitoring

Intervention tutoring before and after school

Staff Teaming and Collaboration-weekly staff grade level collaboration

Waterford

Enrichment Field Trips for students related to focus strand and standards

Substitutes for Grade Level Collaborations and SST/IEP meetings

Librarian- Support the AR and Reading Enrichment Incentive Program

Professional Development and Conferences

Possessive Behaviors and Interventions- Wellness CHAMPS Classroom Activities

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Leadership Team and School Principals worked in writing, planning updating and the SPSA in two full days on September 13 and 20 and other additional dates. The English Learners Advisory Committee provided input and feedback to the School Site Council and the School Leadership Team during the end of the year meeting in June 2019 and the new school year in September and October 2019. Parent groups also submitted recommendations for actions to be included in the SPSA to the School Site Council. The SPSA was presented and reviewed by School Site Council and ELAC during the October 18 meeting. All parent committees PTA, ELAC and Title I participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. In addition, the SPSA was/is shared and reviewed with all staff during September/October meetings. School Site Council reviewed and updated the SPSA before approving the SPSA at the October 18, 2019 meeting. The SPSA goals and strategies drive discussion at monthly parent meetings and also at weekly staff collaboration days.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified as a result of the required needs assessments were:
Budgeted for two ISP's and only one was able to be hired
Vacant Kindergarten Paraprofessional position all year
Substitute Shortage impacted Teaming and Collaboration

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	0.14%	%		1	
Asian	0.1%	0.29%	%	1	2	
Filipino	%	%	%			
Hispanic/Latino	98.1%	97.71%	%	729	684	
Pacific Islander	%	0.14%	%		1	
White	1.6%	1.43%	%	12	10	
Multiple/No Response	%	%	%			
Total Enrollment				743	700	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	142	131	
Grade 1	119	101	
Grade 2	134	117	
Grade3	134	129	
Grade 4	105	126	
Grade 5	109	96	
Total Enrollment	743	700	

Conclusions based on this data:

Student enrollment decreased due to program choices offered at school sites. Rose Ave. transitioned from a TBE/SEI instructional program to an SEI only program. Political climate and the high cost of living in our county/community also affected our enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	579		384	77.9%		
Fluent English Proficient (FEP)	51		9	6.9%		
Reclassified Fluent English Proficient (RFEP)	43		62	7.6%		

Conclusions based on this data:

Rose Avenue School had a high increase in students reaching reclassification criteria from the previous year and students who have been RFEP are continuously monitored. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners are clustered at each grade level by needs and proficiency to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language proficiency levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	126	105	132	126	105	132	126	105	99.2	100	100
Grade 4	100	120	110	100	120	110	100	120	110	100	100	100
Grade 5	107	94	116	107	93	115	107	93	115	100	98.9	99.1
All Grades	340	340	331	339	339	330	339	339	330	99.7	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2367.	2371.	6.06	6.35	11.43	10.61	12.70	17.14	26.52	27.78	20.95	56.82	53.17	50.48
Grade 4	2392.	2394.	2402.	8.00	8.33	7.27	10.00	10.00	9.09	19.00	21.67	25.45	63.00	60.00	58.18
Grade 5	2431.	2420.	2435.	0.93	4.30	4.35	12.15	15.05	17.39	28.97	21.51	26.09	57.94	59.14	52.17
All Grades	N/A	N/A	N/A	5.01	6.49	7.58	10.91	12.39	14.55	25.07	23.89	24.24	59.00	57.23	53.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	5.56	10.48	34.09	42.86	41.90	59.09	51.59	47.62
Grade 4	6.00	7.50	8.18	39.00	39.17	48.18	55.00	53.33	43.64
Grade 5	2.80	4.30	7.83	40.19	37.63	47.83	57.01	58.06	44.35
All Grades	5.31	5.90	8.79	37.46	40.12	46.06	57.23	53.98	45.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	9.52	8.57	35.61	32.54	41.90	56.06	57.94	49.52
Grade 4	2.00	6.67	4.55	42.00	36.67	48.18	56.00	56.67	47.27
Grade 5	5.61	7.53	5.22	42.99	40.86	40.87	51.40	51.61	53.91
All Grades	5.60	7.96	6.06	39.82	36.28	43.64	54.57	55.75	50.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.30	7.14	15.24	52.27	61.90	57.14	42.42	30.95	27.62
Grade 4	8.00	5.83	4.55	47.00	62.50	56.36	45.00	31.67	39.09
Grade 5	1.87	2.15	1.74	60.75	50.54	63.48	37.38	47.31	34.78
All Grades	5.01	5.31	6.97	53.39	59.00	59.09	41.59	35.69	33.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	12.70	11.43	42.42	41.27	36.19	50.76	46.03	52.38
Grade 4	5.00	5.00	4.55	40.00	40.00	40.91	55.00	55.00	54.55
Grade 5	4.67	9.68	11.30	48.60	35.48	40.00	46.73	54.84	48.70
All Grades	5.60	9.14	9.09	43.66	39.23	39.09	50.74	51.62	51.82

Conclusions based on this data:

Rose Avenue data shows that the overall participation of students was fully accomplished. Data shows consistent growth of two to three percent points in third and fifth grade from year to year. Fourth grade maintains progress and growth consistently. While also decreasing the number of students near the standard and below the standard to their next level. Data indicates continuous progress and growth of students meeting the standards and exceeding the standard. In the writing domain, the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any growth in writing will supported and monitored closely. The teaching staff is committed to focusing collaboration time and addressing best instructional practices to increase student engagement and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	126	105	133	126	105	133	126	105	100	100	100
Grade 4	100	120	110	100	120	110	100	120	110	100	100	100
Grade 5	107	94	116	107	93	115	107	93	115	100	98.9	99.1
All Grades	340	340	331	340	339	330	340	339	330	100	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2371.	2382.	4.51	1.59	3.81	18.05	15.87	18.10	24.06	26.19	29.52	53.38	56.35	48.57
Grade 4	2411.	2411.	2406.	6.00	2.50	3.64	10.00	11.67	7.27	35.00	36.67	34.55	49.00	49.17	54.55
Grade 5	2432.	2434.	2431.	3.74	4.30	1.74	5.61	11.83	9.57	28.04	24.73	26.96	62.62	59.14	61.74
All Grades	N/A	N/A	N/A	4.71	2.65	3.03	11.76	13.27	11.52	28.53	29.50	30.30	55.00	54.57	55.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.53	7.94	10.48	25.56	26.19	32.38	60.90	65.87	57.14
Grade 4	9.00	5.00	4.55	28.00	25.83	17.27	63.00	69.17	78.18
Grade 5	5.61	6.45	5.22	22.43	29.03	23.48	71.96	64.52	71.30
All Grades	9.71	6.49	6.67	25.29	26.84	24.24	65.00	66.67	69.09

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.27	5.56	9.52	38.35	39.68	42.86	53.38	54.76	47.62
Grade 4	10.00	7.50	4.55	31.00	31.67	34.55	59.00	60.83	60.91
Grade 5	2.80	8.60	3.48	30.84	32.26	32.17	66.36	59.14	64.35
All Grades	7.06	7.08	5.76	33.82	34.81	36.36	59.12	58.11	57.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.51	3.17	10.48	48.87	51.59	45.71	46.62	45.24	43.81
Grade 4	10.00	6.67	6.36	34.00	35.00	26.36	56.00	58.33	67.27
Grade 5	1.87	2.15	2.61	34.58	41.94	32.17	63.55	55.91	65.22
All Grades	5.29	4.13	6.36	40.00	43.07	34.55	54.71	52.80	59.09

Conclusions based on this data:

Data shows overall consistent growth in 5th grade since 2015. There was consistent percentage growth in At or Near Standard in all grade levels since 2015 and also in Problem Solving & Modeling/Data Analysis. Data also shows a decreased in both Below Standard and Near Standard. The teachers will continue to collaborate during grade level collaboration time in the areas of need. In addition, staff will be working with the district Math Instructional Specialist and using resources to implement best instructional practices in Math. In the area of mathematics, growth mindset concepts will be implemented into the daily routine. The teachers that went to the summer math training on Math Mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions and teaming groups that are taking place daily. Interventions will be supported by small group instruction universal access time during teaming.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	94.6%	75.9%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	531	75.9%
Foster Youth	3	0.4%
Socioeconomically Disadvantaged	662	94.6%
Students with Disabilities	75	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Asian	2	0.3%
Hispanic	684	97.7%
Two or More Races	2	0.3%
Pacific Islander	1	0.1%
White	10	1.4%






Conclusions based on this data:

Based on this data, we can conclude that Rose Avenue School has a large percentage of students who are socioeconomically disadvantaged. Thus, we must ensure our families continue to have access to a variety of wrap-around services. We can also conclude that with our English Learners being the largest sub group, we will continue providing designated and integrated ELD to ensure English language acquisition and increase our reclassification rate. The majority of our students are both socioeconomic disadvantaged and English Language Learners and our actions will be strategically planned and implemented to meet their academic needs. We also have a high increase in our population of students with disabilities. We will closely monitored their IEP goals to ensure they continue to make progress and their needs are met.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the CA Dashboard, Rose Avenue School had increases on both English Language Arts and Mathematics from 2018 to 2019. We will continue to focus on improving student achievement in English Language Arts and Mathematics. As both the suspension and absenteeism rates have continued to decrease from 2018 to 2019. We will continue to monitor student daily attendance, continue with our focused implementation of our Positive Behavior Interventions and Supports (PBIS/CHAMPS) approaches to promote positive interactions and behaviors, provide incentives for both attendance and behavior, provide progressive discipline and corrective measures to reduce the need for suspension. The data also indicates that in comparison to the state, Rose Avenue School students overall performance is surpassing the state average for suspension rate and chronic absenteeism. Our performance and growth is consistent with that of the state in Mathematics and slightly below in English Language Arts. Our goal and actions for the 2019-2020 will be focus in ELA and Math and student intensive intervention support in this areas to gain academic growth in these areas. We will work to increasing our growth for 2019-2020 Dashboard: Suspension- maintain blue, ELA- increase to orange, Math- grow to yellow, Absenteeism- increase to blue.

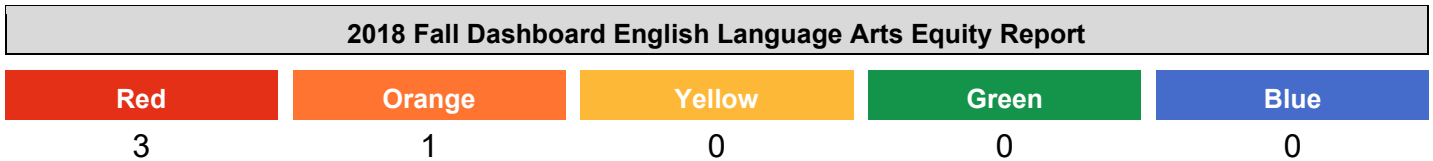
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 74.1 points below standard Maintained 1 points 336 students	<p>English Learners</p>  Red 77 points below standard Maintained 0.4 points 280 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Red 75.3 points below standard Maintained 0.9 points 322 students	<p>Students with Disabilities</p>  Orange 136.8 points below standard Increased 12.2 points 50 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.6 points below standard Maintained 0.4 points 334 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.2 points below standard Declined -5.8 points 200 students	21.4 points below standard Declined -21.3 points 80 students	62.3 points below standard Maintained 2.5 points 55 students

Conclusions based on this data:

Fall Dashboard English Language Arts Performance for All Students/Student Group indicates that all subgroups have maintained English Language Arts performance with the exception of students with disability. Nevertheless, students with disability have increased in ELA performance levels. Based on the analysis, we project moving from red to orange on the California Dashboard for ELA in the 2019-2020 school year. We will continue with the implementation of instruction first, identify effective strategies, teaming and collaboration, provide focused interventions, and enrichment to continue growth in academic achievement in English Language Arts.

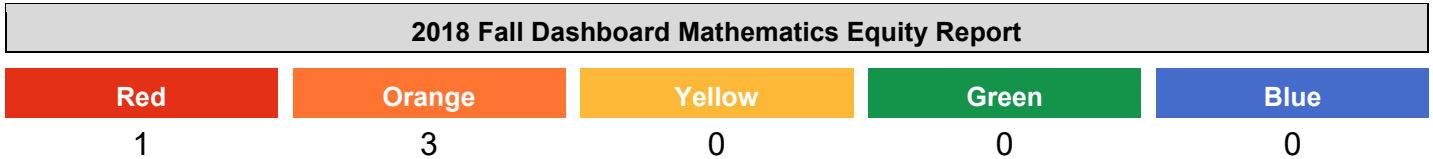
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 75.8 points below standard Maintained -2.3 points 336 students	<p>English Learners</p>  Orange 77.2 points below standard Maintained -1.6 points 280 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 76.5 points below standard Maintained -1.6 points 322 students	<p>Students with Disabilities</p>  Red 158.7 points below standard Declined -3.5 points 50 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.1 points below standard Maintained -2.6 points 334 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Declined -8.2 points 200 students	38.2 points below standard Declined -5.8 points 80 students	71.1 points below standard Declined -6 points 55 students

Conclusions based on this data:

Based on the data, all subgroups, including English Learner and Socioeconomically Disadvantaged, have maintained Mathematics performance with the exception of students with disability. Students with disability have declined in Math performance. Based on the data analysis, we will use mindset mathematical practices and identify the key areas of need to continue the growth in Mathematics, our goal will be to move to the next level on the California Dashboard moving from orange to yellow for Math. We will continue with our planned strategies for math, teaming and collaboration for the 2019-2020 school year. Additionally, we will focus on our subgroups and we will add activities that build on our collective effective teaching strategies and strengths to promote higher levels of academic achievement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
493	22.3%	34.1%	28.6%	15%

Conclusions based on this data:

The data shows that over 50% of students are scoring in the Well Developed and Moderately Developed levels, reducing the level of students in the Somewhat Developed and Beginning levels. Therefore, students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be grouped at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques/strategies to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

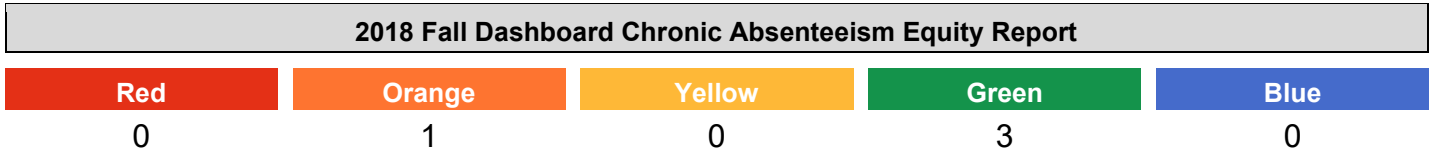
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.8% chronically absent</p> <p>Declined 1.8%</p> <p>712 students</p>	<p>English Learners</p>  <p>Green</p> <p>3.5% chronically absent</p> <p>Declined 2.6%</p> <p>543 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6% chronically absent</p> <p>Declined 1.6%</p> <p>679 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>12.2% chronically absent</p> <p>Increased 6.7%</p> <p>90 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.6% chronically absent Declined 1.9% 696 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

Conclusions based on this data:

All subgroups have declined in Chronic Absenteeism with the exception of Students with Disability. Chronic Absenteeism for Students with Disability have slightly increased. We will continue to address absenteeism across all sub-groups with the universal implementation of Positive Behavior Intervention Supports (PBIS) and CHAMPS incentives program. Our school staff strives to provide students a safe place conducive to learning where they can reflect on their learning and positive behavior. Parents and staff work together to address students' social-emotional needs so that students learn appropriate methods of dealing with sadness, anger or frustration. The school counselor and outreach consultant have established a wellness and kindness club for students to further address the socio-emotional needs of students and to reduce chronic absenteeism by making connection and providing an incentives program for the students to better their school attendance.

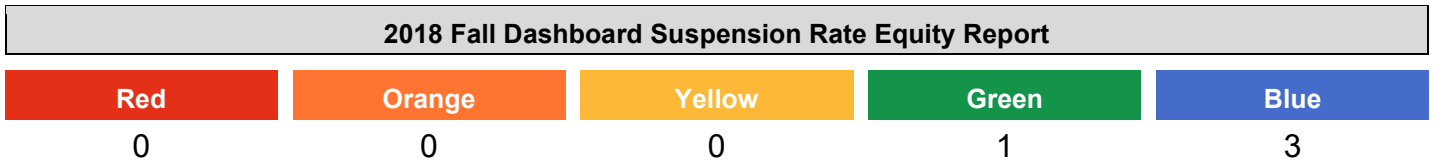
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>1% suspended at least once</p> <p>Declined -1.2%</p> <p>729 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0.7% suspended at least once</p> <p>Declined -1.1%</p> <p>557 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>1% suspended at least once</p> <p>Declined -1.2%</p> <p>696 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>2.2% suspended at least once</p> <p>Declined -1%</p> <p>93 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1% suspended at least once Declined -1.2% 713 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 10 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.9% suspended at least once	2.1% suspended at least once	1% suspended at least once

Conclusions based on this data:

Based on this data, we conclude that while we had a decreased in the suspension rate from 2018 (1.%) to 2019 (0.56%), this is a significant decrease. Additionally, Rose Avenue School's suspension rate is well below the district average of 3.37% . This trend is continuing, since this is 17-18 data. The 2018 Fall Dashboard Suspension Rate for All Students/Student Group indicates that all subgroups have drastically declined in suspension rates due to the ongoing implementation of Positive Behaviors Interventions and Supports and CHAMPS school-wide. We will continue to focus on PBIS/CHAMPS to maintain and decrease the suspension rate for the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, Mathematics and ELD.

Goal 1

All students will reach high academic standards in reading, mathematics, and ELD.

Identified Need

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 opportunities for teachers to collaborate to improve instructional outcome.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STAR Early Literacy K & 1st grade</p> <p>STAR 360 Reading 2nd -5th grades</p>	<p>The percentage of students who scored At or Above on the Spring Benchmark:</p> <ul style="list-style-type: none"> Kindergarten - 10.6% 1st grade - 58.7 % 2nd grade - 26.6% 3rd grade - 31.4% 4th grade - 20.5% 5th grade - 15.7% 	<p>The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> Kindergarten - 20% 1st grade - 10%. 2nd grade - 10% 3rd grade - 10% 4th grade - 10% 5th grade - 10%
<p>CAASPP ELA</p>	<p>The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 18-19 year:</p> <ul style="list-style-type: none"> 3rd grade - 28% 	<p>Students in the Met and Exceeded categories of the CAASPP will maintain current growth and increase 8-10% in ELA .</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 4th grade - 16% • 5th grade - 21% 	
CAASPP Math	<p>The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 18-19 year:</p> <ul style="list-style-type: none"> • 3rd grade - 22% • 4th grade - 11% • 5th grade - 12% 	<p>Students in the Met and Exceeded categories of the CAASPP will maintain current growth and increase 8-10% in Math.</p>
STAR 360 Math 1st - 5th grades	<p>The percentage of students who scored At or Above on the Spring Benchmark:</p> <ul style="list-style-type: none"> • 1st grade - 56.2 % • 2nd grade - 47.5% • 3rd grade - 53.4% • 4th grade - 40.9% • 5th grade - 44.7% 	<p>The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> • 1st grade - 10%. • 2nd grade - 10% • 3rd grade - 10% • 4th grade - 10% • 5th grade - 10%
Accelerated Reader Quizzes	<p>The percentage of students who Met Benchmark:</p> <ul style="list-style-type: none"> • 2nd grade - 67.8% • 3rd grade - 64.6% • 4th grade - 79% • 5th grade - 75.3% 	<p>The percentage of students attaining grade benchmark level on the Accelerated Reader quizzes by the end of the 2019-2020 school year will increase by 10%.</p>
ELPAC/Reclassification. ELPAC will be measured through Reclassification data.	<p>10 % of English Learners in grades 3rd-5th were reclassified in 2018-2019.</p>	<p>All students will advance one level in their English proficiency.</p> <p>In the 2019-2020 school year, All English learners meeting</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		ELPAC and ELA criteria will be Reclassified.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Data chats occur at the end of each trimester between the principal and each subbed-out teacher. Data is analyzed to monitor student progress, growth, and determine interventions needed. A floating substitute will be provided for two full days each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I Substitute cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. All K-5th teachers will team in Language Arts, Math, and ELD daily. Transitional Kindergarten will team for ELD daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Provide incentives as recognition to students for goals met in Accelerated Reader (2nd - 5th) and STAR 360 (K - 5th). 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 who have met both reading and math goals the entire year will participate in a field day celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000.00

LCFF - Targeted

Academic Incentives and Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Provide materials and supplies to TK-5 to support the instructional program and Interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8025.00

Discretionary

Materials and Supplies

884

653.00	Title III Material and Supplies
9000.00	Discretionary Warehouse Charges Materials and Supplies
2011.00	Discretionary Publication Graphics-Charges

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Every other Tuesday, teachers will participate in grade level collaborations. Every other Wednesday, teachers may participate in an optional after school paid biweekly vertical collaboration group. In addition, grade levels will be subbed out for 2 hours bimonthly to discuss student performance and plan instruction accordingly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000.00	Title III Certificated Salary
13000.00	Title I Certificated Salary
9000.00	Title I Cost of subs
13040.00	LCFF - Intervention Certificated Salary
2688.00	LCFF - Intervention Certificated Benefits
7000.00	LCFF - Targeted

885

	Cost of subs
26541.00	Title I 1000-1999: Certificated Personnel Salaries Collaboration 00PY Only
5441.00	Title I Certificated Benefits
2885.00	Title III Certificated Benefits
1443.00	LCFF - Targeted Certificated Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-2 students

Strategy/Activity

6. In order to improve reading achievement, the district provides a Reading Specialist. These 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Maintain copy machines for teachers and staff to use for support with the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2643.00	Discretionary Maintenance agreements

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-2 students

Strategy/Activity

8. Students in grades K - 2 will use the STAR 360 Early Literacy to monitor and assess student progress. Kindergarten will be assessing students twice a month. First and second grade teachers will assess students monthly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Additional clerical support will assist with SST, IEP, SSC, ELAC, interventions during testing periods, parent meetings, and documents translations for (SST, 504 Plans). We will fund two additional hours for office assistant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5473.00	Discretionary Classified Personnel Salary
5473.00	LCFF - Targeted Classified Salary
2052.00	Discretionary Classified Benefits
2347.00	LCFF - Targeted Classified Benefits
1753.00	Discretionary Health and Welfare
1753.00	LCFF - Targeted Health and Welfare

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK and Kinder students

Strategy/Activity

10. Provide an additional 2 hour Kindergarten Para-professional to support the TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6840.00	LCFF - Intervention Classified Personnel
2013.00	LCFF - Intervention Classified Benefits

888

14.00

LCFF - Intervention

Health and Welfare

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Library technician will maintain and manage site library and provide support to teachers and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Classified salary

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

2nd-5th grade students

Strategy/Activity

12. Students in grades 2 - 5 will use the STAR 360 Reading, Math, and Accelerated Reader monthly to monitor and assess student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

13. App subscriptions for one-to-one devices to support student academic achievement and enrichment activities (IXL, Waterford, math and language arts, ELD).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7005.00

Source(s)

LCFF - Intervention

Subscriptions and Apps

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Migrant students

Strategy/Activity

14. District Migrant Education Summer School to provide support for Migrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Migrant program

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

2nd - 5th grade students and GATE

Strategy/Activity

15. Additional Library Tech support to open library extra time during non-working hours to provided students access to AR tests and after school enrichment, which will enhance our strand focus and support Reading, Math and Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900.00	Title I Classified Salary
765.00	Title I Classified Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

16. Provide before and after school intensive intervention tutoring in ELA, Math, ELD for grades K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	Title III Certificated Salaries

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Students will participate in field trips and/or enrichment activities related to the strand focus and other curricular areas related to standards. 891

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500.00	Title I Services and fees
5000.00	LCFF - Targeted Transportation

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-English Learners, Migrant, Special Education, SED, Foster, Homeless, and GATE.

Strategy/Activity

18. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction in ELA and Math and provide Enrichment opportunities for GATE students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional Cost/See Strategy 5

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

19. Staff will monitor at-risk students through the MTSS process, CST, grade level meetings, and analysis of data. Substitute teachers will be used for teachers to attend meetings.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost See Strategy 5

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

At risk students

Strategy/Activity

20. SST meetings will be held at least full 3 days a month to address the needs of at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/See Strategy 5

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- English Learners, Migrant, Special Education, Homeless, GATE.

Strategy/Activity

21. Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, laptops).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

893

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Site Technology Technician will provide school wide technology support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

23. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost/ See Strategy 5

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

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Strategy/Activity

24. Special Education 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost/ See Strategy 5

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

25. Provide professional development to support the full implementation of: CCSS, state approved ELA/ ELD and math curriculum, intervention and safety procedures e.g. Technology, IO, PALS, Accelerated Reader, CHAMPS, GATE, disaster preparedness training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

See Strategy 26

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

26. Teachers and support staff to attend professional development and conferences for professional growth and learn new strategies to support all students: GATE,CAG, PBIS, CAPS, Every Child Counts Symposium, CABE, Indigenous Conference, science, and CUE, restorative justice, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3974.00	LCFF - Targeted Travel and Conference Cost
3085.00	Title I Travel and Conference Cost
5917.00	Discretionary Travel and Conference Cost
4439.00	Title III Travel and Conference Cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd - 5th grade students

Strategy/Activity

27. Provide students in grades 3-5 with academic agendas for the 2019-2020 school year to support home-school communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1080.00	Discretionary Materials and Supplies

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

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Strategy/Activity

After School Program provides support to students and enrichment opportunities to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

ASES

After School Program

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

Insure that all GATE students have been assigned to one clustered classroom where they will be provided with extended their learning and project based learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost (see strategy 5)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will be provided with the opportunity to attend NGSS and Mathematical Mindset professional development provide by the district Math and Science Specialists.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

No Additional Cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, we will focus and emphasize building rigor across all the grade levels; while providing necessary scaffolds during instruction to strengthen students skills on grade level standards. Students will be encouraged to meet their Accelerated Reader, STAR 360, ELA and MATH trimester goals to build their literacy skills, and reach their reading potential. Teachers will also focus on building student writing skills and abilities across all content areas to promote critical thinking and to better equip the students with the skills that are required to meet grade level expectations and as measured by state summative assessments. In mathematics teachers will continue to focus on implementing mathematical mindset strategies across all grade levels to enable students to be successful in building their academic vocabulary, as well as reasoning skills to succeed in the area of mathematics. We will continue to implement weekly Professional Learning Communities, where all grade level team will meet to collaborate, analyze data from formative STAR 360, Reading, Early Literacy and Math, CAASPP Interim Assessment Blocks, ELD Assessments, writing prompts, as well curriculum embedded assessments to monitor student achievement and identify learning needs, target and modify instruction. These analyses of data will enable teachers to identify students who need specific targeted interventions or referral to the Coordinated Students Team and/or Student Success Team to identify further supports and resources such small group specific targeted intervention, before and after school focused tutoring and/or enrichment opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Funding was allocated for the intended implementation of the strategies and activities with limited resources. The funding was allocated to purchase apps the support our academic goals; however, some of the apps were underutilized. As a result data in the effectiveness of these apps was inconclusive. For the 2019-2020 we will continue in building strong systematic approaches through our professional learning communities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2018-2019 SPSA, academic achievement results, the need to continue to build on purposeful structures and collaboration through professional learning communities. We also need to prioritized preferred apps by grade level and compared them to school-wide needs and outcomes, to purchased them accordingly. In Addition, we analyzed the

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data connected to academic progress provided by the ISP that took place during Universal Access time. This provided guidance in the decision to eliminate the position for this upcoming school year. We are also provide opportunities for English Learner academic development, which include after-school tutoring and enrichment in the writing domain. We will continue to focus in integrating Mathematical Mindset strategies in math to enable students to build their critical thinking skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)	10% 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 1.77%	Reduce suspension rates by 1% .
Office Discipline Referrals	<p>Based on the data from the 2018-2019 school year, there were 93 office referrals. The referrals from the top two incident types were as follows:</p> <ul style="list-style-type: none"> Caused/threatened/attempted physical harm , 44 which is a decrease from 69 the previous year. Disruption and defiance 37 which is 	<p>To decrease the of total referrals based on the number of students enrolled by 10%. To decrease the number of referrals for disruption and defiance by 7%.</p>

900

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	an increase from 64 the previous year.	
Chronic absence rate	Chronic absence rates 8.56%	Decrease the 2018-2019 chronic absence rates by 1% each year after.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Continue with year 5 implementation of the PBIS/CHAMPS model both in the classroom and throughout the campus, with the PBIS/CHAMPS Committee identifying next steps and needed resources for school-wide CHAMPS implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. School-wide music programs to support enrichment activities and engage students in mindful learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,080.00	LCFF - Targeted Certificated Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Provide PBIS/CHAMPs incentives to support positive student behavior and CHAMPS Room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2334.00	LCFF - Targeted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Support positive school daily attendance:

- School wide attendance program with incentives
- Parent mediation meetings
- Attendance Club
- RaaWee Certificates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 902

Amount(s)

0

Source(s)

LCFF - Targeted

See Strategy 3

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Hold positive behavior assemblies tied into academic reading programs, math, and PBIS/CHAMPS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

976.00

Source(s)

LCFF - Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Campus Supervisors will provide school safety supervision before school, during recesses, lunch, and during school dismissal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Classified Salaries
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
520.00	Discretionary Contract for Shredding Services (United Document Storage)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. The Outreach Consultant will work with students, families, and school staff who need additional supports and provide student services and resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Centralized Services

Classified Salary (ORC)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Establish and implement Comprehensive Safety School Plan

- Monthly fire drill
- Monthly Priority 1/2 drills
- Quarterly earthquake drills
- Annual evacuation drill
- Professional development for first aid and safety

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional Cost/ See Goal 1 Strategy 5

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. School Counselor will provide social-emotional support for students and parents through individual/group support/meetings and seek/refer students to outside services as deemed necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide school based assemblies for student enrichment, Anti Bullying, PBIS, Behavior Expectations, Attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Certificated and classified staff are 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Campus supervisors will be trained in the "On the Playground" Program to be equipped with student conflict resolution strategies on the playground and Positive Behaviors Intervention and Supports/CHAMPS..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/School Counselor and PBIS Team will Provide Training.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

14. The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 907

Amount(s)

Source(s)

Title I
Certificated Personnel Salaries Cost of teacher extra hours (See goal 1)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

15. Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our 2018-2019 EOY action plan, which includes providing professional development, creating resources for teachers, and sharing data that monitors our progress towards decreasing the overall number of student office discipline referrals and suspensions. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding individual student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I
Title I 1000-1999: Certificated Personnel Salaries PBIS Extra hours (See goal 1)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 908

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Utilize MTSS/Rtl model for behavior plan and district discipline matrix (ODR) process to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. The California Healthy Kids Survey (CHKS) will be administered to students and staff to obtain data of our school climate. We will utilize feedback to guide the PBIS/CHAMPS committee in developing plans for ensuring an environment conducive to teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

19. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Hip Hop Mindset dance program to inspire, motivate, and develop social - emotional skills, responsibility, and wellness for 120 sessions (3 times a week).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9600.00

Source(s)

LCFF - Targeted

Cost of Service and fees

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Rose Avenue School received the platinum level recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities were successful in creating a positive school climate. The 2018-2019 California Healthy Kids Survey for Rose Avenue supports this conclusion as it indicated a 42 % increase in student reporting of meaningful participation at school. Based on an analysis of our attendance data for 2018-2019 school year, school-wide most grade levels did not meet the goal to increase the overall attendance rate and there was no significant change.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding had been allocated for the intended implementation of strategies, activities and resources. The funding budgeted for attendance activities was sufficient to cover the planned activities and student incentives; All the activities took place consistently, and funding allocated was not enough for all the incentives that were required. Our attendance rate was not impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness. This coming school year we will focus on reaching more parents by providing informational meetings on the importance of attendance. thereby increasing parent awareness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities will be revised and added to increase attendance awareness for parents and students. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. We will use the RaaWee student attendance certificates to recognize students have consistent attendance. We have establish a positive intervention attendance club to check-in with students with chronic absenteeism and find resources and supports to better their attendance and to ensure our goal to increase our daily attendance. We will also implementing monitoring protocols on a monthly basis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance and Participation at school meetings based on sign-in sheets.	Parent attendance to parenting classes and activities was between 30 to 90 parents per event.	Increase attendance at parent education and activities that focus on helping parents connect to school and how to help students succeed in school by 15%.
Home/School Communication	According to the 2018-2019 California Healthy Kids Survey 100% of parent strongly agree or agree that the school keeps them well informed about school activities (district elementary school average is 90%). This data may not be valid or reliable as we only had 17 respondents participate in the survey.	Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline. Maintain the percentage of parents that feel the school keeps them well informed about school activities to equal the district elementary school average of 90%.
Percentage of parents that feel welcomed and respected when visiting our school.	According to the 2018-2019 California School Parent Survey for, 92% of parents felt welcome to participate at the	Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline.

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school and 92% of parents felt they were treated with respect. The participation rate was low, which may affect the validity of this data.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Parents are welcomed at monthly parent meetings: ELAC, SSC, PTA and Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Families will receive communication regarding educational topics, safety, school news, Peachjar, procedures, events, and activities through ConnectEd, school website and marquee, social media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

No Additional Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Parent Compact will be developed and revised at parent meetings. (SSC and ELAC)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Parent/Teacher conferences will be held to inform families of student progress, as necessary, throughout the school year and at report card periods.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Verbal Translation Extra Help

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Invite parents to Celebration of Learning Awards and Character Traits Assemblies at the end of each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

At risk students

Strategy/Activity

7. Invite and encourage parents to attend SST/IEP Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Conduct an annual survey to help identify parent needs to support their children.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

9. Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, EL Master Plan, Reclassification and EL related information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Staff to provide support at meetings and events (translation, babysitting, custodial needs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00

Discretionary

916

	Classified Salary
1500.00	LCFF - Targeted
	Classified Salary
1500.00	Title I
	Classified Salary

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide support for parents in areas of attendance, social skills, and resiliency through meetings and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF - Targeted
	Classified Salary
2400.00	Title I
	Certificated Salary-School Counselor

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK-Kindergarten students

Strategy/Activity

12. Provide a parent night or parents of incoming TK-Kindergarten students to familiarize them with school and classroom student expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd grade students

Strategy/Activity

13. Two parent nights are held to meet their child's teachers and a technology night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost/See Goal 1 Strategy 5

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. "Navigating the School System" workshops will be provided to parents each trimester. Also, parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives to strengthen home-school connections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/ See Strategy 11

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 2nd grade students

Strategy/Activity

15. Families are invited for a Art/Science Gallery Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/See Goal 1, Strategy 5

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

16. Invite parents of English Learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/ See Goal 1 Strategy Materials and Supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Hold the annual Family Health and Wellness Carnival to provide community resources to school families and encourage family engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Additional Cost/ See Strategy 10

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sign-in sheets indicated that parent attendance reflect high levels of interest in parent educational topics and participation at school held meetings. However, parent attendance at grade level and school-wide showcases of learning events was not high in some grade level. We observed that parents are more interested in seeing the production of student learning than in educational opportunities that build parental efficacy. Parent involvement is a high priority for our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Rose Avenue. All actions have been scheduled in the master calendar and communicated to all parent via various

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communication modes, Peachjar, Twitter, Facebook, School Website, flyers sent home, and school marquee to reach all the parents and increase participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding was allocated for the intended implementation of strategies and activities. Funding was also allocated for teachers and parents to attend the local and state CAFE conference and it was offered there was a high interest of parents attending from both ELAC and SSC, at both conferences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent involvement is a high priority at our school. In order to increase parent involvement and participation at parental programs and events, we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between parent involvement and student achievement at Rose Avenue. In addition we will be more consistent with the use of technology tools available to communicate and inform our parents. The school principal will continue to outreach parents and be visible and accessible to parents. Out Reach Consultant will make connections and provide more outreach opportunities for parents.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$93,809.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,863.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$71,832.00
Title III	\$21,977.00

Subtotal of additional federal funds included for this school: \$93,809.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Centralized Services	\$0.00
Discretionary	\$39,974.00
District Funded	\$0.00
LCFF - Intervention	\$31,600.00
LCFF - Targeted	\$55,480.00

Subtotal of state or local funds included for this school: \$127,054.00

Total of federal, state, and/or local funds for this school: \$220,863.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	39,974.00	0.00
Title I	71,832.00	0.00
Title III	21,977.00	0.00
LCFF - Targeted	55,480.00	0.00
LCFF - Intervention	31,600.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	39,974.00
District Funded	0.00
LCFF - Intervention	31,600.00
LCFF - Targeted	55,480.00
Title I	71,832.00
Title III	21,977.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Centralized Services	0.00
	Discretionary	10,250.00

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	Discretionary	29,724.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Intervention	11,720.00
	LCFF - Intervention	19,880.00
	LCFF - Targeted	35,951.00
	LCFF - Targeted	19,529.00
	Title I	41,691.00
	Title I	3,400.00
1000-1999: Certificated Personnel Salaries	Title I	26,541.00
2000-2999: Classified Personnel Salaries	Title I	200.00
	Title III	10,324.00
	Title III	11,653.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,753.00
Goal 2	23,510.00
Goal 3	8,600.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Leticia Vidal	Classroom Teacher
Maribel De Loa Cahue	Classroom Teacher
Lidia Mendoza	Classroom Teacher
Celina Camarena	Other School Staff
Adelina Arzola	Parent or Community Member
Maribel Torres	Parent or Community Member
Ruth Martinez	Parent or Community Member
Azucena Gonzalez	Parent or Community Member
Jo Ann Olivares	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
Norma Estrada	English Learner Advisory Committee

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 10/18/2019.

Attested:

	Principal, Pablo Ordaz on 10/18/2019
	SSC Chairperson, Ruth Martinez on 10/18/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

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Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thurgood Marshall K-8 School	56725380100362	October 14, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marshall K-8 is the Academy of Visual and Performing Arts that focuses on SEI instruction. Marshall's mission is to inspire students to reach their highest potential. Marshall's vision is to create and maintain 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.

Marshall staff provide an environment that fosters support for all students in TK-7th grade. Our special programs include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, and Visually Impaired. Currently, Marshall School is in a transition period of growing into a K-8 school site. This year Marshall serves students in TK-7th grade and by the 2020-2021 school year, Marshall will have its first promoting 8th-grade class.

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 for all subject areas. 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 regular classroom visitations and student monitoring conferences with individual teachers and grade levels. A full time credentialed Reading Specialist supports instruction by focusing on students who

are having difficulty in reading and collaborates with teachers to provide resources for reading instruction.

Thurgood Marshall School staff are 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 that 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.

Marshall's goal for the 2019-2020 year is to focus on student-centered instruction that allows for rigorous questioning and opportunities for writing across the curriculum. Marshall intends to focus on collaboration to help shift the teaching pedagogy by focusing on data-driven and standards-based instruction while continuing to incorporate twenty-first-century learning skills. For targeted students, specific interventions and in-class interventions are offered. The CST/SST Team continues to implement and refine our Response to Intervention (Rtl) 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.

English Language Development 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 ELPAC 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 collaboration meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Designated and Integrated ELD instruction is implemented through the curriculum in language arts and mathematics and other curricular subjects. Integrated ELD strategies and evidence-based practices such as those in AVID Excel in middle school provide support to EL students.

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 support reading progress for 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 the use of software programs allows 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 empowers our staff to be effective instructional leaders. The staff regularly participates in high quality, district approved training in all core disciplines including technology.

Marshall School continues to incorporate a safe and positive learning environment with the lead from our Positive Behavior Intervention Support (PBIS) Team. There is a school-wide implementation of CHAMPS at Marshall and staff use a progressive discipline model to respond to student behavior in the classroom, on the playground and administration level. The PBIS team meets on a regular basis

to analyze data and identify areas of need and focus on the campus in order to help strengthen the positive learning environment. This year Marshall has implemented a counseling center called the "Paw Pad" where students go during recess time to build positive relationships with peers through games and activities. The counselor also provides lessons to classes in addition to restorative circles and mindful practices in the counseling center.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, written notes, school websites, 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, School Site Council, ELAC and "Coffee with Parents".

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Formal observations are conducted two to three times a year, with the direction from human resources as to who will be evaluated. Informal observations and walkthroughs occur as often as every day, but no less than once a week. Through the walkthroughs and observations, it was evident that a shift in pedagogy was needed to lead the direction of the need in not only our school site but district focus as well. Through discussions with the school leadership team, it was noted that the academic and instructional focus this year needed to be focused on student-centered standard-based instruction, increasing rigor and teacher collaboration.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The teaching staff have had professional development opportunities focusing on STAR 360 monitoring and data interpretation for local assessments as well as IAB assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the 2018-2019 data over the summer to reflect on instructional practices and plan for the vision and goals for 2019-2020 school year.

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

Teachers utilize IO data base, STAR 360, ELLevations, and CAASPP Interim Assessment Administration Resources to help monitor student progress throughout the school year. Two staff meetings a month are dedicated to specific collaboration for assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Marshall has dedicated two staff meeting per month to specific collaboration and at least an additional two hours per month of collaboration time for grade level teams to collaborate.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Marshall school we have an RTI pyramid that we follow that allows for targeted interventions. Staff is trained to focus on targeted interventions and a variety of materials and strategies are provided to assist students in effectively meeting their targets.

Evidence-based educational practices to raise student achievement

Teachers are trained to provide evidence based instructional practices to raise student achievement for all students. This includes an Intervention Support Provider (ISP), Kinder Para support, the Reading Specialist and our district math coach as well as lead teachers on campus specializing in certain academic areas of focus. Additional time is given for teacher collaboration which includes ongoing review of assessment results and strategies.

Parental Engagement

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

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 2019-20 school year, Family Nights are planned for AVID, Mathematics and Music and the Arts.

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

Parents, community representatives, teachers and other school personnel stakeholders that are part of input and decision making in regard to the design and implementation of the SPSA and budget. Our Middle School orientation meetings are held annually to inform parents about the academy stand, A-G requirements and an overview of opportunities of the middle school.

Funding

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

Marshall uses its Title funds to target and support under performing students. An Intervention Support Provider (ISP) Teacher focuses on struggling students and identifies specific needs of the students to develop lessons to help close the achievement gap. The services also includes teacher collaboration specifically focusing on data analysis which will help to drive instruction to meet the needs of under performing students, specifically English Learners and African American Students. Title III funds specifically target students focusing on opportunities to focus on after school tutoring for under performing English Learners.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In collaboration with the school leadership team, Marshall staff and ELAC review and provide input of the SPSA plan in order to recommend the SPSA to school site council. The SPSA is approved annually, however School Site Council meets on a monthly basis to monitor the goals and actions and overall spending of categorical dollars. Any changes to the plan are reviewed and approved by stakeholders for the recommendation and resubmission to School Site Council for final approval .

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

One of our target focuses was tutoring for students. We were not able to either have students stay after school for various reasons (transportation, prior commitments, etc). For about three months we did not have an ORC so this also significantly impacted our ability to efficiently plan SST/CST's and focus on attendance intervention as well.

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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.38%	%	3	2	
African American	2.7%	3.95%	%	15	21	
Asian	2.0%	1.50%	%	11	8	
Filipino	2.6%	2.44%	%	14	13	
Hispanic/Latino	82.6%	81.58%	%	454	434	
Pacific Islander	0.2%	0.38%	%	1	2	
White	9.1%	8.27%	%	50	44	
Multiple/No Response	%	%	%			
Total Enrollment				550	532	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	110	107	
Grade 1	99	91	
Grade 2	96	102	
Grade3	69	92	
Grade 4	77	65	
Grade 5	99	75	
Total Enrollment	550	532	

Conclusions based on this data:

This data shows that Marshall has a high population of hispanic/latinos and a significant amount of African American youth. The student population is increasing and continues to grow based on the fact that Marshall continues to roll up and grow into a K-8 by the year 2020-2021.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	229			41.6%		
Fluent English Proficient (FEP)	29			5.3%		
Reclassified Fluent English Proficient (RFEP)	28			12.9%		

Conclusions based on this data:

Our data shows that 41.6% of students are English Learners and 12.9% are reclassified students. Teachers continue to incorporate reading and writing into all core subjects across the curriculum. Staff is trained on how to incorporate various teaching strategies to improve language for the English Language Learner. Staff use integrated ELD strategies and evidence based practices during AVID Excel in grades 6-7 to support EL Students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	87	99	67	86	97	67	86	97	100	98.9	98
Grade 4	76	64	86	76	64	86	76	64	86	100	100	100
Grade 5	94	70	65	93	70	65	93	70	65	98.9	100	100
Grade 6			66			66			66			100
All Grades	237	221	316	236	220	314	236	220	314	99.6	99.5	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2427.	2401.	4.48	27.91	19.59	19.40	26.74	12.37	25.37	19.77	29.90	50.75	25.58	38.14
Grade 4	2399.	2441.	2460.	7.89	14.06	20.93	14.47	28.13	26.74	15.79	23.44	19.77	61.84	34.38	32.56
Grade 5	2488.	2462.	2496.	12.90	12.86	15.38	29.03	17.14	35.38	34.41	25.71	23.08	23.66	44.29	26.15
Grade 6			2494.			9.09			22.73			31.82			36.36
All Grades	N/A	N/A	N/A	8.90	19.09	16.88	21.61	24.09	23.25	25.85	22.73	26.11	43.64	34.09	33.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.96	24.42	14.43	35.82	44.19	51.55	55.22	31.40	34.02
Grade 4	10.53	14.06	17.44	43.42	48.44	60.47	46.05	37.50	22.09
Grade 5	20.43	17.14	20.00	54.84	38.57	52.31	24.73	44.29	27.69
Grade 6			9.09			51.52			39.39
All Grades	13.98	19.09	15.29	45.76	43.64	54.14	40.25	37.27	30.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.96	20.93	14.43	41.79	48.84	44.33	49.25	30.23	41.24
Grade 4	10.53	10.94	16.28	34.21	53.13	48.84	55.26	35.94	34.88
Grade 5	27.96	18.57	21.54	43.01	40.00	55.38	29.03	41.43	23.08
Grade 6			13.64			50.00			36.36
All Grades	16.95	17.27	16.24	39.83	47.27	49.04	43.22	35.45	34.71

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.48	24.42	12.37	67.16	55.81	62.89	28.36	19.77	24.74
Grade 4	5.26	10.94	12.79	50.00	68.75	73.26	44.74	20.31	13.95
Grade 5	9.68	12.86	7.69	69.89	52.86	73.85	20.43	34.29	18.46
Grade 6			10.61			71.21			18.18
All Grades	6.78	16.82	11.15	62.71	58.64	69.75	30.51	24.55	19.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	32.56	20.62	50.75	45.35	46.39	41.79	22.09	32.99
Grade 4	7.89	20.31	17.44	44.74	53.13	58.14	47.37	26.56	24.42
Grade 5	21.51	21.43	29.23	54.84	41.43	44.62	23.66	37.14	26.15
Grade 6			7.58			57.58			34.85
All Grades	13.14	25.45	18.79	50.42	46.36	51.59	36.44	28.18	29.62

Conclusions based on this data:

Overall in reading all grade levels we decreased the number of students below standard by almost 7%. In writing, we also decreased the number of students below the standard by 0.5%. Listening also decreased by 6% for students performing below the standard. Research and Inquiry increased slightly by 0.7%. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to a clear understanding of individual student progress. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	87	99	67	86	98	67	86	98	100	98.9	99
Grade 4	76	64	86	76	64	86	76	64	86	100	100	100
Grade 5	94	70	65	93	70	65	93	70	65	98.9	100	100
Grade 6			66			66			66			100
All Grades	237	221	316	236	220	315	236	220	315	99.6	99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2409.	2413.	2.99	9.30	17.35	17.91	29.07	21.43	37.31	29.07	21.43	41.79	32.56	39.80
Grade 4	2441.	2433.	2451.	5.26	3.13	6.98	22.37	23.44	27.91	40.79	37.50	33.72	31.58	35.94	31.40
Grade 5	2481.	2450.	2469.	10.75	4.29	10.77	16.13	15.71	9.23	40.86	24.29	36.92	32.26	55.71	43.08
Grade 6			2477.			3.03			12.12			45.45			39.39
All Grades	N/A	N/A	N/A	6.78	5.91	10.16	18.64	23.18	18.73	39.83	30.00	33.02	34.75	40.91	38.10

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	8.96	18.60	22.45	38.81	40.70	31.63	52.24	40.70	45.92	
Grade 4	11.84	14.06	16.28	32.89	28.13	33.72	55.26	57.81	50.00	
Grade 5	16.13	7.14	12.31	39.78	28.57	33.85	44.09	64.29	53.85	
Grade 6			4.55			37.88			57.58	
All Grades	12.71	13.64	14.92	37.29	33.18	33.97	50.00	53.18	51.11	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.94	19.77	23.47	49.25	51.16	42.86	38.81	29.07	33.67
Grade 4	13.16	7.81	15.12	42.11	54.69	48.84	44.74	37.50	36.05
Grade 5	13.98	8.57	9.23	47.31	34.29	47.69	38.71	57.14	43.08
Grade 6			4.55			42.42			53.03
All Grades	13.14	12.73	14.29	46.19	46.82	45.40	40.68	40.45	40.32

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.48	17.44	20.41	55.22	52.33	37.76	40.30	30.23	41.84
Grade 4	6.58	9.38	16.28	51.32	45.31	46.51	42.11	45.31	37.21
Grade 5	13.98	7.14	7.69	50.54	45.71	44.62	35.48	47.14	47.69
Grade 6			6.06			48.48			45.45
All Grades	8.90	11.82	13.65	52.12	48.18	43.81	38.98	40.00	42.54

Conclusions based on this data:

Overall our mathematics scores did not show as significant growth as our Language Arts scores. Marshall improved in the percentage of students above standard and decreased in the number of students below standard for concepts and procedures. Grades 3 and 4 showed a slight decrease in overall achievement. All grade levels showed an increase in the area of problem-solving & modeling/analysis, concepts and procedures, and communicating reasoning. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments. Teachers are receiving additional strategies that incorporate Math Mindset to help improve instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

19% of Marshall's English Learners Reclassified during the 2018-2019 School Year. Teachers continue to provide strategies and support for the EL's in the classroom. Teachers provide students opportunities to practice ELPAC type questions throughout the school year. 6th and 7th-grade teachers are targeting long term EL students by incorporating AVID Excel strategies into the classroom in addition to planning and designing lessons to meet the needs of English Learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	74.1%	43.6%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	232	43.6%
Foster Youth	1	0.2%
Homeless	7	1.3%
Socioeconomically Disadvantaged	394	74.1%
Students with Disabilities	58	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.9%
American Indian	2	0.4%
Asian	8	1.5%
Filipino	13	2.4%
Hispanic	434	81.6%
Two or More Races	8	1.5%
Pacific Islander	2	0.4%
White	44	8.3%






Conclusions based on this data:

75% of the students are Marshall are socioeconomically disadvantaged, 43% of students are English Learners. The significant ethnic groups include Hispanic, White and African American. Based on this data, Marshall will focus on strengthening designated and integrated English Language Development for English Learners. Teachers will analyze formative and summative assessments throughout the year that will help drive instruction, allowing students to progress monitor student achievement and develop specific targeted intervention for the needs of the students. Marshall will be monitoring the various subgroups throughout the year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1248 506 1328 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 730">Orange</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="199 905 462 932">No Performance Color</p>		

Conclusions based on this data:

Based on the Overall Performance for 2018, Marshall School falls in the mid range with academic performance, academic engagement and suspension rate. Marshall will continue to monitor student progress to guide instruction and monitor student attendance, and the overall conditions and climate of the campus.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 22.6 points below standard Increased 25.6 points 216 students	<p>English Learners</p>  Yellow 38.2 points below standard Increased 22.5 points 95 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Yellow 37.4 points below standard Increased 23.9 points 158 students	<p>Students with Disabilities</p>  No Performance Color 106.6 points below standard Maintained 1.3 points 27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29 points below standard Increased 25.9 points 180 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 12.7 points below standard Increased 7.9 points 14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.2 points below standard Increased 16.3 points 66 students	30.1 points above standard Increased 17.7 points 29 students	9.8 points below standard Increased 27.5 points 120 students

Conclusions based on this data:

Overall for Grades 3-6, Marshall School increased. Student Groups that increased include English Learners and Socioeconomically disadvantaged, while students with disabilities maintained. Students who were Hispanic and White increased, and English Learners, Reclassified and English Only students increased. Marshall will continue to use various evidence-based EL strategies with our English Language Learners. We will continue to monitor and evaluate the needs of English Language Learners, and provide interventions and enrichment to continue academic growth and achievement.

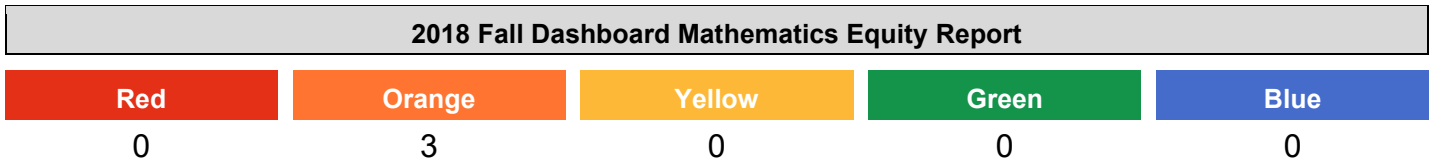
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 49.8 points below standard Maintained -2.5 points 216 students	<p>English Learners</p>  Orange 62 points below standard Declined -4.6 points 95 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 62.8 points below standard Declined -7.9 points 158 students	<p>Students with Disabilities</p>  No Performance Color 103.1 points below standard Increased 14.5 points 27 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.5 points below standard Maintained -2.6 points 180 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 35.3 points below standard Declined -20.9 points 14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard Declined -4 points 66 students	22.4 points below standard Declined -20.4 points 29 students	40.4 points below standard Maintained -1.7 points 120 students

Conclusions based on this data:

Overall for Grades 3-6, Marshall School maintained. Student Groups that declined include socioeconomically disadvantaged and English Learners. The group that increased was students with disabilities. Students who were Hispanic maintained, while White students declined. English Learners and Reclassified students declined, while English Only students maintained. Marshall will continue to use evidence-based EL strategies for English Learners. We will also strengthen our work with Mathematical Mindset training. Teachers will be provided with collaboration time to discuss successful strategies used in the classroom along with the use of the District Math TOSA to ensure that instruction in mathematics is being implemented more effectively.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
221	29%	36.7%	19%	15.4%

Conclusions based on this data:

65% of EL students are well developed or moderately developed. At Marshall, the majority of English Learners are Moderately Developed. Marshall will use evidence-based strategies to increase the proficiency levels of our English Language Learners. Grade level teams will collaborate to specifically focus on the needs of the EL students based on their performance level. Designated and Integrated ELD will be implemented using district adopted materials. Middle school students will have opportunities to use AVID Excel strategies within the classroom in order to target English Learner growth.

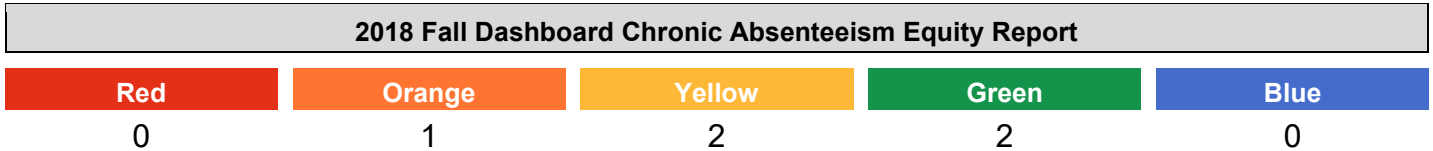
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 8.1% chronically absent Maintained 0.1% 557 students	<p>English Learners</p>  Green 7.3% chronically absent Declined 0.8% 247 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 25% chronically absent Increased 16.7% 12 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.7% chronically absent Maintained 0.1% 424 students	<p>Students with Disabilities</p>  Orange 13.3% chronically absent Increased 3.3% 75 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Increased 3.2% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.6% chronically absent Maintained 0.1% 451 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 4.2% chronically absent Declined 1.3% 48 students

Conclusions based on this data:

All students have maintained in Chronic Absenteeism, however, the following subgroups increased: Homeless, Students with Disabilities and African Americans. The groups that decreased are English Learners and White. The groups that maintained are Hispanic, Filipino and Socioeconomically disadvantaged. Marshall will develop an incentive-based program for students with chronic absenteeism. The ORC in coordination with the Attendee Tech will monitor absences and provide outside resources to the families as needed. Mini SARB's are held frequently to educate parents on the importance of school attendance and to identify any obstacles students may be facing that are preventing them from being at school and on time every day.

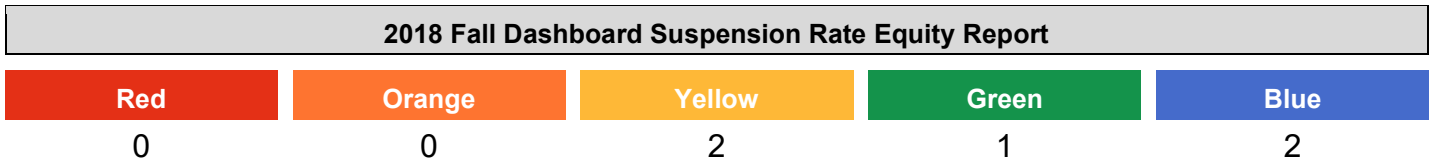
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.7% suspended at least once Increased 0.7% 574 students	<p>English Learners</p>  Green 0.4% suspended at least once Increased 0.4% 255 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 13 students	<p>Socioeconomically Disadvantaged</p>  Yellow 0.7% suspended at least once Increased 0.7% 438 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 77 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 23 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.9% 462 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 50 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

The 2018 Fall Dashboard Suspension Rate (0.7%) indicates that there was an increase in students who were suspended, specifically with Hispanics at 0.9%. Marshall School began the roll-up of the K-8 with the implementation of sixth grade last year, which could have contributed to the increase in suspensions. Marshall has established a progressive discipline policy and has trained staff in CHAMPS and PBIS strategies to help target behavioral problems.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy assessment	46 % of Kinder students were at or above benchmark. 56 % of 1st grade students were at or above benchmark. 0% of 2nd grade students were at or above benchmark.	Students in grades K-2 who meet or exceed benchmark will increase by 10%.
STAR360 Reading	Fall 2019 Baseline Data: 32% of 2nd grade students were at or above the benchmark. 23% of 3rd grade students were at or above the benchmark. 38% of 4th grade students were at or above the benchmark. 46% of 5th grade students were at or above the benchmark. 34% of 6th grade students were at or above the benchmark.	Students in grades 1-7 who meet or exceed benchmark will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	34% of 7th grade students were at or above the benchmark.	
STAR360 Math	Fall 2019 Baseline Data: 41% of 1st grade students were at or above the benchmark. 38% of 2nd grade students were at or above the benchmark. 23% of 3rd grade students were at or above the benchmark. 37% of 4th grade students were at or above the benchmark. 17% of 5th grade students were at or above the benchmark. 17% of 6th grade students were at or above the benchmark. 13% of 7th grade students were at or above the benchmark.	Students in grades 1-7 who meet or exceed benchmark will increase by 10%.
Reclassification rates	19% of EL students in grades 3-6 reclassified during the 2018-2019 school year.	The reclassification rate of EL students will increase by at least 15%.
CAASPP Math	38% of students in grade 3 met or exceeded the benchmark. 35% of students in grade 4 met or exceeded the benchmark. 20% of students in grade 5 met or exceeded the benchmark. 15% of students in grade 6 met or exceeded the benchmark.	Students in grades 3-7 who meet or exceed benchmark will increase by 10%
CAASPP ELA	32% of students in grade 3 met or exceeded the benchmark. 48% of students in grade 4 met or exceeded the benchmark. 50% of students in grade 5 met or exceeded the benchmark. 32% of students in grade 6 met or exceeded the benchmark.	Students in grades 3-7 who meet or exceed benchmark will increase by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The district Math Instructional Specialist will support teachers implement Math Mindset strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
None Specified
Certificated Salary: District Math Instructional Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains all students, with an emphasis on English Learners and African American population groups.

Strategy/Activity

Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. The 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. Teachers will meet for two collaboration hours per month in addition to two dedicated staff meetings per month focused on specific collaboration. Teachers will also utilize collaboration time to monitor the progress of African American Students and English Learners. The school leadership team will meet on a regular basis to monitor and guide school-wide academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

[Empty box for Source(s)]

19,907	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
20,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours Certificated Substitutes
11,620	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

Dedicated ELD instruction will be provided to students by classroom teachers to EL students 45 minutes daily in grades 1-6. Kinder students will receive 30 minutes of daily ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

833

Source(s)

Title III
4000-4999: Books And Supplies
Supplemental materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 970

Amount(s)	Source(s)
28,942	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher
575	Title I 4000-4999: Books And Supplies Intervention Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coordinations of Services Team (CST) and Student Success Team (SST) meetings to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates SST.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Teacher Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title III
1000-1999: Certificated Personnel Salaries
Teachers: Extra Help

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-7. A Spring Fling Culminating activity will showcase student work at the end of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

LCFF - Targeted
4000-4999: Books And Supplies
Materials
Teachers: Extra Help

972

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Accelerated Reader, Star360, myON, CAPIT, Starfall, ESGI and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500

LCFF - Intervention
4000-4999: Books And Supplies
School license for Lexia

700

LCFF - Intervention
4000-4999: Books And Supplies
ESGI License

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers and Staff will have use of the Cannon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,884

Discretionary
5000-5999: Services And Other Operating
Expenditures
Maintenance Agreement

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math. Administration will utilize a teacher in charge 1-2 times a month for admin support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,600

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
No Additional Cost

Teachers: Extra Help
Teacher in Charge: Certificated Substitute

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to Special Education students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Substitutes

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives and achievement and participation in the CAASPP assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Targeted 4000-4999: Books And Supplies Student Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Implement My Math lessons that align with the Common Core Standards with support of Jo Boaler Math Mindset.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration support integration of technology to promote student learning throughout the curriculum. The Site Technology Technician will maintain equipment and software to support student learning through technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Site Tech

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

A Music Teacher for grades K-7 is contracted for the school year. The teacher will work with students in grades TK-5 and 7th as part of their the Academy of Visual and Performing Arts Strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To enhance the science curriculum, science materials will be provided and students in 5th grade will have access to Stemscoptes in preparation for the CAST.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,700

LCFF - Intervention
4000-4999: Books And Supplies
Supplies
App

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Professional Development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID in grades 6-7.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,200	Title III 5000-5999: Services And Other Operating Expenditures Conference expenses
9,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Conference expenses

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Library will receive new books that add to Accelerated Reader selections. Physical improvements in the Library will increase student and teacher access to Library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Intervention 4000-4999: Books And Supplies Books for library

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To support implementation of instructional program, classroom materials and supplies will be ordered from the district warehouse and from approved vendors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,230	Discretionary 4000-4999: Books And Supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts to support the school site strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCFF - Targeted
4000-4999: Books And Supplies
Headphones

1,000

Discretionary
4000-4999: Books And Supplies
Replace Technology

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers will have the opportunity to take students on field trips to enrich academic studies. This also includes opportunities for AVID college field trips and experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,045	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip Fees Transportation
4,455	Title I 5000-5999: Services And Other Operating Expenditures Field Trip Fees Transportation
2,400	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures AVID Field Trip AVID Opportunities

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Opportunities for intervention beyond the regular school day will be offered to targeted students.

Proposed Expenditures for this Strategy/Activity

980

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,058

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated hourly rate for tutoring

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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 in addition to learning walks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Professional development
Certificated Substitutes

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing STAR360, My Math, Wonders, CAASPP, CELDT and the ELPAC. Administration will target instruction during ELD time to improve ELD instruction to ELD students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 981

Amount(s)

1,200

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Teacher in Charge Extra Hours
Certificated Substitute

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Sound Equipment/Technology

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Marshall maintained overall proficiency in 2018-2019, despite some grade levels dropping scores in Math and a slight improvement in Language Arts. The focus last year was to improve Math scores and Marshall utilized the Math Mentor and also implemented training on Math Mindset Mathematics. In order to continue to close the gap in Language Arts, Marshall utilized the Reading Specialist and hired an Intervention Service Provider (ISP) to target students in grades 1-4. Marshall will continue to provide interventions and will dedicate time to teacher collaboration to analyze data to guide instructional decisions. During collaboration time teachers will be analyzing data from STAR 360, CAASPP Interim Assessment Block, ELD assessments, CAASPP and ELPAC results as well as other assessments that will help to monitor student achievement. Students who are not performing will be monitored and will coordinate with the CST and SST team

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if necessary. Teachers will collaborate to focus on first instructional practices and evidence-based intervention which will be provided by the classroom teacher.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For 2019-2020 the overall Marshall budget is larger due to the increase in the amount of students. Last year enrollment was 585 and this year the current enrollment is 720. Although there are more funds, we have more of a need and therefore our resources are limited.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marshall has dedicated its focus this year to continue to improve instructional practices to provide the best learning opportunities for our students. Collaboration time is a central focus and our budget allocations reflect that this year. The teacher leadership team analyzed the data from the 2018-2019 school year and also recalled and reflected on our realities and programs to determine our direction for the 2019-2020 school year. Based on this analysis a change can be seen in the focus on instruction which includes collaboration time, targeted instructional focus on student-centered instruction with rigorous questioning and writing throughout the curriculum. Marshall will continue to utilize an ISP Teacher who will work closely with the Reading Specialist to identify students in grades 1-4 to target. The site will also continue the work with Mathematical Mindset strategies to continue to deepen students understanding of critical problem-solving skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension rate for 2017-2018 was 0.7%	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rate for 2017-2018 was 8.1%	Chronic Absenteeism rates for 2019-2020 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: 89% indicated academic motivation 80% of showed strong school connectedness 87% of 5th grades felt safe at school 78% reported high levels caring relationship with a teacher, or other adult at school 91% of students had recognition of high expectations of teachers.	California Healthy Kids Survey: The number of students indicating academic motivation will increase by 5% to 94%. The number of students indicating strong school connectedness will increase by 10% to 90%. 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 88%. The number of students with recognition of high

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		expectations of teachers will increase by 5% to 96%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

CHAMPS is used as a structure to support positive student outcomes in a school wide setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
CHAMPS program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Healthy choices will be taught and reinforced with Red Ribbon Week. Grades 6-7 students attend an assembly on the effects of tobacco use. Incentives with healthy choice themes are given to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

700

LCFF - Targeted
4000-4999: Books And Supplies
Materials and student incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Provide students with attendance incentives that promote regular, on time attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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. CHAMPS Store items for students to purchase using CHAMPS bucks. The Bulldog Paw Pad offers intervention and support for students to build positive relationships and receive counseling based lessons and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
1,228	LCFF - Targeted 4000-4999: Books And Supplies Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The referral system for social emotional student needs is supported by the CST and SST process. All staff trained on updated forms and procedures such as data collection and data monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

K-2nd Grade students will receive foundational social skills through Second Step.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Second Step program

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 6)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,129	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Staff Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Targeted 4000-4999: Books And Supplies Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	990
700	Discretionary	

4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

6th Grade teaches will receive Minnesota Smoking Prevention Program (MSPP) training to educate 6th grade students on tobacco use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Materials

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

991

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Campus Assistants monitor students during recesses and before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries Campus Assistants
6,500	Discretionary 2000-2999: Classified Personnel Salaries Extra Hours

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Extra staff hours
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Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Inventory of appropriate safety supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Discretionary
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 6)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
CHAMPS program

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2018-2019, Marshall School began rolling up to a TK-8 and is currently in the transition period of TK-7th grade students. Marshall has seen a need to focus on students' social-emotional well being, especially students coming to school with trauma. The teaching staff was given an opportunity to read "Fostering Resilient Learners" over the summer to help spark the conversation in regard to how to help support students with traumatic needs. One need, in particular, that was developed by the PBIS team was to incorporate a space where students could receive counseling and given an alternative to recess to help with our social-emotional needs. As a result, the PBIS

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team with the lead of the counselor developed the "Bulldog Paw Pad" that provides games, activities, yoga, restorative circles and lessons provided by the school counselor. The goal is for the students to achieve a positive self-being. Marshall also provides opportunities for students to be rewarded for the behavior by providing a CHAMPS store every two weeks.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences. Marshall continues to implement strategies to help strengthen the support of our students for their socio emotional well being.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2019-2020 year, Marshall will continue to utilize the PBIS team to lead the way as we continue to monitor data and analyze the needs of our students as they roll up to older grade levels. This will include meeting the needs of not only the K-5 grades but also the 6-7 grades as well. Student discipline will also be monitored and analyzed monthly to determine how PBIS can help support the needs of our students. In middle school, there has been an addition of a student Leadership Elective that will allow for student opportunities to help bridge the TK-8 grade levels together. Morning announcements are planned to give students a sense of unity and will be lead by our student leaders.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in parent meetings: SSC, ELAC, PTA, Coffee with Parents	In 2018-19 an average of 15 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 343 Parents that participated in Back to School Night.	Parent participation at back to school night will increase by 20%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parents are given an overview of involvement opportunities at Middle School Orientation and Back to School Night.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

Title III

Babysitting

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are invited to celebrations including: Spring Reclassification Celebration to honor students in Grades 3-6 who met reclassification requirements during the school year and students that participated in athletics throughout the school year for an annual sports banquet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

Title III

Reclassification Refreshments

150

Title III

Reclassification Supplies for awards

700

Discretionary

Sports Banquet Refreshments
Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Connect and school website.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Discretionary Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title III Translators
2,000	Discretionary Translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Family Nights give parents opportunities to learn how to support their child in the areas of Math and Visual and Performing Arts and Deaf and Hard of Hearing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Targeted Teacher Extra Help
1,000	LCFF - Targeted Teacher Extra Help

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coffee with Parents gives parents the opportunity to hear more about the school program in an informal setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Discretionary Refreshments
350	Discretionary Translation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1000

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parent volunteers will be honored with a Spring "thank you event" with Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

Discretionary
Refreshments

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Child care will be provided as needed at Parent Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Discretionary
Classified extra help

500

Discretionary
Child Care

1001

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC (see goal 1, action 6)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

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Strategy/Activity

The school administration and parents will jointly develop the school's Parent Compact.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Families are provided with various opportunities to be part of the school community at Marshall School. School Site Council, ELAC, PTA, DHH Parent Nights and Coffee with Parents are meetings that provide information to parents and the community. In addition to meetings, Marshall school in coordination with PTA provides family dinner nights in the community to help fundraise money. PTA also helps with Spring Fling which showcases the academy strand and our Harvest Festival which provides opportunities for parents to volunteer and be involved. At the beginning of the year, parents are invited to middle school orientation to learn more about middle school offerings and strand focus and Back to School Night provides an opportunity for parents and the community to tour the site and interact with staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Marshall did not see any major differences. As Marshall rolls up to TK-8, we will continue to strengthen our parent and community engagement and find way to ensure that our middle school families are welcomed and supported.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During 2019-2020 Marshall will continue to build upon family and community engagement, especially with the roll up of the middle school. Parents will also have more opportunities to volunteer and be part of the school community.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,612.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,956.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$53,879.00
Title III	\$10,733.00

Subtotal of additional federal funds included for this school: \$64,612.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$46,164.00
LCFF - Intervention	\$43,487.00
LCFF - Targeted	\$59,693.00

Subtotal of state or local funds included for this school: \$149,344.00

Total of federal, state, and/or local funds for this school: \$213,956.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	46,164.00	0.00
Title I	53,879.00	0.00
Title III	10,733.00	0.00
LCFF - Targeted	59,693.00	0.00
LCFF - Intervention	43,487.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	46,164.00
LCFF - Intervention	43,487.00
LCFF - Targeted	59,693.00
Title I	53,879.00
Title III	10,733.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	3,500.00
	Discretionary	1,350.00
2000-2999: Classified Personnel Salaries	Discretionary	6,500.00
4000-4999: Books And Supplies	Discretionary	29,930.00
5000-5999: Services And Other Operating Expenditures	Discretionary	4,884.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	28,187.00
4000-4999: Books And Supplies	LCFF - Intervention	12,900.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	2,400.00

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	LCFF - Targeted	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	44,220.00
4000-4999: Books And Supplies	LCFF - Targeted	10,428.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3,045.00
1000-1999: Certificated Personnel Salaries	Title I	48,849.00
4000-4999: Books And Supplies	Title I	575.00
5000-5999: Services And Other Operating Expenditures	Title I	4,455.00
	Title III	1,200.00
	Title III	300.00
1000-1999: Certificated Personnel Salaries	Title III	7,200.00
4000-4999: Books And Supplies	Title III	833.00
5000-5999: Services And Other Operating Expenditures	Title III	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,349.00
Goal 2	20,257.00
Goal 3	8,350.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sarah Lepe	Principal
Heather Rose	Classroom Teacher
Elizabeth Montoya	Classroom Teacher
Justin Donovan	Classroom Teacher
Joleen Segura	Other School Staff
Xilomen Durazo	Parent or Community Member
Kimberley Polis	Parent or Community Member
Jeannete Ramirez	Parent or Community Member
Brenda Pacheco Perez	Parent or Community Member
Fernando Zaragoza	Parent or Community Member

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 October 15, 2018.

Attested:

	Principal, Sarah Lepe on 10/15/19
	SSC Chairperson, Kimberly Polis on 10/15/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

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Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert J. Frank Academy of Marine Science and Engineering	5672538611850	October 16, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Oxnard is the largest city in Ventura County. Oxnard is a vibrant city enjoying an ethnically diverse population of over 200,000 residents.

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 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 had 1,250 and 2016-17 1,310 students. In 2017-2018 school year was 1,245. Currently our enrollment at Frank is 1260 with a wait list of over sixty.

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 offering for our students including: five robotics & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands University students, CSUCI professors and undergraduates. We are proud to announce that our school has recently won the prestigious Stem Golden Gear award for our excellent robotics program and the excellence award. 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.

The purpose of this plan in regards to goal one is to coherently align resources towards our mission and vision of our school and the district. The overall structure of this plan revolves around creating systems that allow for increased collective self efficacy for teachers. The classroom teacher is regarded in research as the most impactful employee when it comes to student achievement. This plan provides support for teachers in four key areas. The key areas include collaboration, content knowledge, pedagogy, and equity consciousness. We believe and research shows that these are the most required areas for teachers in regards to teaching all students regardless of socioeconomic status, gender, perceived ability level or race. We feel that if any one of these areas are missing then the teaching staff can not have fully gain collective self efficacy which in turn will lead to students not reaching their full potential.

Within goal two the plan focuses its efforts on addressing the whole child in regards to socio emotional needs. We have aligned resources to expand our PBIS program, to strengthen our champs system, and to continue to utilize restorative practices. Lastly we have counseling for students of need.

Goal three addresses our parent engagement focus. We believe that it does take a village to raise a child. This plan encompasses that philosophy by giving parents ample opportunities to attain knowledge at the site. We are an asset minded community and we have opportunities of parents to provide input that can lead to improving student outcomes. Goal three addresses these efforts by outlining the way in which resources and strategies were used.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

We had regular classroom observations at our site from admin. We looked at our three instructional goals which are claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. This was done school wide.

Additionally we conducted EL shadowing as a classroom observation tool to look at the amount of active engagement done so by EL learners.

Lastly we started reflective learning walks. The goal of the walks was to look at student learning and how they relate to claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. We started with our leadership team and utilized Leverage Learning Group to build capacity with the process. The goal was to spread this throughout our site so that teachers can see student learning across campus.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We utilized CAASPP data at the start of the year to recognize student levels and to look at claims and targets. This was primarily used for teachers to do initial planning for the year. Teachers looked at grade level CAASPP data and cohort data. This data was also used through a report called distance from met which allowed teachers to have conversations with students on how close they were to the next level.

During the year teachers used IAB data to discuss student levels in relation to the rigor of CAASPP. This was the first year for teachers in our district to use this data. A big part of this process was building capacity on how the collective scoring of the IAB can inform instruction.

Additionally the teachers utilized professional learning communities to create common formative assessments for the first time. The CFA's were aligned to the IAB's which were aligned to the CAASPP. This formative assessment was given by some departments to inform instruction. All departments completed at least one full cycle of inquiry through the PLC process which included the development of a smart goal, creation of a CFA, analysis of CFA results, creation of interventions aligned to the needs, and a shift in instruction and planning based on the CFA data.

Star 360 data was also used by teachers to determine reading levels and math proficiency. Teachers used this data to identify student need. This led to strategic grouping and differentiation by the teacher.

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

We utilize progress monitoring on a continuous basis. We look at Star 360, Common Formative Assessments, IAB's and CAASPP data to modify instruction through our PLC process. We utilize a cycle of inquiry through grade level/content specific teams that give formative data at least every three weeks. We also look at teacher grades to identify students who may need assistance. Counselors regular call student's in to check promotion status as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

We finished phase one of PLC implementation based on Dufour methods. We have a shared understanding of the fundamental purpose of PLC's. We have revamped our mission and vision statements. Our staff understands our current reality of our data. We have one hour allotted per week for PLC collaboration. We have developed meaningful teams by having our grade level and content area specific teams work together. All of our teams have created team norms and have built capacity to have effective collaboration. Our teams have identified essential standards and have aligned a guaranteed and viable curriculum. Lastly our PLC teams have determined goals aligned to school goals and have gone through at least one cycle of inquiry.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

1027

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

We help our underperforming students at Frank through a tiered system of support. In tier 1 our PLC teams identify students of need through our cycles of inquiry and CFA, Star 360 CAASP, IAB data and grades. In tier 2 we utilize our COST and SST process to utilize a team to make plans for student success either academically, socio emotionally or physically. Lastly we have our Care Center as our Tier 3 intervention. This placement puts students in a smaller class environment with more one on one support and attention. It also aligns numerous outside resources to coherently address the whole child.

Evidence-based educational practices to raise student achievement

At Frank We have utilized our PLC process as our overarching vehicle. The three things it drives are the three components every teacher should be able to do to teach all students regardless of race, gender, SES or ability level. Those three items are similar to a three legged stool, without anyone of them the stool falls. The first stool is content knowledge. All of our teachers receive district and site training on content knowledge to keep them up to pace. The second leg is pedagogy knowledge. As a site we have focused on some high leverage teaching skills from the meta analysis of Hattie and Deborah Ball . These include forming respectful relationships with students, eliciting and interpreting individual students thinking, implementing norms and routines for class discourse and work, providing oral and written feedback to students, setting up and managing small groups and setting short and long term goals for students. Additionally under pedagogy we have developed three growth areas that are also coherently aligned with our AVID site goals. This includes claim, evidence, reasoning and developing academic discourse in small group collaborative conversations along with having group discussions to come to a collective understanding. The last leg includes developing an equity consciousness throughout the staff. We have looked at disproportionality of F rates, suspension rates, test results and classroom referrals through equity audits in order to gain some insight on how to address our students needs in an equitable way.

Parental Engagement

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

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.

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

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through lobo news, open house and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team does evaluate our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

Funding

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

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. We also allocated funds for instructional assistants to be in every newcomer classroom. The newcomer program services our students who have been in the country for two years or less. This student population has considerable needs and therefore needs this extra support so they do not underperform. Additionally we utilized categorical funds to provide AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria.. By funding the tutors we therefore ensure that students are accessing core subject with success. Lastly we allocated funds for teachers to attend the CAFE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Towards the end of last year and during the summer our teacher leadership team went and reviewed all of our data. We broke it down and desegregated multiple pieces of data by EL, race, SES and SPED. We then looked at our four five year trends to address our growth areas. We looked at cohort data as well to be able to analyze and set smart goals. Our SSC committee met and discussed key components of the SPSA twice during the start of the year and approved the SPSA in October. Our ELAC committee gave input at the start of the year with final input before approval coming in October.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We had a few resource inequities that were discovered during the school year. One of the items was the change in the reclassification testing for EL learners. The way the ELPAC test was scored allowed us to have different information on how we could align curriculum to match the needs of the ELPAC. This meant we had to make some changes to student schedules to match curriculum and ELPAC reclassification needs. This change of schedule and change of focus created some inequities. Our Newcomer Academy also experienced some inequities due to the fact that they were piloting a new curriculum called system 44. Additionally budget cuts led to a decrease in AP's, decreased clerical, decreased OT for clerical, elimination of a TOSA, elimination of math mentor and tech mentor positions, a decrease in hourly pay (collaboration) for teachers and a decrease in campus supervisors all led to resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.24%	%	2	3	
African American	0.7%	0.96%	%	9	12	
Asian	1.8%	1.84%	%	24	23	
Filipino	2.8%	2.56%	%	37	32	
Hispanic/Latino	91.8%	92.09%	%	1,198	1153	
Pacific Islander	0.2%	0.24%	%	3	3	
White	2.0%	1.52%	%	26	19	
Multiple/No Response	%	%	%			
Total Enrollment				1,305	1252	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	429	409	
Grade 7	445	426	
Grade 8	431	417	
Total Enrollment	1,305	1,252	

Conclusions based on this data:

Our enrollment dropped from 2016-2017 to 2017-2018. Our enrollment for 2018-2019 has remained steady at 1260. Last year we lost three teachers to declining enrollment districtwide. Consequently our enrollment at 1260 is full which has led us to have a waiting list of over sixty students. This wait list is the largest in the district and in school history. We are a school of choice and many parents choose to send their students to Frank. Our demographics have remained consistent as well with hispanics being by far the majority at our site at 90% or higher on a regular basis.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	498			38.2%		
Fluent English Proficient (FEP)	468			35.9%		
Reclassified Fluent English Proficient (RFEP)	39			9.0%		

Conclusions based on this data:

Overall our overall percentage of EL learners has remained consistent. Our percentage reclassification rate decreased this last school year due to a focus we had in 2017-2018 to reclassify our special education EL population. That focus in 2017-2018 led to a large number of reclassifications.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	429	410	383	406	401	372	405	401	372	94.6	97.8	97.1
Grade 7	436	416	415	414	405	390	414	405	390	95	97.4	94
Grade 8	429	405	410	416	400	387	416	398	388	97	98.8	94.4
All Grades	1294	1231	1208	1236	1206	1149	1235	1204	1150	95.5	98	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.	2461.	2469.	3.70	3.99	4.30	18.77	19.20	20.70	28.40	31.42	30.65	49.14	45.39	44.35
Grade 7	2480.	2495.	2514.	7.73	7.65	7.95	21.01	25.43	30.00	21.01	23.70	27.44	50.24	43.21	34.62
Grade 8	2505.	2506.	2519.	5.29	7.79	7.49	25.48	22.61	27.65	26.20	24.12	26.61	43.03	45.48	38.24
All Grades	N/A	N/A	N/A	5.59	6.48	6.61	21.78	22.43	26.20	25.18	26.41	28.20	47.45	44.68	38.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.41	7.73	9.68	43.46	43.14	38.71	49.14	49.13	51.61
Grade 7	11.62	10.62	12.56	35.35	39.75	45.13	53.03	49.63	42.31
Grade 8	11.11	12.59	15.25	41.06	36.27	39.79	47.83	51.13	44.96
All Grades	10.06	10.31	12.53	39.94	39.73	41.25	50.00	49.96	46.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.94	6.50	4.57	38.12	35.25	45.70	55.94	58.25	49.73
Grade 7	16.79	13.58	18.97	34.55	45.19	50.00	48.66	41.23	31.03
Grade 8	10.90	11.34	12.92	42.13	40.30	50.90	46.97	48.36	36.18
All Grades	11.24	10.48	12.27	38.27	40.27	48.91	50.49	49.25	38.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.65	6.00	6.99	56.30	58.50	59.14	36.05	35.50	33.87
Grade 7	5.81	6.17	8.21	47.22	54.81	57.95	46.97	39.01	33.85
Grade 8	7.97	9.07	9.30	59.90	56.93	59.69	32.13	34.01	31.01
All Grades	7.14	7.07	8.18	54.46	56.74	58.92	38.39	36.19	32.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.37	15.50	16.13	45.68	49.75	48.12	43.95	34.75	35.75
Grade 7	14.32	17.04	21.28	41.99	47.65	49.49	43.69	35.31	29.23
Grade 8	14.53	15.11	17.31	44.31	47.86	49.10	41.16	37.03	33.59
All Grades	13.09	15.89	18.28	43.98	48.42	48.91	42.93	35.69	32.81

Conclusions based on this data:

Our 6th grade language arts team had 25% of their student meet or exceed standards. That is the highest score that team has produced in the last three years. Our 7th grade language arts team had 38% of their students meet or exceed the standards. That score is the highest score this team has every produced in CAASPP testing. Furthermore that score is the highest in the district for 7th grade language arts. Our 8th grade language arts team had 35% score met or exceeded on the CAASPP test. That is also the highest score that team has scored on the CAASPP test. Furthermore that is the second highest CAASPP score in the district. As promising as this data is we still have a large number of the students that fall below the standards met expectation. This is clearly a concern that needs to be addressed during class, after school and with partnership with families. We are utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	429	410	383	421	401	378	421	401	379	98.1	97.8	98.7
Grade 7	436	416	415	428	405	408	428	405	408	98.2	97.4	98.3
Grade 8	429	405	410	424	399	397	424	399	397	98.8	98.5	96.8
All Grades	1294	1231	1208	1273	1205	1183	1273	1205	1184	98.4	97.9	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2435.	2444.	2455.	3.33	4.24	3.97	8.08	11.47	13.76	26.37	25.94	27.78	62.23	58.35	54.50
Grade 7	2449.	2446.	2463.	4.44	2.22	4.90	7.24	8.40	10.05	23.13	25.43	25.00	65.19	63.95	60.05
Grade 8	2451.	2448.	2461.	4.72	6.27	5.79	7.31	6.52	6.30	19.10	16.54	20.40	68.87	70.68	67.51
All Grades	N/A	N/A	N/A	4.16	4.23	4.90	7.54	8.80	9.97	22.86	22.66	24.34	65.44	64.32	60.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.99	5.99	6.63	22.80	22.94	28.12	72.21	71.07	65.25
Grade 7	7.26	5.94	6.37	18.27	20.54	23.53	74.47	73.51	70.10
Grade 8	5.44	6.02	6.08	19.86	17.79	20.25	74.70	76.19	73.67
All Grades	5.90	5.98	6.36	20.30	20.43	23.90	73.80	73.59	69.75

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.23	5.49	6.10	26.84	34.91	40.32	67.93	59.60	53.58
Grade 7	6.31	2.96	6.62	32.01	36.54	35.54	61.68	60.49	57.84
Grade 8	7.55	9.02	7.05	25.00	30.83	27.96	67.45	60.15	64.99
All Grades	6.36	5.81	6.60	27.97	34.11	34.52	65.67	60.08	58.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.56	5.74	5.31	35.87	33.17	41.11	60.57	61.10	53.58
Grade 7	7.01	2.96	6.13	39.49	46.17	48.77	53.50	50.86	45.10
Grade 8	4.96	6.27	5.81	37.12	35.34	40.66	57.92	58.40	53.54
All Grades	5.19	4.98	5.76	37.50	38.26	43.61	57.31	56.76	50.64

Conclusions based on this data:

Our 6th grade math team had 18% of their students meet or exceed standards on the CAASP exam. This is the highest CAASPP scores they have achieved. Furthermore it is the second highest math score in the district when looking at % of met or exceeded. Our 7th grade team had 15% meet or exceed standards. This is the highest CAASPP scores for 7th grade math in the history of the exam for our site. Furthermore the percentage of met or exceeded is tied for first in the district with the highest amount scored. Lastly our 8th grade team had 12% of students meet or exceed standards on the CAASPP exam. For the past four years this score has remained the same. Eventhough the growth is promising in many areas we still have far too many students not meeting or exceeding standards in math which is clearly a concern that needs to be addressed during class, after school and with partnership with families. We are utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success. In addition we have worked with a math coach with a select group of teachers. The teachers got professional development on Jo Boaler techniques, conducted classroom visits, participated in lesson studies and analyzed data in order to inform instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

After our most recent ELPAC it showed that our emerging level one students scored the lowest in listening and reading. Reading was the lowest score with 63% of students not meeting standard for emerging one students. For expanding 2 students the writing and listening components were the most challenging. Writing is the most challenging for expanding 2 students with 71% not meeting standard. Lastly our bridging students have the most difficulty with the speaking domain with 30% of these students not meeting standard for speaking. This data tells us that we must level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. Emerging one students need reading and listening the most. Our expanding 2 students need writing and listening the most. Lastly our Bridging 3 students need speaking the most. By leveling the students and utilizing ELPAC data we can target our instruction to better meet the students' needs. In addition EL data talks are being made on now expand AVID Excel through 6th-8th grade to address the needs of our long term English language learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,252	83.6%	36.6%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	458	36.6%
Foster Youth	8	0.6%
Homeless	12	1.0%
Socioeconomically Disadvantaged	1,047	83.6%
Students with Disabilities	148	11.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.0%
American Indian	3	0.2%
Asian	23	1.8%
Filipino	32	2.6%
Hispanic	1,153	92.1%
Two or More Races	7	0.6%
Pacific Islander	3	0.2%
White	19	1.5%






Conclusions based on this data:

Overall our enrollment has stayed consistent in the amount of students overall, minority percentage, EL percentage and SES percentage. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

In language arts we made growth this last year in the % of students meeting or exceeding standards. Our language arts team also made some large growth in between bands as recognized by the core collaborative. Our mathematics scores still continue to be in the red despite having the highest scores in schools history in both 6th and 7th grade math. We will continue to make progress to address this concern. Our suspension rate continued to decrease for the second straight year leading to our lowest suspension rate in school's history. Lastly our chronic absenteeism rate counted to decrease the last two years leading to the lowest chronic absenteeism rate in the district.

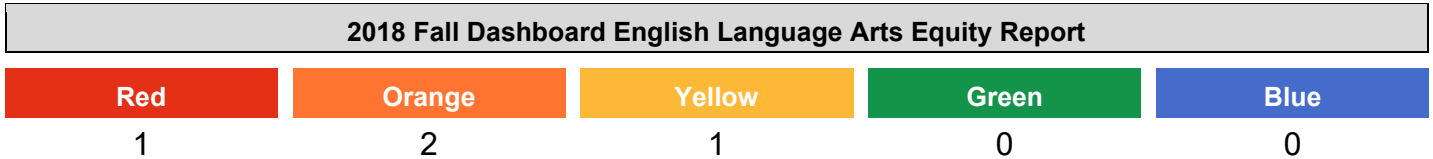
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.4 points below standard</p> <p>Increased 6.2 points</p> <p>1179 students</p>	<p>English Learners</p> <p>Orange</p> <p>93.3 points below standard</p> <p>Increased 5.4 points</p> <p>722 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>145.1 points below standard</p> <p>Declined -4.4 points</p> <p>12 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>72 points below standard</p> <p>Increased 7.5 points</p> <p>979 students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>145.8 points below standard</p> <p>Declined -9 points</p> <p>140 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 96.4 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 19.6 points above standard Maintained 1.3 points 20 students	 No Performance Color 51.6 points above standard Increased 20.2 points 28 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65 points below standard Increased 8.2 points 1088 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 53.1 points below standard Declined -32 points 19 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.7 points below standard Maintained 0.9 points 322 students	55.9 points below standard Declined -18.9 points 400 students	28.4 points below standard Increased 3.3 points 283 students

Conclusions based on this data:

Even though we saw large growth within language arts overall we are still have too many students below standard. Furthermore our EL and SPED population are not producing at the same levels as a general population which is causing inequities in student achievement. We are having data discussions with teachers regarding disproportionate amounts of underperformance of students based on EL and SPED status. We are also conducting professional developments so that teachers can better identify these students, pull useful data on these students and give these students high rigor instruction with some scaffolding and differentiation as needed.

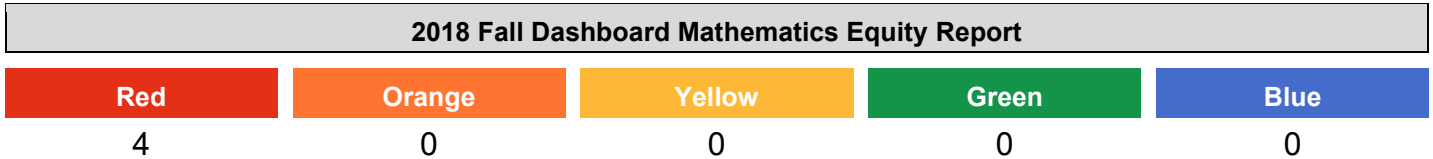
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 120.5 points below standard Maintained -1.5 points 1175 students	<p>English Learners</p>  Red 144.8 points below standard Maintained 2.3 points 721 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 189 points below standard Declined -30.4 points 12 students	<p>Socioeconomically Disadvantaged</p>  Red 131.5 points below standard Maintained 0.5 points 978 students	<p>Students with Disabilities</p>  Red 197.8 points below standard Declined -12.1 points 139 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 167.5 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 31.7 points below standard Declined -6.2 points 20 students	 No Performance Color 6.1 points below standard Increased 9.8 points 28 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 125.6 points below standard Maintained 0.2 points 1084 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 98.3 points below standard Declined -13.9 points 19 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.9 points below standard Maintained -1.5 points 322 students	113.2 points below standard Declined -18.3 points 399 students	94.8 points below standard Declined -8.1 points 281 students

Conclusions based on this data:

Even though we saw growth in 6th and 7th grade we are still seeing overall underachievement from all students. Furthermore our EL students and SPED population are underachieving the most. We have worked with a math coach and will continue to utilize Jo Boaler techniques with our teachers. Additionally these teachers collaborate, conduct walk throughs, participate in lesson studies and look at data to inform instruction. Teachers get collaboration time and are given the capacity needed to disaggregate data by EL and SPED status. Good initial first instruction is discussed in detail as a way to improve our scores with all students. This includes our teachers utilizing claim, evidence, reasoning along with group discussions to build collective understands and the utilization of collaborative conversations to increase academic vocabulary. The good initial first instruction is also done with standards based instruction that is constantly moving towards higher DOK levels for students. A large amount of our Reclassified English Learners were special ed. Many special education EL students were reclassified. Our English only group dropped 8.1 points. This cohort in general has been consistently low as they have traveled through the grades.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
354	13.3%	34.5%	21.5%	30.8%

Conclusions based on this data:

Our newcomers make up approximately 22% of our EL population and generally test into level 1 ELPAC. We have 30.8% of our students in level one.

We have approximately 28% of our ELs who have exited the newcomer academy. Their scores are usually a level 2 or 1.

13.3% of ELs students are in level 4 and have met the state ELPAC criteria for reclassification. If they are not meeting the reading criteria for reclassification, they are in an ELD class specifically targeting the reading domain, so they will be eligible.

The majority of our students are in level 3. We are addressing their needs by placing them in AVID Excel classes. The majority of our level 3 students need to improve their reading skills. Reading is an area of growth for all middle schools.

Frank teachers will continue to use ELD standards based instruction using district adopted curriculum and materials. Students in ELD will receive fifty minutes of ELD instruction every day which will include high rigor language instruction with appropriate scaffolds. Our content area teachers will continue to teach literacy across all contents in order to build language for all students including English Learners.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

Not applicable to Frank

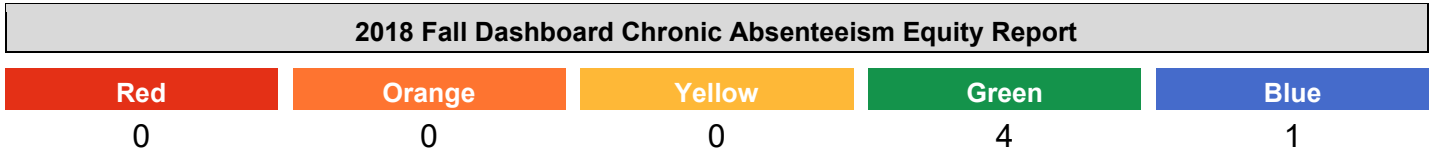
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.8% chronically absent</p> <p>Declined 0.5%</p> <p>1273 students</p>	<p>English Learners</p>  <p>Green</p> <p>4.2% chronically absent</p> <p>Declined 0.6%</p> <p>474 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>8% chronically absent</p> <p>Increased 0.9%</p> <p>25 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.1% chronically absent</p> <p>Declined 0.7%</p> <p>1074 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.2% chronically absent</p> <p>Declined 1.8%</p> <p>159 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7% chronically absent 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Declined 4% 23 students	 Blue 0% chronically absent Declined 2.7% 32 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Declined 0.6% 1173 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 5% chronically absent Increased 1.7% 20 students

Conclusions based on this data:

Our data in this area has improved the last two years. Additionally it is the lowest in the district for all schools. All areas declined however special ed still has the highest truancy rate overall. Our outreach coordinator, school counselors, attendance tech and principal will continue to identify students who are showing trends of truancy in order to intervene and improve the students attendance by uncovering the root problem of the truancy. Additionally we will continue to build a positive culture on campus as well as create classroom conditions that are rigorous and relevant. Lastly we will continue to build positive relationships with students through our programs like WEB, city impact mentoring, clubs and sports.

School and Student Performance Data

Academic Engagement Graduation Rate

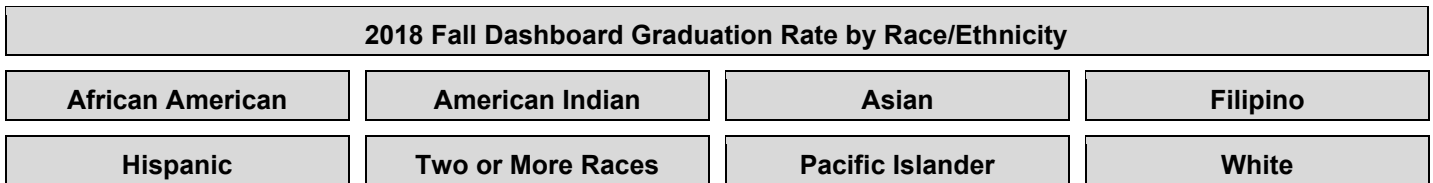
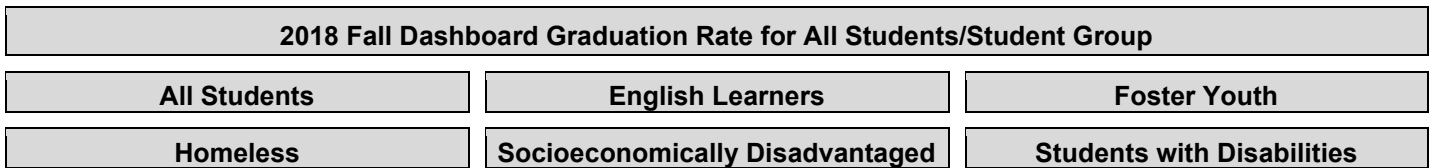
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

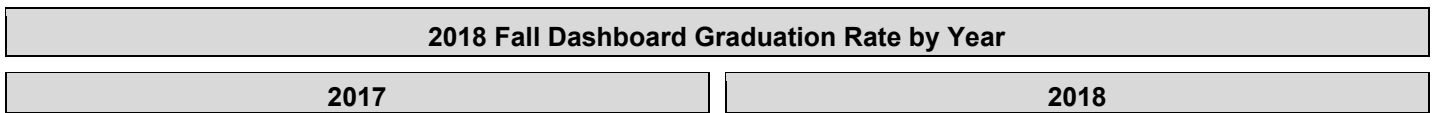
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

Not applicable to Frank

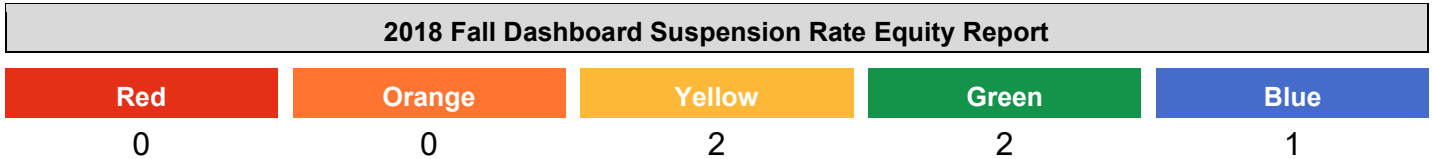
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 7% suspended at least once Declined -1.3% 1292 students	<p>English Learners</p>  Yellow 8.1% suspended at least once Declined -2.6% 481 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9 students
<p>Homeless</p>  No Performance Color 7.1% suspended at least once Declined -17.9% 28 students	<p>Socioeconomically Disadvantaged</p>  Green 8% suspended at least once Declined -1.3% 1090 students	<p>Students with Disabilities</p>  Yellow 11.8% suspended at least once Declined -1.2% 161 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once 12 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Maintained 0% 25 students	 Blue 0% suspended at least once Declined -2.7% 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3% suspended at least once Declined -1.5% 1188 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 10% suspended at least once Increased 6.7% 20 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8.8% suspended at least once	8.3% suspended at least once	7% suspended at least once

Conclusions based on this data:

Overall suspension rate was decreased to a level that is the lowest in school history. Furthermore our suspension rate decreased once again in the areas of special ed and EL learners. As promising as this data is we are still striving to ensure that special ed and EL learner suspension rates decrease in order to be closer to the general population. We will work to see the trend of a reduction in suspensions by maintaining ample supervision, having clear expectations for students and to continue to build positive relationships. We will continue to improve on our PBIS approach. Last year we received the silver award from the PBIS CA coalition. Moving forward we want to achieve gold medal status. In order to do that we not only have to have clear expectations for students in common areas, our guidelines for success and an incentive system for positive behavior. We must now start to look at how we can set up procedures in place within the classroom that foster positive student behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2017-2018 CAASPP assessment data by grade level: Current 6th grade students: 25% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 7th grade students: 38% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 8th grade students: 35% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 15%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 7%/ The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 14%.
CAASPP Math	2017-2018 CAASPP assessment data by grade level:	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Current 6th grade students: 18%% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p> <p>Current 7th grade students: 15% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p> <p>Current 8th grade students: 12.% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.</p>	<p>Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 17%.</p> <p>The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 10%.</p> <p>The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 7%.</p>
STAR 360 Reading	<p>STAR 360 Reading</p> <p>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</p> <p>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</p> <p>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</p>	<p>STAR 360 Math:</p> <p>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>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of the STAR 360 Math assessment.	
Reclassification rates	CELDT/ELPAC/RECLASSIFICATION: In the 2017-2018 school year, 17.2% of English learners meeting ELPAC criteria were Reclassified.	ELPAC/RECLASSIFICATION: 80%% of level 4 English Learners will meet ELPAC criteria for reclassification.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, SES, SPED, EL.

Strategy/Activity

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. One hour a week is set aside for teachers to collaborate both horizontally and vertically. The purpose of the PLC meetings is to decide what to teach, how to teach it, how to assess what you taught, to decide on actions if students do not learn and finally to decide on actions if students are learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56137	Title I 1000-1999: Certificated Personnel Salaries Teachers extra help , (Title I OPY funds)
12000	LCFF - Targeted Teachers extra help
21603	LCFF - Intervention Teachers extra help

1054

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All.

Strategy/Activity

Use multiple data points to make appropriate course placements. Counselors strategically place students based off of test data, grades, past socio emotional challenges, past discipline and ELD and SPED constraints. Counselors also solicit student choice and teacher recommendations when making these placements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Centralized Services School Counselors salaries (2)
1200	Title I 1000-1999: Certificated Personnel Salaries Counselor extra pay
6000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Counselor extra pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

ALL.

Strategy/Activity

Post Language and Content Objectives each day in each classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	No additional cost	1055
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Increase academic success through the support of the EL NCA TOSA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

EL NCA TOSA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Use data analysis of assessment results through IO and Elevations to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, CELDT/ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instructions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Assessments

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implement STAR 360 program in all Advisory classes and language arts classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
AR contract

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques and review pacing guides. Teachers will also develop common formative assessments and discuss data in relation to IAB's and common formative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Monitor the implementation and progress of the SPSA through Leadership, SSC and ELAC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration as well as teacher leaders 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
139	Discretionary 1000-1999: Certificated Personnel Salaries
6000	Title I 1000-1999: Certificated Personnel Salaries
42000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries
21817	LCFF - Intervention 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students parents who need translation. Title 3 will be for our EL student population.

1058

Strategy/Activity

Extra Clerical Support for translation at parent conferences and to process students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1024	Title I 2000-2999: Classified Personnel Salaries Extra time for translations
1280	Title III 2000-2999: Classified Personnel Salaries Extra time to processing of students grades, attendance
650	Discretionary 2000-2999: Classified Personnel Salaries Extra time for translations
640	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra time for translations

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

NCA TOSA will work with ELD staff on SIOP strategies and differentiation for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Newcomer TOSA

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

One 7th grade and one 8th grade math class work to provide intervention to students who are struggling in math. The course is designed based on the claims and targets lacking when pulling student CAASP data. The students placement in this support class is revisited at the trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Intervention Teachers

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All AVID & AVID Excel students

Strategy/Activity

AVID Tutors will be used to implement the AVID program. Tutors will also support the AVID Excel program for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32600	LCFF - Targeted 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors
5700	Title I 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Materials/Software and supplies will be purchased (Flocabulary, Newsela) to support intervention and enrichment activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2600	LCFF - Targeted 4000-4999: Books And Supplies Materials/Supplies
1323	Title III 4000-4999: Books And Supplies Materials/Supplies
28700	Discretionary 4000-4999: Books And Supplies Materials/Supplies to support programs
2882	Title I 4000-4999: Books And Supplies Materials/Supplies
5000	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Grade and course specific collaboration and data analysis will occur during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher release time for collaboration (Activity 1)
	See Subs for collaboration (Activity 9)

1061

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Teachers will use ELPAC release questions in preparation for the 2019-2020 ELPAC testing cycle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test preparation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselors' salaries (see previous activity # 2)
	Newcomer TOSA NCA (see previous activity # 4,#11)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & ELD standards as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselors' salaries (see activity # 2)
	Newcomer TOSA (see goal 1, activity 11)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

ELPAC 3s, 4s 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. Some of these student's will also be placed in AVID excel in order to accelerate reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselors' salaries (activity # 2)

[Empty box for Amount(s)]

Newcomer TOSA (activity # 4, # 11)

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and ipads to reach English Learners and Special Education students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

NCA 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. Teachers will attend the AVID summer institute.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District funded

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue positive reinforcement of academic and attendance success through AR program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)

Source(s)

2000

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Robotics elective students

Strategy/Activity

Students will participate in Robotics Competitions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Competition, transportation

1500

Discretionary
5700-5799: Transfers Of Direct Costs
Competition, transportation

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Oceanography Electives

Strategy/Activity

Students will participate in oceanography field trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

Discretionary
5700-5799: Transfers Of Direct Costs

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	Transportation
1500	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Transportation

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Bilingual para educator and clerical staff will support EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15343	Title III 2000-2999: Classified Personnel Salaries Bilingual para educator salary
50552	Title I 2000-2999: Classified Personnel Salaries bilingual para educator salary
9700	Title I 2000-2999: Classified Personnel Salaries bilingual clerical support
41146	Discretionary 2000-2999: Classified Personnel Salaries bilingual clerical support
6500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Library media tech support

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Site Technology tech provides technology support to teachers and staff. Support includes one to one device support as well as accessory and app support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
Site Technology Technician salary

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Library Tech provides support for students in accessing literacy through the use of books and media resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
Library Tech salary

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Math and Science Instructional Specialists provide support to teachers through professional development throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Professional Development

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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We completed phase one of PLC implementation. Phase one PLC implementation has many parts. Our mission and vision were created and revamped. Our collective commitments were decided on by departments by looking at research and best practices. The collective commitments are used as our driving force. We established grade/content level teams. Those teams meet for at least one hour per week during PLC collaboration time. The teams completed one cycle of inquiry towards the end of the year which followed the plan, do, study, act format. During this PLC implementation the leadership team first built capacity and then collectively distributed this knowledge through PLC grade level meetings. This included things such as how to develop smart goals, how to pull and interpret data, how to collaborate and run efficient meetings, best pedagogy practices, how to deconstruct standards, DOK levels, interventions and how to develop common formative assessments. Lastly departments discussed data by conducting equity audits which further looked at disproportionately of F rates, IAB, CFA and CAASPP scores by EL, SES and SPED.

Additionally to PLC development we started reflective learning walks. We received training from Leverage Learning group to our leadership team. After we build capacity the leadership team conducted a successful walk with the goal being that we would spread capacity to other teachers and do one reflective learning walk per month the next year.

Our results were promising. For CAASPP we grew in 4/6 areas and stayed the same in the other two. Our seventh grade ELA scores were number one in the district. Our 7th grade math scores were tied for number 1 in our district. Our 6th grade math scores were second in the district and our 8th grade ELA scores were second in the district. Overall our CAASPP scores were the highest in school history along with the most growth. Additionally our language arts department received an award from the core collaborative on overall LA growth in between cut scores which shows overall growth at the student level.

Lastly we showed the highest reclassification rate out of all district middle schools at 17.2%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the challenges that occurred had to do with the lack of subs. This made it difficult to pull teachers during the school day to collaborate and therefore caused some difficulties with PLC implementation. To work around this we did free up our Tuesdays for collaboration time and paid teachers hourly. We tried to utilize the Tuesdays when possible for collaboration to limit our fiscal impact that hourly pay causes. However we do have mandatory trainings to do and that leads us to have to use the hourly pay on certain occasions. A solution to this was a variance in which teachers brought forth the idea for an early release. By having the early release we would have the built in collaboration time along with a Tuesday meeting to allow for mandatory trainings and a reduction in

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fiscal impact due to a decrease in hourly pay. This variance never went to vote because a preliminary survey showed a lack of teacher buy in to the early release at this time.

Another challenge was building capacity of the entire staff in regards to PLC's when we are utilizing the Tuesday meetings for collaboration. The way we worked around this was to build capacity with our leadership team first with the idea that the message would be delivered from department head to the rest of the department. One thing that did effect this was that we had no 6th grade ELA representative in leadership. This meant 6th grade language arts took a little longer to build capacity then some other departments.

Lastly the budget cuts did cause some challenges implementation the plan. Turning an AP from full day to half day caused more responsibilities to be distributed to the principal which in turn led to a greater challenge to provide instructional leadership due to more tasks being handled that were historically handled by AP's and TOSA's in years previous.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be entering phase 2 of PLC implementation. Phase two includes PLC teams undergoing multiple cycles of inquiry. In order to accomplish multiple cycles of inquiry you must have time allotted for collaboration. Most of our Tuesdays will be free for collaboration. We were able to accomplish this by taking care of our mandated trainings on our SIP days. Additionally the district is allowing a number of those trainings to be online. This still does not allow us to have the Tuesday to build capacity and an early release for PLC's which still is a challenge. To try to remedy this we will continue to push capacity through our leadership team. We had minimal turnover in leadership so capacity building will continue for most directly at the phase two level immediately. Additionally we have included a 6th grade language arts department chair to ensure that 6th grade language arts receives capacity building regarding PLC's.

Budget cuts continued to cause impact eliminating an AP and clerical positions. We have redesigned roles and responsibilities to ensure that the managerial tasks are getting done to ensure that the instructional leadership responsibilities can be handled. This was extremely important to do this year since we do have two new Assistant Principals. You will see a reduction in clerical OT allowed due to the re designation of roles and responsibilities from clerical to AP's , counselors and the principal. Additionally we lost three teaching positions in core areas due to reduction in force which undoubtedly will have an effect with the enrollment remaining the same.

We will continue where we left off with reflective learning walks. We have one scheduled per month which means we have three subs so that three teachers can participate in the walks. As a staff we have made several collective commitments through the PLC process. One of those commitments it that teachers agreed to collaborate in order to grow. The collaboration not only includes PLC meetings but is surrounded by discussions directly related to student learning. It is our philosophy that in order to have the most productive discussions about student learning it would make logical sense to have teachers visiting various classrooms to see student learning first hand. This change can be found in the amount of funds allocated for sub coverage.

Our leadership team has also worked hard to establish our instructional focus areas. Towards the end of last year we decided on three areas of focus. These include claim,evidence, reasoning along with group discussions to build collective understanding and collaborative conversations using academic dialogue. Throughout the year we will provide PD opportunities from within as well

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as focus our reflective learning walks, learning walks, admin visitations and AVID walkthroughs on these areas. It is important to note that these areas are also directly related to our AVID site plan.

We are an AVID showcase school and will have additional visitations of best practice schools along with us having more visitations from other schools. This additional focus on our growth areas will contribute to us refining our pedagogy practices.

Our goals pertaining to goal one are to grow in our CAASPP scores in 6/6 areas. In ELA our goal for growth in 6th grade is by 15%, in 7th grade by 7% and in 8th grade by 14%. In math our goal for growth in met or exceeded in 6th grade is by 17%, in 7th grade is by 10% and in 8th grade by 7%.

For our EL learners our goals are to reclassify 80% of our level 4 EI learners.

Lastly, we want to achieve high levels of success for all students regardless of SES, race socioeconomic status, gender or ability levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension rate is for 2017-2018 was 5.72%.	Suspension rate will be lowered by 2% to equal a total suspension rate of 3.72%.
Discipline Referral Totals	The overall number of discipline incidents was 2,992. The number includes classroom referrals and tardies combined.	The overall number of discipline incidents will drop by 500 to equal a total 2,492 incidents. This number includes classroom referrals and tardies combined.
Truancy Rate	The Truancy rate for 2017-2018 was 3.44%.	The truancy rate will decrease by .05 % to equal a total truancy rate % of 2.94%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide. Professional development will be conducted district wide, through staff meetings, during SIP days, during leadership meetings and finally through PLC department meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

School Counselors and admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. Counselors will also be proactive in their approach utilizing CHAMPS and PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services
5000-5999: Services And Other Operating Expenditures
ORC salary

2500

Title I
5000-5999: Services And Other Operating Expenditures
Conference PD

6000

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Conference PD/PBIS

500

Title III
5000-5999: Services And Other Operating Expenditures

Professional development for Counselor, Admin and parents

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Fire and lock down drills are conducted periodically in order to promote efficient safety practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

Safety Committee meets periodically to monitor the safety plan and make adjustments as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Attendance Incentives are provided for students who have perfect attendance or show improvement in attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

LCFF - Targeted
4000-4999: Books And Supplies
Perfect Attendance Incentives

[Empty box for Amount(s)]

ORC (see goal 2 action above)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Campus supervisors are trained in de-escalation techniques.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Classified salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

COST/SST process is utilized in order to support at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2560

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Translations

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Continued use of the Risk of Sexual Activity Curriculum in Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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Strategy/Activity

Continued use of Project ALERT as part of the science curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
Project ALERT curriculum

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Teachers identify students with a below 2.0 GPA or 5 or more referrals and or more than 10 absences to the office to monitor their progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Utilization of WEB (Where Everyone Belongs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

2400

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher extra help

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students.

Strategy/Activity

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We continued to decrease our suspension rate to the lowest suspension rate in school history. Our suspension rate dropped 2.88% from the previous two years placing it at 5.72%. Our truancy rate dropped once again as well placing it as one of the lowest truancy rates for middle school within our county and the lowest truancy rate out of all schools in OSD. Over the past two years it dropped 0.86% placing it at 3.44%. Lots of work was done during the school year regarding PBIS. Our PBIS committee was trained by VCOE in the area of champs. With that training our team created our guidelines for success, behaviors in common areas and our tiered interventions. Our PBIS committee also refined our extrinsic reward system called leader of the pack tickets to incentivize students for exhibiting behaviors that are aligned with our guidelines for success. It is worth noting that many of the educational pieces concerning PBIS and CHAMPS were pushed through our student news program called LOBO news which is run by our language arts teacher and our journalism elective. This work had led us to being a PBIS CA coalition silver medal winner.

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Many of our staff have also undergone Restorative Justice training. This has led to numerous teachers conducting Restorative Justice circles in order to get to the root cause of misbehavior.

The work that was done in regards to attendance is multifaceted. When looking at our healthy kids survey it shows that kids generally feel safe at RJ Frank. Additionally we have a large WEB program that involves 8th grade students mentoring 6th grade students. We also have some mentoring programs that are run by teachers such as the Lost Boyz which allow students to connect to an adult. Our clubs and athletics programs are also well attended as is our after school program. Our teachers are very committed to forming positive relationships with students. One of the ways this has been illustrated is that our teachers stated that positive relationships with students was the most important component in regards to high leverage teaching techniques. Good initial first instruction is also a component that leads to our low truancy rate. Our counseling staff has also worked extremely hard to address students needs in a proactive way. This has allowed our students another avenue to express themselves and to feel comfortable at school. Our ORC also worked diligently when conducting SART meetings with parents and also moving items to the SARB process when necessary. Our attendance clerk has also worked hand in hand with our ORC to address truancy concerns. Lastly our ORC, counselors and admin conducting home visits when necessary with habitual truant students. The culture and climate at Frank have led to students wanting to come to school. This is undoubtedly apparent when looking at our wait list which is the longest in schools history.

Lastly we revamped our opportunity program to better address our tier 3 students needs. This included some improvements in teacher collaboration, scheduling, SST follow through and the utilization of RJ circles.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget concerns created some challenges in regards to handling discipline. Budget reductions caused a drop in 0.5 of an AP position. This created some challenges on how we divided supervision and discipline workload amongst administration. Additionally we were not able to fill a para professional position in opportunity. This was a reduction in support from previous years with our most at risk students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget concerns continue to be a challenge with the reduction of a full 1.0 AP, 2 clerical positions and 3 campus supervisor positions. The strategy to deal with this include a redistribution in responsibilities amongst admin, clerical and counselors.

For suspension rate our goal is to drop another 2.0% which will place our suspension rate at 3.72% which would be at or near the state average for middle schools. Additionally we will be working to address equity issues as it relates to suspensions of various races, EL learners, low SES students, 1079 foster students and special education students.

For truancy rate our goal is to drop another 0.5% which would place us at 2.94% which is lower than state, county and district averages for middle schools.

One of our methods to improve in the area of PBIS which would undoubtedly lead us to improve our suspension and truancy rates is to align our practices with the PBIS CA coalition. This group works to create a system that looks at evidence based approaches to student behavior with the goal of maintaining fidelity within PBIS. Our goal is to be a PBIS Gold winner. One step in this process is to look at procedures and tier one interventions that are done in the classroom. Part of this focus will include some PD for teachers in regards to what that protocol looks like.

Lastly we have secured a grant with city impact that is a partnership that allows us to have two student mentors on campus five days a week for 4 years. These mentors will be working with our seventh grade students with next year being both 7th and 8th grades.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Title I parent information presented at Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)	Source(s)
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No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent compact distributed to all parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Outreach coordinator teaches parent empowerment classes in the evening throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Discretionary
4000-4999: Books And Supplies
Parent Project Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent conferences are held throughout the year in order to communicate student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Staff works in collaboration with parents during IEP and SST meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC salary (see goal 1, activity 2)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Counselors routinely meet with parents to review students academic progress as well as their social emotional well being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselors' salaries (see goal 1 above)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent workshop: Conference for parents/ Project 2 Inspire

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and socio emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. Our PTO works with our community for fundraising opportunities such as our McDonalds night and our Skating Plus night. Parents also participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally our counselors work with our criteria 2 students to discuss strategies to increase success. We also have a number of different events that welcome parents onto our campus. We have our open house every year where parents are welcomed onto campus in order to meet teachers and ask questions. At RJ Frank we had our first EL student empowerment night where we had parents of EL students come and we had a guest speaker.

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Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. We also hold sports awards banquets that are highly attended by parents every year. At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. Lastly we participated in project 2 inspire which gives our parents some practical tools on how to help their child be successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget reductions did have some impact on our delivery of programs to parents. Reduction in our AP position created a redistribution of roles and responsibilities to counselors and the admin which then created less time to plan and delivery intended programs. Furthermore clerical was reduced which caused less time to do the work load. Lastly we could not provide food at our parent meetings due to budget constraints which directly impacts our goal at attending to our parents through Maslow's hierarchy of needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additionally this next year we plan to add a few items to ensure that our parents feel connected to our school. One of those programs is our mother-daughter group which meets periodically and is funded through our city's public health department. We are also planning on adding in some coffee with the principal meetings so that parents can have access to the principal. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$154,141.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$400,996.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$135,695.00
Title III	\$18,446.00

Subtotal of additional federal funds included for this school: \$154,141.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$75,635.00
LCFF - Intervention	\$43,420.00
LCFF - Targeted	\$127,800.00

Subtotal of state or local funds included for this school: \$246,855.00

Total of federal, state, and/or local funds for this school: \$400,996.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	135,695.00	0.00
Title III	18,446.00	0.00
LCFF - Targeted	127,800.00	0.00
LCFF - Intervention	43,420.00	0.00
Discretionary	75,635.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	75,635.00
LCFF - Intervention	43,420.00
LCFF - Targeted	127,800.00
Title I	135,695.00
Title III	18,446.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	139.00
2000-2999: Classified Personnel Salaries	Discretionary	41,796.00
4000-4999: Books And Supplies	Discretionary	30,700.00
5700-5799: Transfers Of Direct Costs	Discretionary	3,000.00
	LCFF - Intervention	21,603.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	21,817.00
	LCFF - Targeted	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	50,400.00

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2000-2999: Classified Personnel Salaries	LCFF - Targeted	42,300.00
4000-4999: Books And Supplies	LCFF - Targeted	7,600.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	63,337.00
2000-2999: Classified Personnel Salaries	Title I	66,976.00
4000-4999: Books And Supplies	Title I	2,882.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title III	16,623.00
4000-4999: Books And Supplies	Title III	1,323.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	382,036.00
Goal 2	16,960.00
Goal 3	2,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dr. Richard Caldwell	Principal
Erika Alstot	Classroom Teacher
Kristin Storey	Classroom Teacher
Crystal Reagan	Classroom Teacher
Natalie McCallick	Classroom Teacher
Amber Pergeson	Other School Staff
Alma Romero	Parent or Community Member
Lupita Avila	Parent or Community Member
Salvador Palomo	Parent or Community Member
Francisco Aguilar	Secondary Student
Kimberly Ascencio	Secondary Student
Alyssa Zaragoza	Secondary Student

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 October 16, 2018.

Attested:

	Principal, Dr. Richard Caldwell on 10/16/2019
	SSC Chairperson, Ms. Kristen Storey on 10/16/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

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Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

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- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norman R. Brekke Elementary School	56725386114029	October 16, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Anna

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. To define this approach to teaching, Brekke has adopted the acronym G.I.F.T., which means Great Instruction the First Time with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math . We intend to deliver the G.I.F.T to our students by providing professional development to support staff in identifying and delivering lessons using proven instructional strategies. School and District Administration will perform learning walks to validate, observe, and provide feedback to support implementation of the G.I.F.T.

Furthermore, 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 college and career

readiness skills. Data analysis is used to improve 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 and enrichment through our multi-tiered system of supports (MTSS).

The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. The IXL program is an individualized and adaptive online intervention program offered to students. In addition to skill practice, this program provides students, parents, and teachers with valuable data regarding student fluency in math and language arts.

A full-time, credentialed Reading Specialist provides additional support to help "catch up and keep up" our K, 1st and 2nd grade students in reading. The intent is to have all students reading at grade level by the time they enter 3rd grade. Our Reading Specialist works directly with students, collaborates with teachers and serves as a valuable resource to all teachers in reading instruction.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. 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.

This will be done in a variety of contexts such as sports, student leadership, science, and other social and competitive settings.

During PLC's 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 in 2nd-5th Grade and class sets of 10 in TK-2, 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 APEX Run, 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. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action; thus, effectively meeting the requirements of the Every Student Succeeds Act (ESSA).

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Bi-monthly informal classroom observations helped determine there is an inconsistent use of effective teaching strategies across all grade levels particularly in the areas of Math and English Language Development. Therefore, an area for growth will be to consistently instruct students to actively use the 8 Mathematical Practices during math lessons in all grade levels. In addition, we will increase the use of effective teaching strategies, such as planning for and monitoring student engagement and provide regular opportunities for student collaboration across all curricular areas, specifically to support English Language Development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We use summative and formative data in order to understand the academic needs of our students. We work collaboratively, using the PLC model to construct a collective understanding of our how our professional practice is impacting student learning. CAASPP and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provides interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development, provide supplemental materials and programs to boost student achievement. STAR 360 Assessments and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our weekly PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth.

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

PLC Grade level teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During PLCs, teachers review the varied assessments available to determine the level of rigor presented within the assessment and the Depth of Knowledge students would need to convey their learning. This helps teachers ensure the assessments are aligned to the instruction.

Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The Principal leads student monitoring conferences with individual teachers three times per year. During these meetings, the teacher has an opportunity to review academic data gathered and individual student concerns with the Principal. Together they identify key standards needed to be addressed during whole class instruction and small group intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions will be referred to SST process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Our school participates in CA Principals Network (CAPS), which is accredited through UC Davis. This program offers Principals and Teacher Leader teams professional development to learn the specific structures and protocols that characterize effective PLCs conducive to high student achievement. We are in our second year of the CAPS program, which offers monthly training from leading experts and opportunities for school teams to collaborate and learn from each other. Our Leadership Team has brought the learning and structures back to our school. Grade level leads work with their grade level teams to implement these PLC structures.

Our PLCs are structured around the four essential questions: 1) What do we want students to know? 2) How do we know that they have learned it? 3) What will we do if they haven't? 4) What will we do if they have?

Our PLCs meet weekly to identify learning targets, develop and agree upon common assessments, analyze data, and create a plan to ensure all students learn at high levels. In addition to weekly grade level collaboration, we also engage in vertical teaming to align and define the essential standards that build the learning progression within each academic discipline.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Brekke, we use the MTSS Model to help our under performing students meet grade level standards. This MTSS Model includes three tiers of interventions; Tier I, Tier II, and Tier III. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 4-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 4-8 weeks of interventions, which can involve the Reading Specialist if the student is in (K-2) or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST), which involves the parents as partners in the education of their children. Students are referred to Tier III interventions and continue to be closely monitored. Those that are still not demonstrating adequate progress, may be referred to for a Special Education Evaluation if it is suspected that the student may have a learning disability that may be impeding their ability to perform at grade level. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first good instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitor and checking for understanding, and providing corrective feedback.

Parental Engagement

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

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to assist underachieving students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Family Events focused on Literacy, Science, Math and/or Curricular based Technology to raise understanding and awareness of the grade level expectations. We invite parents to attend Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to review progress toward meeting the expected goals.

We also 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 Project to Inspire and Loving Solutions. The counselor will also provide seminars on topics of interest during parent events.

Furthermore, parents enjoy participating in the PTA community building activities, such as the Trunk-or-Treat and the APEX Run. The PTA conducts fundraising opportunities and funds are used to provide Artist in the Classroom and additional standards based grade level field-trips .

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

We feel fortunate to have strong parent involvement at Brekke and we will continue to foster this partnership through 2019-2020 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Brekke. Parent governance teams such as the School Site Council, English Learner Advisory Committee and Parent Teacher Association are elected by other parents on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). Throughout the year, the various parent governance teams and staff members monitor the implementation and progress toward meeting the SPSA goals and revise the plan as necessary.

Funding

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

Categorical funds were used to support small group interventions and programs for differentiation instruction to meet the needs of under performing students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of under performing students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

According to the 2018-2019 SPSA, LCFF funds were allocated to provide substitutes for peer observations, student monitoring conferences, and professional development. Due to a shortage of substitutes on some of the scheduled dates, we were unable to perform the activity. Another inequity from the 2018-2019 school year involved the funds designated for after-school professional development provided by the site math and tech mentors. This inequity was due to teachers not taking advantage of these professional development opportunities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	1.2%	0.67%	%	7	4	
Asian	4.3%	4.99%	%	26	30	
Filipino	5.9%	5.66%	%	36	34	
Hispanic/Latino	84.7%	84.69%	%	515	509	
Pacific Islander	0.2%	%	%	1		
White	3.1%	3.33%	%	19	20	
Multiple/No Response	%	%	%			
Total Enrollment				608	601	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	106	112	116
Grade 1	95	94	94
Grade 2	95	89	97
Grade3	98	95	95
Grade 4	106	105	103
Grade 5	108	106	103
Total Enrollment	608	601	608

Conclusions based on this data:

Based on 2018-2019 enrollment data and subgroup percentages there are no significant changes from prior year trends. The drop in student enrollment from kindergarten to 1st grade is due to Brekke School being a TK hub in our district, so some Transitional Kinder and Kinder students return to their home school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	236			38.8%		
Fluent English Proficient (FEP)	62			10.2%		
Reclassified Fluent English Proficient (RFEP)	47			18.7%	16%	22%

Conclusions based on this data:

Brekke had an increase in percent of students that were reclassified between 2017-2018 and 2018-2019. We increased from 16% to 22% respectively. Based on this data we need to continue to provide daily designated and integrated ELD instruction to our students. Students in TK and Kinder will continue to receive 30 minutes of Designated ELD daily, while students in grades 1-5 will continue to receive 45 minutes. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	89	93	88	89	92	88	89	92	97.8	100	98.9
Grade 4	100	98	98	100	97	98	100	97	98	100	99	100
Grade 5	104	104	94	104	104	93	104	104	93	100	100	98.9
All Grades	294	291	285	292	290	283	292	290	283	99.3	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2389.	2413.	17.05	10.11	25.00	11.36	21.35	20.65	32.95	29.21	27.17	38.64	39.33	27.17
Grade 4	2435.	2457.	2460.	10.00	19.59	19.39	23.00	25.77	27.55	23.00	22.68	20.41	44.00	31.96	32.65
Grade 5	2465.	2460.	2493.	8.65	3.85	18.28	26.92	28.85	22.58	25.96	26.92	36.56	38.46	40.38	22.58
All Grades	N/A	N/A	N/A	11.64	11.03	20.85	20.89	25.52	23.67	27.05	26.21	27.92	40.41	37.24	27.56

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	12.50	10.11	28.26	44.32	47.19	44.57	43.18	42.70	27.17	
Grade 4	15.00	22.68	20.41	48.00	47.42	44.90	37.00	29.90	34.69	
Grade 5	10.58	11.54	24.73	50.96	53.85	51.61	38.46	34.62	23.66	
All Grades	12.67	14.83	24.38	47.95	49.66	47.00	39.38	35.52	28.62	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	11.24	13.04	47.73	43.82	53.26	39.77	44.94	33.70
Grade 4	8.00	15.46	14.29	58.00	49.48	64.29	34.00	35.05	21.43
Grade 5	17.31	9.62	13.98	46.15	50.96	61.29	36.54	39.42	24.73
All Grades	12.67	12.07	13.78	50.68	48.28	59.72	36.64	39.66	26.50

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	12.36	22.83	69.32	67.42	59.78	18.18	20.22	17.39
Grade 4	9.00	11.34	16.33	66.00	76.29	59.18	25.00	12.37	24.49
Grade 5	10.58	12.50	9.68	62.50	60.58	69.89	26.92	26.92	20.43
All Grades	10.62	12.07	16.25	65.75	67.93	62.90	23.63	20.00	20.85

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.77	15.73	18.48	50.00	51.69	54.35	35.23	32.58	27.17
Grade 4	13.00	17.53	21.43	54.00	57.73	48.98	33.00	24.74	29.59
Grade 5	13.46	12.50	27.96	44.23	48.08	43.01	42.31	39.42	29.03
All Grades	13.70	15.17	22.61	49.32	52.41	48.76	36.99	32.41	28.62

Conclusions based on this data:

In language arts all grade levels increased their percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year. In reviewing our claims from the 2018-2019 CAASPP results, we see that the majority of students are achieving at the Near Standard level in each area. The claim with the least percentage of students achieving at the Above Standard level is claim 2 (writing). As a result, writing instruction in all academic areas will be the area of focus in the upcoming year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	89	93	88	89	92	88	89	92	97.8	100	98.9
Grade 4	100	98	98	100	97	98	100	97	98	100	99	100
Grade 5	104	104	94	104	104	93	104	104	93	100	100	98.9
All Grades	294	291	285	292	290	283	292	290	283	99.3	99.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2393.	2414.	7.95	2.25	8.70	25.00	19.10	33.70	30.68	40.45	21.74	36.36	38.20	35.87
Grade 4	2428.	2441.	2435.	2.00	8.25	5.10	19.00	20.62	17.35	41.00	36.08	43.88	38.00	35.05	33.67
Grade 5	2449.	2433.	2466.	2.88	1.92	10.75	15.38	5.77	12.90	25.96	31.73	26.88	55.77	60.58	49.46
All Grades	N/A	N/A	N/A	4.11	4.14	8.13	19.52	14.83	21.20	32.53	35.86	31.10	43.84	45.17	39.58

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	17.05	11.24	18.48	38.64	38.20	41.30	44.32	50.56	40.22	
Grade 4	9.00	10.31	6.12	33.00	37.11	32.65	58.00	52.58	61.22	
Grade 5	4.81	1.92	16.13	25.00	24.04	30.11	70.19	74.04	53.76	
All Grades	9.93	7.59	13.43	31.85	32.76	34.63	58.22	59.66	51.94	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.77	7.87	19.57	48.86	48.31	48.91	36.36	43.82	31.52
Grade 4	6.00	14.43	6.12	50.00	43.30	57.14	44.00	42.27	36.73
Grade 5	6.73	2.88	11.83	35.58	39.42	41.94	57.69	57.69	46.24
All Grades	8.90	8.28	12.37	44.52	43.45	49.47	46.58	48.28	38.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.32	6.74	19.57	53.41	58.43	50.00	27.27	34.83	30.43
Grade 4	7.00	9.28	10.20	42.00	42.27	50.00	51.00	48.45	39.80
Grade 5	7.69	0.96	10.75	43.27	36.54	41.94	49.04	62.50	47.31
All Grades	10.96	5.52	13.43	45.89	45.17	47.35	43.15	49.31	39.22

Conclusions based on this data:

Overall our mathematics scores are significantly lower than our language arts scores. In math, 3rd and 5th grade had significant growth in the percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year and 4th grade had a drop. In reviewing our claims from the 2018-2019 CAASPP results, we see that the percent of students at the Above Standard level are the lowest in all claims. Additionally, claim 1 (applying concepts and procedures) had the largest percentage of students at the below standard level. As a result, math will be an area of focus school-wide.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	70.2%	37.8%	0.5%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	227	37.8%
Foster Youth	3	0.5%
Homeless	5	0.8%
Socioeconomically Disadvantaged	422	70.2%
Students with Disabilities	72	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
Asian	30	5.0%
Filipino	34	5.7%
Hispanic	509	84.7%
Two or More Races	4	0.7%
White	20	3.3%






Conclusions based on this data:

Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Thus, we must ensure our families continue to have access to a variety of wrap-around services. We can also conclude that with our English Learners being the second largest sub group, we will continue providing designated and integrated ELD to ensure language acquisition and increase our reclassification rate.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the CA Dashboard, Brekke had a significant increase on both English Language Arts and Mathematics from 2018 to 2019. We will continue to focus on improving student achievement in ELA and Math. As both the suspension and absenteeism rate had an increase from 2018 to 2019, we will continue to monitor student daily attendance, continue our PBIS approach in promoting positive interactions and behaviors, provide incentives for both attendance and behavior, provide progressive discipline and corrective measures to reduce the need for suspension.

Prediction for 2019 Dashboard:

Suspension- green or blue

ELA- green

Math- yellow

Absenteeism- orange

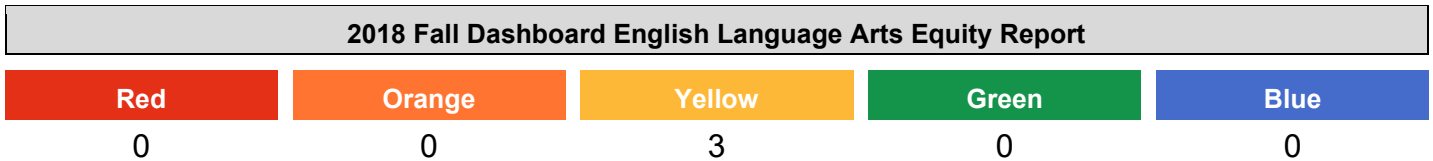
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 32.3 points below standard Increased 4.3 points 283 students	<p>English Learners</p>  Yellow 41.7 points below standard Increased 14.7 points 132 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 45 points below standard Increased 7.6 points 199 students	<p>Students with Disabilities</p>  No Performance Color 105.3 points below standard Increased 18.1 points 31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 8.5 points above standard Increased 11.1 points 17 students	 No Performance Color 6.3 points below standard Declined -28.6 points 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.9 points below standard Increased 5.6 points 244 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.7 points below standard Declined -3 points 49 students	13.4 points below standard Maintained -0.4 points 83 students	22.4 points below standard Declined -7.5 points 148 students

Conclusions based on this data:

Based on our projection of moving from yellow to green on the California Dashboard for ELA, we will continue with our effective strategies and add more structures, interventions, and enrichment to continue growth in academic achievement.

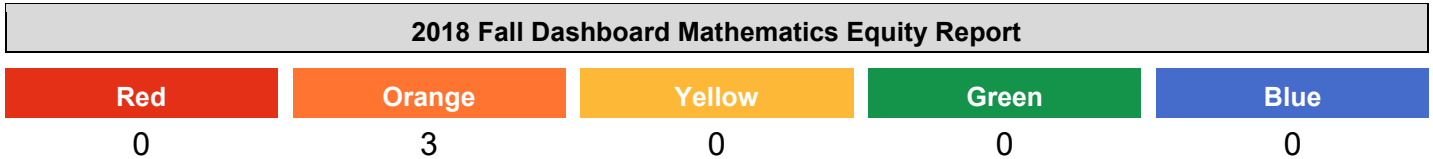
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 60.4 points below standard Declined -4.6 points 283 students	<p>English Learners</p>  Orange 71 points below standard Maintained 2.2 points 132 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 68.9 points below standard Maintained 1.1 points 199 students	<p>Students with Disabilities</p>  No Performance Color 112.4 points below standard Increased 7.1 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 11.9 points below standard Increased 7.2 points 17 students	 No Performance Color 42.2 points below standard Declined -36.5 points 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.2 points below standard Declined -3.9 points 244 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.5 points below standard Declined -7.6 points 49 students	55.3 points below standard Declined -6.2 points 83 students	50.9 points below standard Declined -12.3 points 148 students

Conclusions based on this data:

Based on our projection of moving from orange to yellow on our California Dashboard for Math, we will continue with our planned activities. Additionally we will add activities that build on our collective strengths to promote higher levels of academic achievement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
197	37.6%	32.5%	13.7%	16.2%

Conclusions based on this data:

Based on our projection, there will be a discrepancy between the performance level of English Learners as compared to English proficient students. Therefore, teachers will continue to provide both Integrated and Designated ELD to increase English Learner proficiency. Students in TK and Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes each day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

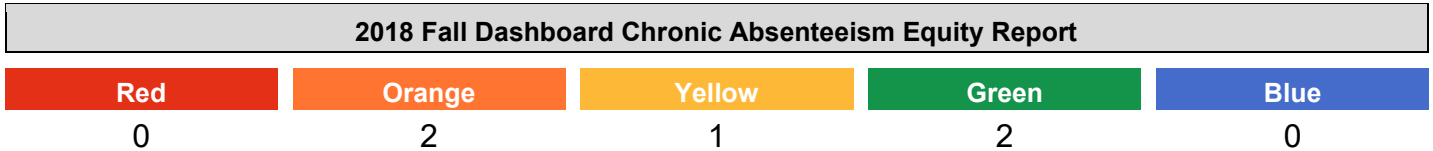
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Orange	 No Performance Color
6.1% chronically absent	6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.5%	Increased 0.5%	3 students
623 students	238 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.9% chronically absent	12.5% chronically absent
10 students	Declined 0.5%	Declined 1.6%
	450 students	88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 9.7% chronically absent Declined 1.9% 31 students	 Orange 5.7% chronically absent Increased 5.7% 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6% chronically absent Declined 1.2% 529 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 5% chronically absent Increased 5% 20 students

Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for All students, including Brekke's significant subgroups representing Socioeconomically Disadvantaged and Students with Disabilities' have declined. We will continue to build on its success to address students' and family's challenges, especially those in English Learner Subgroup, to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

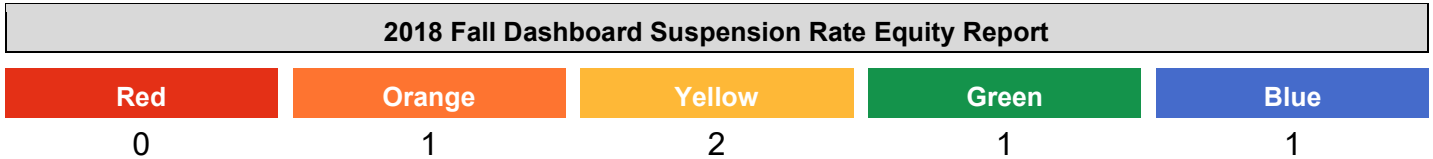
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.8% suspended at least once Increased 0.8% 632 students	<p>English Learners</p>  Green 0.4% suspended at least once Increased 0.4% 242 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 0% suspended at least once 11 students	<p>Socioeconomically Disadvantaged</p>  Yellow 0.9% suspended at least once Increased 0.9% 458 students	<p>Students with Disabilities</p>  Orange 1.1% suspended at least once Increased 1.1% 88 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 31 students	 Blue 0% suspended at least once Maintained 0% 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.9% 537 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 21 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

Based on this data, we conclude that while we had a slight increase in the suspension rate from 2018 (0.8%) to 2019 (0.82%), this is not significant. Additionally, Brekke School's suspension rate is well below the district average of 3.37%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Overall 45% of the students Met or Exceed the state standards In 3rd grade, 46% of students Met or Exceed the state standards In 4th grade, 47% of students Met or Exceed the state standards In 5th grade, 41% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 15% in 3rd grade 12% in 4th grade 10% in 5th grade
CAASPP Math	Overall 30% of the students Met or Exceed the state standards In 3rd grade, 43% of students Met or Exceed the state standards In 4th grade, 22% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 15% in 3rd grade 12% in 4th grade 10% in 5th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 5th grade, 25% of students Met or Exceed the state standards</p>	
<p>STAR 360 Early Literacy, Reading, and Math</p>	<p>According to the 2018-2019 EOY Growth Reports for STAR 360 Early Literacy (K-1), Reading (2-5), and Math (1-5) the average Student Growth Percentile (SGP) per grade level was:</p> <p>Early Literacy: In Kindergarten the average SGP was 58 In 1st grade the average SGP was 56</p> <p>Reading: In 2nd grade the average SGP was 56 In 3rd grade the average SGP was 38 In 4th grade the average SGP was 62 In 5th grade the average SGP was 53</p> <p>Math: In 1st grade the average SGP was 45 In 2nd grade the average SGP was 64 In 3rd grade the average SGP was 44 In 4th grade the average SGP was 48 In 5th grade the average SGP was 38</p>	<p>All grade levels will achieve an average SGP of 66 or more in STAR 360 Early Literacy, Reading, and Math.</p>
<p>STAR 360 Early Literacy</p>	<p>According to the 2018-2019 EOY STAR Early Literacy Report:</p> <p>60% of Kindergarten students scored at or above benchmark.</p> <p>70% of 1st grade students scored at or above benchmark.</p>	<p>The percent of Kindergarten and 1st grade students scoring at or above benchmark will increase by 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading	<p>According to the 2019-2020 Fall STAR 360 Reading CAASPP Benchmark Report:</p> <p>35% of 2nd grade students are at Level 3 or Level 4</p> <p>45% of 3rd grade students are at Level 3 or Level 4</p> <p>46% of 4th grade students are at Level 3 or Level 4</p> <p>42% of 5th grade students are at Level 3 or Level 4</p>	<p>The percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by:</p> <p>10% in 2nd grade 15% in 3rd grade 10% in 4th grade 10% in 5th grade</p>
STAR 360 Math	<p>According to the 2019-2020 Fall STAR 360 Math CAASPP Benchmark Report:</p> <p>26% of 1st grade students are at Level 3 or Level 4</p> <p>37% of 2nd grade students are at Level 3 or Level 4</p> <p>43% of 3rd grade students are at Level 3 or Level 4</p> <p>42% of 4th grade students are at Level 3 or Level 4</p> <p>11% of 5th grade students are at Level 3 or Level 4</p>	<p>The percent of students scoring at or above benchmark at the end of the year will increase by</p> <p>10% in 1st grade 10% in 2nd grade 15% in 3rd grade 10% in 4th grade 10% in 5th grade</p>
Reclassification Third through Fifth grade	<p>The total percentage of English Learners reclassified during 2018-2019 was 22%.</p>	<p>Maintain the percent of English Learner students who are reclassified at 22%. *State reclassification criteria for 2019-2020 has changed. The new criteria has been a consideration in determining our goal.</p>
Percentage of first grade students transitioning from	<p>57% of first grade students were Probable Readers at the 2018-2019 EOY Benchmark.</p>	<p>Increase the percent of students that are Probable</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Lit to STAR Reading		Readers at the 2019-2020 EOY Benchmark by 14%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide grade levels with the necessary support to deliver the G.I.F.T. (Great Instruction the First Time), which includes professional development on effective research based instructional practices and time to plan which instructional practices are most effective. In addition, school administrator will ensure clear expectations by providing a rubric of the G.I.F.T. and performing learning walks to observe and provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Professional Development (no cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss plan and develop support for teachers and students with implementation of the focus strand, and adopted ELA, ELD, and math curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, Math, and ELD standards, discuss common assessments, and intervention and enrichment opportunities during scheduled PLC meetings.

1137

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21000	Title I 1000-1999: Certificated Personnel Salaries Paid Teacher Collaboration (2nd and 4th Wednesday of Month) , Leadership Team extra time Cost of Subs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, with a focus on English Learners and Special Education

Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level goals, and identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1700	Title I 1000-1999: Certificated Personnel Salaries Cost of subs (two days of meetings, three times per year); Subs for grade level collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for peer observation, lesson study, and collaboration with peers at Brekke for implementation of the Next Generation Science Standards, Common Core State Standards, the development of the Science and Inquiry Strand, and the continued improvement in ELA, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries Subs for Peer Observations

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership team will attend year 3 of the CAPS training, which is focused on improving academic achievement and instructional professionalism through collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3600	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Cost to attend PD
6320	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs for Leadership Team 6 days of Training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

In order to improve reading achievement, the district provides a Reading Specialist. These 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Reading Specialist

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement Step Up to Writing and additional strategies during structured writing time with scaffolded support for all students. In addition, professional development will be provided to support our writing program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Additional Cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional program and instrument repairs. Repair or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services Copy Machines
16000	Discretionary 4000-4999: Books And Supplies Warehouse Materials
1250	Discretionary 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
1000	Discretionary 5700-5799: Transfers Of Direct Costs Publications and Services
3700	Discretionary 4000-4999: Books And Supplies Ink for copy machines and printers
3500	Discretionary 4000-4999: Books And Supplies Cost to replace old computer equipment and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide IXL (Math for K-5 and ELA grades 2-5) and Waterford Early Literacy K-2 software programs as a supplement to our ELA and Math curricula for individualization and differentiation intervention for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5800	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Contract agreement IXL
5050	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures

1141

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage the use of Accelerated Reader and MyON for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Provide incentives for those that reach their reading goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Cost of STAR 360
500	LCFF - Targeted 4000-4999: Books And Supplies Academic incentives
	Centralized Services 4000-4999: Books And Supplies Librarian
2500	LCFF - Targeted 4000-4999: Books And Supplies Library books

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for staff to receive Mathematical Mindset training by District Math Specialist, additional time for planning and materials that support the implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. ¹¹⁴²

Amount(s)

2253

Source(s)

Discretionary
4000-4999: Books And Supplies
Supplemental Math Materials to support Math Mindset

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will be provided the opportunity to attend professional development offered by the District Science Specialists to support so that they can continue to enhance and deepen student learning through incorporating our Strand Focus of Science and Inquiry. Grade levels will continue the development and implementation of the Science and Inquiry Strand Focus and units of study.
Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1143

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Title III
4000-4999: Books And Supplies
Awards for students meeting ELPAC goals and/or reclassifying

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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 director of EL services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1144

Strategy/Activity

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. Provide integrated ELD during ELA, Math and Science to increase English language proficiency. Provide ISP to support ELD teaming in grades 1-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9262

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
ISP 32%

18700

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
ISP 68%

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase materials to support the development of the Science and Inquiry Strand Focus (Scholastic News, FOSS materials, Mystery Science).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3856

LCFF - Targeted
4000-4999: Books And Supplies
Scholastic News

550

LCFF - Targeted
4000-4999: Books And Supplies
Mystery Science

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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 all students in all academic areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1146

All students

Strategy/Activity

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. The school site will add additional STAR 360 ELA and Math assessment dates for grades 2-5 to progress monitor ELA, Math, and ELD on a monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, and Science curricula. (ie. CABE, NGSS, District training, VCOE, units of study)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1604

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Cost for PD

3000

Title III
5000-5999: Services And Other Operating Expenditures
Cost of Conference and Travel

7400

Discretionary
4000-4999: Books And Supplies
Cost of writing materials and Professional Development in area of Writing

1147

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create an MTSS committee to revise the Pyramid of Interventions Model for our school and support the continued implementation of the RTI/MTSS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Committee extra hours

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of 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. 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. Conduct Section 504 meetings to identify student eligibility for supports and accommodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11140

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Subs for IEPs and SSTs

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1148

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the strand focus and overall learning experience for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6200

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And Operating Expenditures
Fieldtrip entrance fees (\$10 per student)

3000

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Transportation

PTA/PTO

Entrance fees and transportation, Artist in the Classroom

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide students after school enrichment in robotics, which will enhance our strand focus and support mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Extra Hours

1149

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
No Additional Cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide tutoring opportunities to English Learners to construct and justify mathematical claims in order to increase their achievement in Mathematics, Writing, Critical Thinking and overall English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
cost for Teacher extra hours

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1150

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program for students, staff and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1300

Discretionary
2000-2999: Classified Personnel Salaries
Clerical extra help and Over time

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

GATE students in grades 3-5 will be clustered into one classroom to ensure they will provided with extended learning and project based learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Technology equipment will be purchased to support and supplement the core instructional program.

1151

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10800

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
2 additional iPads for TK-1 classrooms (18 ipads)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in math and ELA achievement based on STAR 360 reports. On the CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 15% in ELA and 22% in math. 4th grade increased by 1% in ELA and decreased 7% in Math. 5th grade increased 8% in ELA and 16% in math. Most grade levels met their goal and others made progress towards goals in both STAR 360 Reading and Math assessments. Overall our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money was allocated to purchase software apps to support our academic goals; however, many of the apps were underutilized. As a result, data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school, we developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL ELA for K-1). We prioritized preferred apps by grade level, compared them to school-wide needs, and purchased accordingly. Additionally, we analyzed the data connected to academic progress provided by the ISP that took place during Universal Access time. This guided our decision to

1152

eliminate the position. We are also providing new opportunities for English Learner academic development, which include after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, math mindset, and NGSS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance data identified attendance as an area of growth: Average school wide yearly attendance was 95.8%. EOY Average attendance per grade level was: TK 96.5% K 93.1% 1st 94.7% 2nd 97.5% 3rd 96.1% 4th 96.6% 5th 96.7%	Achieve an annual average attendance rate of 97% percent or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 1.5 %.
Suspension Data	Suspension rates for the year 2018-2019 was 0.82%.	Decrease suspension rate to 0.5%.
California Healthy Kids Survey	The California Healthy Kids (CHCKs) 5th Grade Survey from 2018-2019 results indicate that only 34% of our 5th grade students	Increase the percentage of students that feel they contribute meaningfully in school decisions by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>reported that they are given an opportunity to participate meaningfully at school and feel as if their voice is heard; This is a significant Increase from 6% on the 2017-2018 school year. However, this indicates that Brekke is still below the districts average of 42% for Meaningful Participation.</p> <p>School connectedness at Brekke is 63%, which is below the district average of 70% for the 2018-2019 school year.</p> <p>Additionally the 2018-2019 survey, indicates that Brekke had 83% of students feel that adults in school have High Expectations for them. This indicates that Brekke is comparable to the district average of 83%.</p>	<p>Increase the percentage of students that feel connected to school by 10%.</p> <p>Increase the percentage of students that feel adults have high expectations for them by 5%.</p>
Office Referrals	<p>Based on the data from the 2018-2019 school year, there were 208 office referrals. The referrals from the top two incident types were as follows:</p> <ul style="list-style-type: none"> • Caused/threatened/attempted physical harm 114, which is a decrease from 137 the previous year. • Disruption and defiance 87, which is an increase from 53 the previous year. 	<p>To decrease the of total referrals based on the number of students enrolled by 10%.</p> <p>To decrease the number of referrals for disruption and defiance by 7%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our 2018-2019 EOY action plan, which includes providing professional development, creating resources for teachers, and sharing data that monitors our progress towards decreasing the overall number of student office discipline referrals and suspensions. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding individual student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
PBIS Extra hours (See goal 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will implement the CHAMPS approach and explicitly teach expectations for student behavior during school activities, in the classroom and common areas to reduce behavior issues and classroom disruptions to increase time learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to follow school guidelines for success (be safe, be responsible, be respectful) by issuing Dolphin Pride tickets. Additionally, we will recognize positive student behavior by awarding mystery incentives and certificates during assemblies. This will motivate students to self-monitor, which will effectively promote positive student behavior school-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
graphics and positive behavior incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to provide structured activities and equipment during recess and lunch to support students in making positive and healthy choices, which will result in a decrease in Office Discipline referrals, specifically in the area of harm and threat to others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Cost of Recess and PE Equipment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Analyze student PBIS, CST, discipline and health referral data to identify areas of need and identify individual students that are in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor and ORC will organize and lead a student leadership team to ensure student voice and participation in building school community and planning school spirit weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide research based individual and small group counseling services to students in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1159

4000-4999: Books And Supplies
Cost of decals

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate restorative circles with students who are in need of behavior or social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities to students in 3rd-5th grade to participate in competitive sports, such as basketball and volleyball, to promote school and community connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO

Cost of Registration for sports teams and uniforms

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1160

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide monthly training on PBIS for all certificated and classified staff to improve student safety and promote social emotional well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra time for classified staff

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PBIS team to attend the CA PBIS conference for recognition and professional development opportunities to continue implemetation of PBIS approach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Cost for Conference and Travel for 5 members

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to come to school every day and on time through classroom incentives and awards (ie. certificates, ribbons, classroom celebrations, and shirts) for perfect attendance). Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Attendance Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and miniSARB meetings will be held for those students with excessive tardies or absences to reduce the chronic absenteeism, which is currently at 7.88%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor monthly attendance rates to ensure progress towards EOY attendance goal. The attendance reports will be analyzed to address specific interventions (ie. student monitor groups, individual incentive plan, parent awareness meetings) needed to support chronic absenteeism and excessive tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide an administrative substitute when the principal is out of the office for the day for consistent support of activities and programs that impact students, staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2400

Discretionary
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hire campus supervisors to help monitor the playground and cafeteria during recess and lunch times to ensure student safety. Campus supervisors are an integral part of the positive behavior support systems.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

8000	LCFF - Targeted 2000-2999: Classified Personnel Salaries 2 hours daily campus supervision
1300	LCFF - Targeted 2000-2999: Classified Personnel Salaries Campus Supervisor extra help or OT

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I 1000-1999: Certificated Personnel Salaries Cost of teacher extra hours

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	1164
700	LCFF - Targeted	

4000-4999: Books And Supplies
Cost of emergency supplies

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Review and update Site MTSS behavior pyramid as needed and continue its implementation using the CST/SST process in order to identify and monitor students in need of targeted intervention to address social/emotional/and behavioral needs that are a barrier to academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

1165

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Brekke school received the platinum level recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities were successful in creating a positive school climate. The 2018-2019 California Healthy Kids Survey for Brekke supports this conclusion as it indicated a 28% increase in student reporting of meaningful participation at school. Based on an analysis of our attendance data for 2018-2019 school year, school-wide most grade levels did not meet the goal to increase the overall attendance rate by 1.5%; in fact, there was no significant change.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds which were budgeted for attendance activities was sufficient to cover the planned activities; however not all the activities took place consistently, therefore we had an excess in funds. Our attendance rate was not positively impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities will be revised and added to increase attendance awareness for parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance we will be implementing monitoring protocols on a monthly basis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home/School Communication	According to the 2018-2019 California Healthy Kids Survey 81% of parent strongly agree or agree that the school keeps them well informed about school activities (district elementary school average is 90%). This data may not be valid or reliable as we only had 26 respondents participate in the survey.	Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline. Increase the percentage of parents that feel the school keeps them well informed about school activities to equal the district elementary school average of 90%.
Percentage of parents that feel welcomed and respected when visiting our school.	According to the 2018-2019 California School Parent Survey for, 77% of parents felt welcome to participate at the school and 73% of parents felt they were treated with respect. The participation size was low, which may affect the validity of this data.	Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold yearly Back to School Night, Trimester Coffee with the Principal Meetings, and Family Literacy Events focused on Math, Literacy, and Science to increase parent involvement in their children's education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Refreshments for meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Parent Education, Cost of materials and
Babysitting, Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No Additional Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to Parent/Teacher Conferences in the Fall and Spring. (Spring conferences are specifically for students who are at-risk.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No Additional Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to SSTs, Section 504 Plan meetings, 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Cost of subs for teachers (See goal 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain effective communication between school and home using Connect Ed calls, flyers, letters, website, social-media, Peach Jar and by providing translation during meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

650

Title III
2000-2999: Classified Personnel Salaries
Classified Extra Hours for Translation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Ready, Set, Go! A three week kindergarten readiness session, targeting English Learners without preschool experience will be provided pending funding. This half day program introduces students to language arts and math concepts, socialization and kindergarten routines.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Staffing and Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide behavioral support training for parents to support parent empowerment and engagement in their student's overall behavioral and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
650	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra hours for child care
130	LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Time

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor to provide seminars on topics of interest during parent events to support home-school connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional Costs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the OutReach Consultant (ORC).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional Costs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

PTA/PTO
Expenses generated by Family events and enrichment opportunities.

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Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives to strengthen home-school connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional Costs

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
Extra Hourly Time for Teachers, Supplies, Refreshments

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Each grade level will invite parents to a showcase of student learning to improve home-school connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Opportunities for students in grade 3rd -5th grade to join a sport after school, such as Basketball and Volleyball to promote school and community connectedness. Parent volunteers will be used as coaches for the teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

PTA/PTO
Cost of uniforms and team registration fees (See Goal 2)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
1000-1999: Certificated Personnel Salaries
Extra Hourly Time for Teachers

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide opportunities for parents of English Learners to attend the CAFE Conference in the spring in an effort to educate them in supporting their child's English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

Title III
5000-5999: Services And Other Operating
Expenditures
Cost of registration for Ventura Chapter CAFE
Conference

3078

Title III
5000-5999: Services And Other Operating
Expenditures
Cost for conference, travel and lodging for State
CAFE

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office staff will participate in a book read about customer service to strengthen our relationships with parents and other community members.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra time

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. survey monkey, google forms).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sign-in sheets indicated that parent attendance did not reflect high levels of interest in parent educational topics. However, parent attendance at grade level and school-wide showcases of learning events was high. We conclude that parents are more interested in seeing the production of student learning than in educational opportunities that build parental efficacy. Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by

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conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated for teachers and parents to attend the CAFE conference and although it was offered there was no interest in attending.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke. In addition we will be more consistent with the use of technology tools available to communicate and inform our parents.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,580.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$187,943.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$55,102.00
Title III	\$9,478.00

Subtotal of additional federal funds included for this school: \$64,580.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$38,803.00
LCFF - Intervention	\$10,850.00
LCFF - Targeted	\$73,710.00

Subtotal of state or local funds included for this school: \$123,363.00

Total of federal, state, and/or local funds for this school: \$187,943.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,803.00	0.00
Title I	55,102.00	0.00
Title III	9,478.00	0.00
LCFF - Targeted	73,710.00	0.00
LCFF - Intervention	10,850.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	38,803.00
LCFF - Intervention	10,850.00
LCFF - Targeted	73,710.00
Title I	55,102.00
Title III	9,478.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	2,400.00
2000-2999: Classified Personnel Salaries	Discretionary	1,300.00
4000-4999: Books And Supplies	Discretionary	32,853.00
5000-5999: Services And Other Operating Expenditures	Discretionary	1,250.00
5700-5799: Transfers Of Direct Costs	Discretionary	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	10,850.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25,020.00

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2000-2999: Classified Personnel Salaries	LCFF - Targeted	10,780.00
4000-4999: Books And Supplies	LCFF - Targeted	23,506.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,204.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	6,200.00
1000-1999: Certificated Personnel Salaries	Title I	47,102.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,000.00
2000-2999: Classified Personnel Salaries	Title III	650.00
4000-4999: Books And Supplies	Title III	150.00
5000-5999: Services And Other Operating Expenditures	Title III	6,678.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,335.00
Goal 2	24,800.00
Goal 3	6,808.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Bertha M. Anguiano	Principal
Ashleigh Arias	Other School Staff
Traci Martinez	Classroom Teacher
Patricia Hernandez-Einstein	Classroom Teacher
Joanne Louth	Classroom Teacher
Juan Arellano	Parent or Community Member
Claudia Hernandez	Parent or Community Member
Esperanza Barragan	Parent or Community Member
Lupita Avila	Parent or Community Member
Yolanda Melano	Parent or Community Member

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.

Documents ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019-20 School Plan for Student Achievement	2019-10-16		View	View	34

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[School Site Council Membership](#) **Recommendations and Assurances** [Instructions: Overview](#)

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All data saved.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature

Committee or Advisory Group Name

[Clear](#)



School Site Council

[Clear](#)



English Learner Advisory Committee

Juan Arellano A.

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 October 16, 2019

Attested:

[Clear](#)



Principal, Bertha M. Angulano on 10-16-19

[Clear](#)



SSC Chairperson, Traci Martinez on 10-16-19

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[School Site Council Membership](#) **Recommendations and Assurances** [Instructions: Overview](#)



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Driffill Elementary School	56725386055271	October 14, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Driffill school consistently and diligently works to improve our 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, collaboration and communication. The administration team continuously monitors quality content instruction through classroom visitations, learning walks and student monitoring conferences with grade-level teachers once each trimester.

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, Science, 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 foundation reading skills K-2, math and designated and integrated ELD. The Reading Specialists will directly serve students in grades K-2 and the Instructional Specialists will support teachers with math. AVID tutors, in the middle school setting, help support the college and career ready mindset. Driffill will be adding Intervention Service Providers in grades 3-5 to support math instruction.

To increase student achievement, Driffill continues to strengthen our Professional Learning Communities (PLC) by working with Leverage Learning Group. Our focus is to improve instructional strategies by collaborating as peers and adopting a student-centered learning environment. 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 instructions 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). From this data, teachers 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. 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 is moving towards implementation of 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.

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. He 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 TK/Kinder students and then again upon entering first, sixth, and 8th grades.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

At Driffill, learning walks, and informal observations are conducted throughout the year. Formal observations take place two to three times a year as identified by the district.. Informal and walk-thru' observations take place every day. The analysis of the classroom observations suggest the need to improve the instructional pedagogy to purposeful and research based strategies that are standard driven, student centered displaying collaboration, higher inquiry, technology, and rigor.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All teachers have been trained in how to interpret district testing such as chapter and unit Math and Language Arts tests, STAR reading and math assessments and Interim and the end of the year CAASPP. Student data is looked at regularly in order to drive the instruction and meet the needs of the students in each class.

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

Through the use of STAR 360, CAASPP, ELPAC, and IO our student data collection is reviewed at PLC's to monitor, drive, adjust, and modify instruction to meet the needs of all Driffill students. Teachers create groups based on the data to provide extra support in the class for the students that are not making adequate progress. If additional intervention is needed, based on the data, a student is given opportunity for tutoring or other appropriate services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Through our Professional Learning Communities (PLC's), teachers collaborate weekly to discuss lesson planning, instructional practices, student progress, and review formative and summative assessments. Grade level binders are maintained to record data, on-going conversations, monitor student growth and make instructional decisions regarding the most effective ways to meet standards.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Driffill School has established a RTI2 Pyramid for Success that documents the program and materials that are available to use as the core program. At the foundation of the pyramid, teachers are provided professional development in cultural proficiency, growth mindset, teaching BEST practices and standard based instruction. If a student is not successful after Tier I instruction, the teacher provides additional support within a small group in the class. After data analysis, if the student is still not meeting grade level standards, he/she is referred to a CST or SST and following the MTSS procedures actions such as services of the Reading Specialist, after/before school tutoring, counseling services and/or Intervention Specialist are prescribed. Additional steps may include further assessments if adequate progress is not made (i.e. special education).

Evidence-based educational practices to raise student achievement

Driffill has established a practice of only using research based materials for core and intervention. Teachers have a clear focus for each lesson, effectively communicate the focus to the students and provide opportunities for student engagement. Driffill has implemented the AVID and Data-driven PLC philosophies which includes active participation and engagement, critical reading skills, collaboration and the ability to communicate for a variety of purposes and to a variety of audiences. Teachers incorporate the WICOR strategy which encompasses writing, inquiry, collaboration, organization and reading skills.

Parental Engagement

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

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.

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

All parents, teachers and community groups are included in the input, discussion, decision and implementation of the School Plan and Budget. The Parent Compact and the Parent Engagement Policy are also reviewed, revised and implemented on a yearly basis.

Funding

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

Driffill is a School-Wide Title I Program using all categorical funds as needed to meet the needs of all students as delineated by the SPSA and Budget. Title I funds are used to improve instructional practices such as providing quality Tier I instruction through professional development, collaboration, PLC's and peer mentoring. Progress monitoring takes place with all grade levels to ensure that instruction is student centered and data driven. Materials are provided for professional growth and to supplement the instruction in the classroom.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Together, School Leadership, staff, 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

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goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submissions to the School Site Council for any changes and final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The 2019-20 reduction in categorical funding has forced Driffill School to eliminate or reduce hours for the following services and personnel: one Intervention Support teacher, three campus supervisors, library technician and media tech. These eliminations and reductions impact the services Driffill is able to provide our students. Furthermore, due to a shortage of substitutes on some scheduled dates, professional development, and student monitoring conferences were not held. Not many teachers took advantage of the opportunity to receive professional development provided by math and tech mentors.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	%	2	2	
African American	0.3%	0.26%	%	4	3	
Asian	0.1%	0.09%	%	1	1	
Filipino	0.2%	0.26%	%	2	3	
Hispanic/Latino	97.4%	97.44%	%	1,150	1143	
Pacific Islander	0.1%	0.09%	%	1	1	
White	1.4%	1.28%	%	16	15	
Multiple/No Response	%	%	%			
Total Enrollment				1,181	1173	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	137	147	
Grade 1	139	119	
Grade 2	120	124	
Grade3	120	109	
Grade 4	157	127	
Grade 5	142	147	
Grade 6	131	139	
Grade 7	128	131	
Grade 8	107	130	
Total Enrollment	1,181	1,173	1164

Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2016-2018, the total enrollment has decreased by nine students. Nonetheless, we are still a Tk-8th grade school that has a high Hispanic population of second language learners. In addition to our 1164 students, we house 44 preschool students on campus. We allocate resources to each grade level to provide opportunities and services in order for each child to be successful in school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	719			60.9%		
Fluent English Proficient (FEP)	210			17.8%		
Reclassified Fluent English Proficient (RFEP)	59			8.2%		

Conclusions based on this data:

Our data analyzed from CAASPP, STAR and ELA and Math chapter tests indicate that Driffill students still need vocabulary development, basic structure in ELA, and all primary components in developing English Language. Our RFEP students need continued monitoring and support in order to successfully meet grade level standards.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	106	118	115	106	117	115	106	117	99.1	100	99.2
Grade 4	149	129	115	148	128	114	148	128	114	99.3	99.2	99.1
Grade 5	137	139	124	137	138	122	137	138	122	100	99.3	98.4
Grade 6	128	137	136	127	137	133	127	137	133	99.2	100	97.8
Grade 7	120	136	135	119	134	133	119	134	133	99.2	98.5	98.5
Grade 8	107	124	133	106	123	132	106	123	132	99.1	99.2	99.2
All Grades	757	771	761	752	766	751	752	766	751	99.3	99.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2355.	2361.	2380.	4.35	5.66	8.55	13.91	9.43	17.09	25.22	31.13	32.48	56.52	53.77	41.88
Grade 4	2379.	2393.	2411.	2.03	7.03	6.14	10.81	13.28	14.04	13.51	14.84	31.58	73.65	64.84	48.25
Grade 5	2435.	2442.	2459.	5.11	5.07	10.66	13.14	20.29	22.13	26.28	23.91	20.49	55.47	50.72	46.72
Grade 6	2453.	2464.	2474.	0.79	5.84	1.50	14.17	13.87	19.55	35.43	36.50	41.35	49.61	43.80	37.59
Grade 7	2466.	2482.	2505.	2.52	1.49	4.51	13.45	17.16	24.06	26.89	32.84	31.58	57.14	48.51	39.85
Grade 8	2467.	2462.	2495.	0.00	1.63	1.52	12.26	9.76	24.24	21.70	26.02	28.79	66.04	62.60	45.45
All Grades	N/A	N/A	N/A	2.53	4.44	5.33	12.90	14.23	20.37	24.60	27.55	31.16	59.97	53.79	43.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.22	4.72	7.69	32.17	37.74	51.28	62.61	57.55	41.03
Grade 4	2.70	7.81	6.14	32.43	35.16	54.39	64.86	57.03	39.47
Grade 5	7.30	7.97	13.93	40.15	44.93	43.44	52.55	47.10	42.62
Grade 6	2.36	6.57	4.51	41.73	37.96	36.09	55.91	55.47	59.40
Grade 7	5.88	3.73	6.02	31.93	49.25	45.86	62.18	47.01	48.12
Grade 8	2.83	2.44	6.82	27.36	26.02	41.67	69.81	71.54	51.52
All Grades	4.39	5.61	7.46	34.57	38.77	45.14	61.04	55.61	47.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.96	2.83	10.26	40.87	37.74	47.86	52.17	59.43	41.88
Grade 4	1.35	4.69	5.26	35.14	35.94	45.61	63.51	59.38	49.12
Grade 5	10.95	7.97	13.93	44.53	42.03	44.26	44.53	50.00	41.80
Grade 6	2.36	6.57	3.01	38.58	33.58	57.14	59.06	59.85	39.85
Grade 7	6.72	4.48	12.03	46.22	45.52	53.38	47.06	50.00	34.59
Grade 8	0.00	4.88	1.52	38.68	34.96	56.06	61.32	60.16	42.42
All Grades	4.79	5.35	7.59	40.56	38.38	51.00	54.65	56.27	41.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.09	7.55	8.55	49.57	61.32	66.67	44.35	31.13	24.79
Grade 4	3.38	3.13	6.14	46.62	57.81	68.42	50.00	39.06	25.44
Grade 5	5.11	4.35	7.38	52.55	55.80	54.10	42.34	39.86	38.52
Grade 6	5.51	6.57	6.02	60.63	59.12	66.92	33.86	34.31	27.07
Grade 7	0.84	0.75	5.26	49.58	61.94	60.15	49.58	37.31	34.59
Grade 8	4.72	2.44	4.55	52.83	48.78	63.64	42.45	48.78	31.82
All Grades	4.26	4.05	6.26	51.86	57.44	63.25	43.88	38.51	30.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.83	8.49	6.84	41.74	49.06	56.41	50.43	42.45	36.75
Grade 4	3.38	10.94	4.39	42.57	46.09	48.25	54.05	42.97	47.37
Grade 5	10.22	12.32	22.95	39.42	45.65	38.52	50.36	42.03	38.52
Grade 6	6.30	10.95	10.53	50.39	53.28	59.40	43.31	35.77	30.08
Grade 7	6.72	7.46	10.53	41.18	56.72	56.39	52.10	35.82	33.08
Grade 8	5.66	3.25	9.09	29.25	43.90	44.70	65.09	52.85	46.21
All Grades	6.65	9.01	10.79	41.09	49.22	50.73	52.26	41.78	38.48

Conclusions based on this data:

Driffill showed progress on the CAASPP ELA in all grade levels with the exception of 4th grade. As a school our proficient population grew by 6%, which is double what the district grew. We continue to have a high percent of our students not meeting standards. In order to continue making progress towards a larger percent of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	106	118	115	106	117	115	106	117	99.1	100	99.2
Grade 4	149	129	115	148	128	114	148	128	114	99.3	99.2	99.1
Grade 5	137	139	124	137	138	123	137	138	123	100	99.3	99.2
Grade 6	128	137	136	127	135	133	127	135	133	99.2	98.5	97.8
Grade 7	120	136	135	119	134	133	119	134	133	99.2	98.5	98.5
Grade 8	107	124	133	106	123	132	106	123	132	99.1	99.2	99.2
All Grades	757	771	761	752	764	752	752	764	752	99.3	99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2388.	2396.	2.61	0.94	2.56	22.61	20.75	28.21	25.22	33.02	30.77	49.57	45.28	38.46
Grade 4	2414.	2411.	2425.	2.03	6.25	0.88	12.16	10.16	16.67	35.81	29.69	42.11	50.00	53.91	40.35
Grade 5	2438.	2445.	2451.	2.19	2.17	4.88	8.76	8.70	17.07	30.66	31.88	28.46	58.39	57.25	49.59
Grade 6	2439.	2443.	2468.	0.79	3.70	3.01	7.87	5.93	10.53	31.50	30.37	35.34	59.84	60.00	51.13
Grade 7	2450.	2458.	2472.	0.84	0.75	5.26	8.40	12.69	9.77	27.73	25.37	24.06	63.03	61.19	60.90
Grade 8	2440.	2452.	2467.	0.00	2.44	3.03	2.83	5.69	13.64	19.81	20.33	20.45	77.36	71.54	62.88
All Grades	N/A	N/A	N/A	1.46	2.75	3.32	10.51	10.34	15.69	28.99	28.40	29.92	59.04	58.51	51.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	7.55	14.53	31.30	45.28	40.17	59.13	47.17	45.30
Grade 4	6.76	9.38	8.77	25.68	21.88	30.70	67.57	68.75	60.53
Grade 5	4.38	5.07	8.13	21.17	23.91	33.33	74.45	71.01	58.54
Grade 6	2.36	5.93	3.76	23.62	20.74	32.33	74.02	73.33	63.91
Grade 7	3.36	2.99	6.77	24.37	22.39	26.32	72.27	74.63	66.92
Grade 8	0.00	3.25	6.06	14.15	19.51	23.48	85.85	77.24	70.45
All Grades	4.52	5.63	7.85	23.54	25.00	30.85	71.94	69.37	61.30

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.83	5.66	10.26	46.09	37.74	50.43	46.09	56.60	39.32
Grade 4	3.38	9.38	5.26	36.49	36.72	43.86	60.14	53.91	50.88
Grade 5	3.65	3.62	8.94	35.77	33.33	34.96	60.58	63.04	56.10
Grade 6	1.57	3.70	5.26	37.01	33.33	43.61	61.42	62.96	51.13
Grade 7	3.36	3.73	7.52	37.82	41.04	38.35	58.82	55.22	54.14
Grade 8	0.00	4.07	6.82	23.58	35.77	29.55	76.42	60.16	63.64
All Grades	3.32	4.97	7.31	36.30	36.26	39.89	60.37	58.77	52.79

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	4.72	11.11	46.96	55.66	46.15	43.48	39.62	42.74
Grade 4	4.73	7.81	6.14	34.46	28.91	45.61	60.81	63.28	48.25
Grade 5	2.19	1.45	8.13	37.96	34.78	41.46	59.85	63.77	50.41
Grade 6	1.57	3.70	4.51	30.71	36.30	43.61	67.72	60.00	51.88
Grade 7	2.52	4.48	4.51	45.38	50.75	52.63	52.10	44.78	42.86
Grade 8	0.00	4.07	6.06	32.08	38.21	47.73	67.92	57.72	46.21
All Grades	3.46	4.32	6.65	37.77	40.31	46.28	58.78	55.37	47.07

Conclusions based on this data:

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. Driffill increased the number of kids scoring proficient and advanced by 7%, which is nearly double the increase of the district. We continue to have a high percent of our students not meeting standards. In order to continue making progress towards a larger percent of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Math. We will spend additional time teaching fractions and geometry since those areas were indicated as a weakness based on CAASPP scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Driffill continues to reclassify approximately 16% of our students each year. We still have a large population of EL students due to the fact that every year we have new TK and Kinder students that join the Ram family. We will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English.

We continue to target interventions in the areas of reading and writing for our EL students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,173	91.3%	56.6%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	664	56.6%
Foster Youth	5	0.4%
Homeless	22	1.9%
Socioeconomically Disadvantaged	1,071	91.3%
Students with Disabilities	99	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.3%
American Indian	2	0.2%
Asian	1	0.1%
Filipino	3	0.3%
Hispanic	1,143	97.4%
Two or More Races	5	0.4%
Pacific Islander	1	0.1%
White	15	1.3%






Conclusions based on this data:

Driffill has a large population of socioeconomically disadvantaged students. Driffill provides free breakfast and lunch to all students. We also send Friday bags filled with food home to our homeless and foster families which include many EL students. In order to meet the academic needs, we make sure their basic needs are taken care of first. We have a winter closet to provide clothing for students who are in need of proper attire. We participate in Operation School Bell which helps families in need. We have 4 Autism classes on campus in addition to 3 RSP teachers providing services in order to meet the needs of students with an IEP.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="766 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1242 506 1330 537">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 737">Orange</p>		
<p data-bbox="154 825 511 856">English Learner Progress</p>  <p data-bbox="203 905 462 936">No Performance Color</p>		

Conclusions based on this data:

The dashboard indicates that Driffill must continue working for improvement in the areas of ELA and Math. Although our school doubled the growth of the district, as we gained 7% in Math and 6% in ELA, we still have a large percent of our population not meeting proficiency. This year we looked at what worked and what didn't to raise scores and are adjusting practices in the classroom to maximize the number of students in the MET/Exceeded category as measured by CAASPP. Our suspension rate and chronic absenteeism have declined over the last couple years.

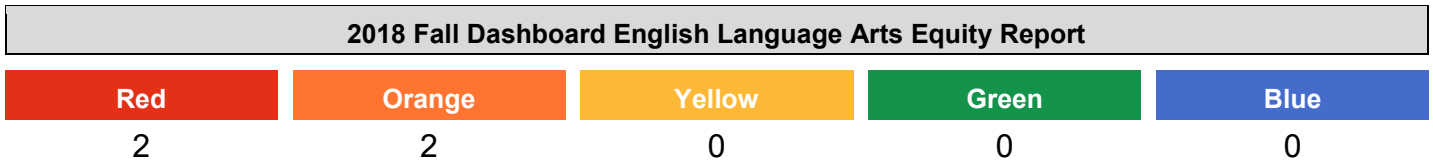
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 74.5 points below standard Increased 7.5 points 737 students	<p>English Learners</p>  Red 85.8 points below standard Maintained 2.8 points 555 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 93.5 points below standard 18 students	<p>Socioeconomically Disadvantaged</p>  Orange 75.7 points below standard Increased 7 points 687 students	<p>Students with Disabilities</p>  Red 145.3 points below standard Declined -21.2 points 64 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.1 points below standard Increased 7.4 points 725 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.4 points below standard Declined -11 points 259 students	53.8 points below standard Declined -19.7 points 296 students	57 points below standard Increased 13.7 points 131 students

Conclusions based on this data:

Driffill's English Learners, Reclassified students and English only students continue to make gains in Language Arts. Despite these gains, we continue to have a large percentage of our students not meeting grade level standards so we are targeting our specific areas of weakness as identified by the CAASPP. Writing is taking place in all subject areas to support student development in this area.

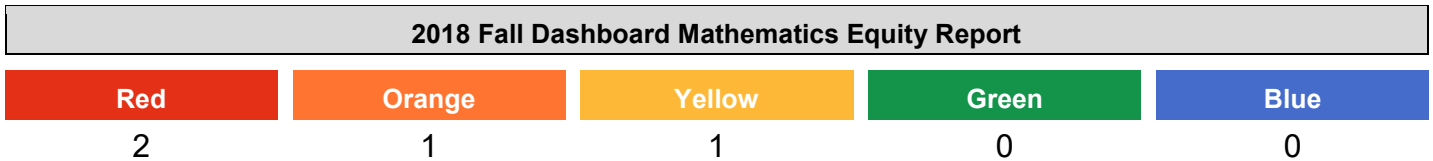
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 92.5 points below standard Maintained 2.8 points 735 students	<p>English Learners</p>  Red 99.8 points below standard Maintained -1.9 points 553 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 110.7 points below standard 18 students	<p>Socioeconomically Disadvantaged</p>  Orange 93.4 points below standard Maintained 1.7 points 685 students	<p>Students with Disabilities</p>  Red 146.3 points below standard Declined -14.2 points 64 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.4 points below standard Increased 3 points 723 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.1 points below standard Declined -6.9 points 257 students	83 points below standard Declined -19.4 points 296 students	89.1 points below standard Increased 5.3 points 131 students

Conclusions based on this data:

Recognizing the levels of our significant groups, there has been good growth with our students with disabilities and our English Learners. We also recognize that the CAASPP has a different format and different question types which needs to be introduced and taught to our students. In order to prepare students we are using the IAB's and FIAB's as test prep. We have students writing in the subject area to explain their reasoning and procedures used in solving problems.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
594	23.6%	41.8%	26.1%	8.6%

Conclusions based on this data:

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. The instructional practices that have proved to be successful will be continues and we are adding ISP's and the implementation of AVID excel to impact the growth of these students.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

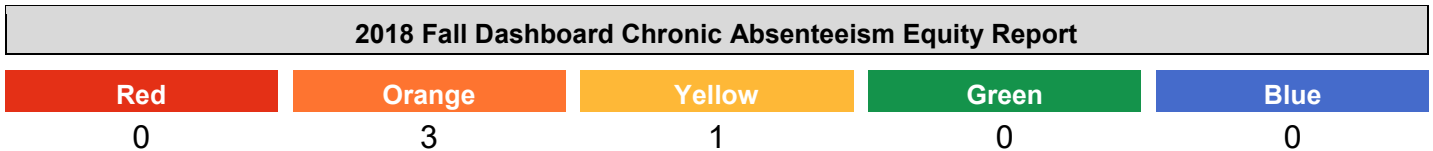
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
7.8% chronically absent	6.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.6%	Increased 0.5%	9 students
1219 students	691 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
24.2% chronically absent	7.7% chronically absent	14.2% chronically absent
Declined 3%	Increased 1.1%	Increased 5.2%
33 students	1127 students	113 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3% chronically absent Maintained 0.1% 1186 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 29.4% chronically absent Increased 29.4% 17 students

Conclusions based on this data:

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. Our EL population is missing the instructional support needed to close the achievement gap and further their English language acquisition.

School and Student Performance Data

Academic Engagement Graduation Rate

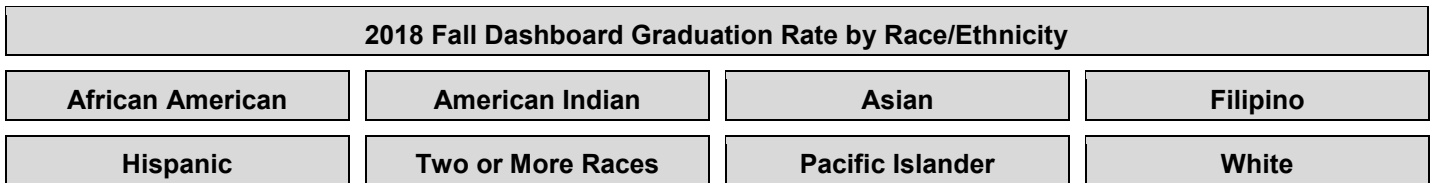
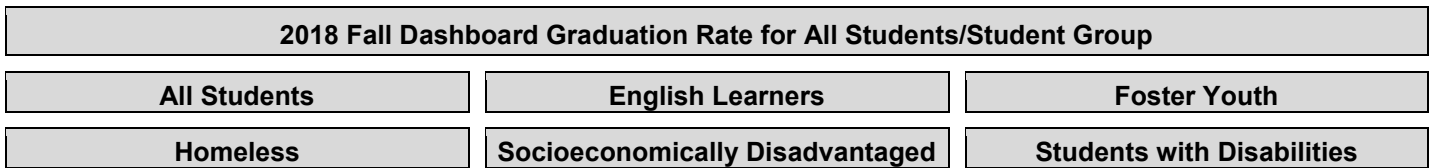
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

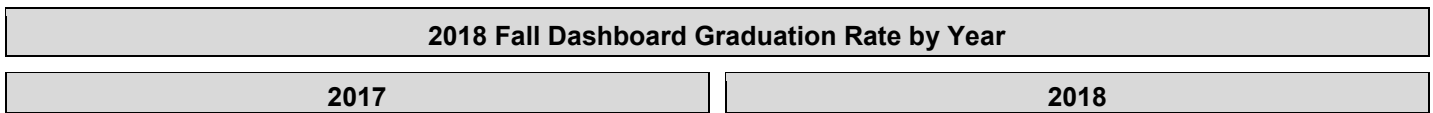
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

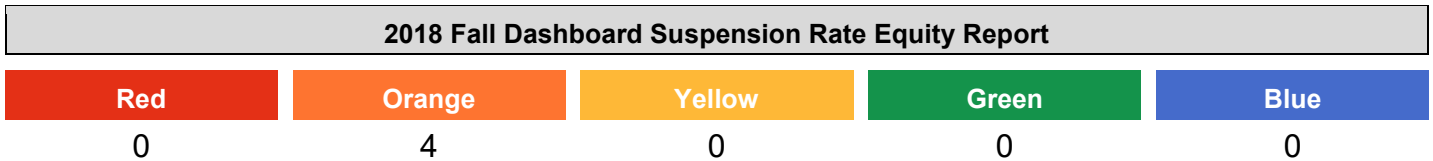
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.5% suspended at least once Increased 1.4% 1247 students	<p>English Learners</p>  Orange 1.7% suspended at least once Increased 1% 705 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Declined -4.3% 34 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.6% suspended at least once Increased 1.7% 1150 students	<p>Students with Disabilities</p>  Orange 4.3% suspended at least once Increased 3.5% 116 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.5% suspended at least once Increased 1.4% 1213 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 5.6% suspended at least once Increased 5.6% 18 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.5% suspended at least once	1.1% suspended at least once	2.5% suspended at least once

Conclusions based on this data:

Policy change of the grade level and types of behavior at which students could be suspended and understanding of effective trauma informed care have contributed to a decrease in suspensions. Driffill has also implemented the PBIS Program and a new district-wide formal progressive referral process which has helped with the reduction also.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts, Math and Science

LEA/LCAP Goal

All students will reach high academic standards in reading, mathematics and science.

Goal 1

All students will reach high academic standards in reading, mathematics and science.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15% 8th Grade: 15% The percentage of students who scored Not Met will be decreased by 15% in all grade levels.
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	The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	13.44% of 7th Grade students met or exceeded standards 8.13% of 8th Grade students met or exceeded standards	8th Grade: 15% The percentage of students who scored Not met will be decreased by 15% for all grade levels.
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 benchmark will increase by: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15% 8th Grade: 15%
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 benchmark will increase by: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15% 8th Grade: 15%
STAR Early Literacy		50% of our TK-1st grade students will meet or exceed benchmark on the STAR Early Literacy. 1215

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/Reclassification	100% of EL students that met the criteria for reclassification were reclassified. This was 15% of our total EL population.	The number of English Learners reclassified to R-FEP will continue to be 15% of our total EL population. Each year we have new TK/Kinder students that join the Ram family as EL students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Ongoing PLCs training will be provided to our Leadership Team by the Leverage Learning Group. Site-wide PLC's will meet three times monthly. During PLC's teachers will dis-segregate data and identify standards that a majority of the students are not mastering. Ensure full implementation of the CCSS in ELA, Math, Science and ELD in all grade levels using the board adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

43000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
teacher extra pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all students at Driffill.

Strategy/Activity

Opportunities for additional support, such as peer coaching, professional development, within and outside the district, as well as observation of BEST practices will be supported. Substitute teachers will be provided in order for teachers to observe peers. Additional planning time will be given to teachers for collaboration and reflection with grade level colleagues. Progress monitoring as a

1216

grade level and individual teachers. will occur to identify specific students within the targeted groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,310.	Title I 2000-2999: Classified Personnel Salaries Salaries for subs
11,000.	LCFF - Targeted Extra Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-5th grade. Provide and support professional development opportunities within the district and county. Provide resources and materials to enhance the instruction and implementation of bi-literacy units. One time per trimester incorporate a planning day for DLI teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Targeted Extra Teacher Hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

1217

Provide professional development in a variety of instructional practices that include AVID strategies to enhance student engagement, collaboration, inquiry based pedagogy and higher level thinking skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development
12,000	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs
2,000	LCFF - Targeted Teacher Extra Hours and subs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target All Drifill students

Strategy/Activity

Incentive Program will be developed to support and encourage those students that show gains in their scaled scores on STAR Reading and Math tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	LCFF - Targeted Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students.

1218

Strategy/Activity

Supply technology apps and computer software that support student mastery of standards in ELA, and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF - Targeted Curriculum
4,842.00	Title I ELA/MATH Apps.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 5 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Star 360 program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Homework and Enrichment Club with an emphasis on AVID strategies designed for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.	Title III Teacher extra hours
2,000.	Title III Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Monitor and Support Long Term EL's by writing LAT plans and providing before or after school intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title III

1220

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Principal will conduct data/progress monitoring conferences and accountability talks with teachers three times a year to discuss student progress, intervention and assessment results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.	Title I Substitute salaries
2,000.	LCFF - Intervention Substitute salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill Students.

Strategy/Activity

Academic Support Camp will be offered to support test taking strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,030.00	LCFF - Intervention Certificated Salaries/Materials
1,500.	Discretionary food

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, strands and general needs of students:

State Kindergarten Conference

AVID

Math

DUAL Language

CABE/Bilingual Local and State Conference

Social Studies/History

Science/STEAM

GATE

CHAMPS/PBIS

PE

Growth Mindset

Wellness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,015	Title I Conferences and Fees
9922	Title III Conferences and Fees
3,500	LCFF - Intervention Conferences and Fees
2,000	Title I Translations

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1222

We will target all Driffill students.

Strategy/Activity

The Renaissance STAR 360 and Accelerated Reader Programs were purchased to support the assessment and academic program for all students. The data used from the programs provide pertinent information to teachers so they can target specific areas of weakness and have a focused approach to intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

District Contracts

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The MyOn Program was purchased to support the academic program for all students. This program provides reading opportunities inside and outside the school setting in order to improve reading and comprehension skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

District contract

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Before and after school tutoring for students who have not made academic growth based on grade level assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,300.00	LCFF - Intervention Extra Hours

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Three Intervention Support Providers. The support will target students in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
48,000	LCFF - Intervention ISP Teachers
28000	Title I ISP Teacher

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Staff will monitor at-risk students through the MTSS/COST/SST process and provide information to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I Subs - certificated staff

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students.

Strategy/Activity

Students will participate in field trips and enrichment activities to support the core content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Transportation
6,400	Title I Fees

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill Students.

Strategy/Activity

AVID tutors will be hired to provide extra support for all AVID students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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6,000	LCFF - Targeted Instruction
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Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Students will participate in field trips and enrichment activities that support WICOR.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.	Title I Transportation
1,000.	Title I Fees
5,000.	LCFF - Targeted Transportation
4,000.	LCFF - Targeted Fees

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Purchase supplemental books, supplies and materials to enhance the core curriculum and support state standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1226

Amount(s)

Source(s)

4,000

Title I

Books other than textbooks, Materials and Supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

In order to have a smooth transition into TK/Kindergarten and middle school the teachers will host a Meet and Greet and orientations with parents prior to the start of the year to introduce the program, expectations and goals for the year. We have high school representatives come to campus to help register our 8th grade students for high school. In addition, one general parent meeting each trimester to communicate process and new goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I

Extra Hours

1,000

Title I

Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

After School Enrichment activities to include Art, Music, Science, Dance, Book Club, and Sports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,701	Title I Extra Hours
2,000	Title I Materials
3,000	Title I Transportation
2,000	LCFF - Targeted Materials

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students at Drifill

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
196,820	District Funded Salary

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Mentors will provide training and support on a regular basis to assist teachers to implement a rigorous academic program.

Proposed Expenditures for this Strategy/Activity

1228

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Salaries and Extra Hours

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Incorporate site created units that focus on environmental science and global awareness. Have access to science apps that support NGSS and the science strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.	LCFF - Targeted
	Science Apps.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Extra Clerical and campus supervisor help to support all aspects of the instructional program for students, staff and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Discretionary

1229

clerical extra help and overtime hours

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure the efficiency of operating costs in order to ensure full access to required equipment, materials, supplies and services to support the core instructional program. In addition, to repair and replace any outdated and needed instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7716

Discretionary

Services and other operating expenditures-equipment maintenance

6000

Discretionary

Ink for copy machines and printers

15000

Discretionary

cost to replace old computer equipment and supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We experienced growth in both ELA and Math in 2018-2019. We plan to continue with the strategies and activities that led to the growth and add additional strategies that incorporate a strong PLC environment.

1230

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are maximizing budget allocations to PLC's. as we find this to be a valuable strategy. However due to the decrease in budget as compared to the 2018-2019, we are not able to fully implement programs we had in place last year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have We have identified that strong PLC's will enable teachers to have planning time, analyze data and complete cycles of inquiry that lead to data driven instruction. Driffill is Incorporating technology apps such as IXL in Math and Language Arts to supplement Tier I instruction as a result of data analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support, School Climate, Attendance and Safety

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2017-2018 was .03%	Suspension Rates for 2019-2020 will decrease by 2% of the students suspended.
Attendance Data	Chronic Absenteeism rates for 2017-2018 were 7.9%	Chronic Absenteeism rates for 2019-2020 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2017-2018 were 134 office referrals.	Referral Rates for 2019-2020 will decrease by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

1232

Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Safety

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Sports teams, travel and awards for athletes will be provided

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3910.	LCFF - Targeted
	awards
6000	Discretionary
	Motivational incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Our PBIS Team will continue to identify areas in need and devise a plan for positive improvements

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded CHAMPS program
	District Funded PBIS
1,000	LCFF - Targeted PBIS-Extra Teacher Hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

CHAMPS/PBIS conferences and professional development will be offered to staff and campus supervisors. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.	LCFF - Targeted Collaboration Time- extra Teacher Hours
5000	Discretionary Extra Hours for Campus Supervisors

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

1234

Strategy/Activity

Attendance Incentives will be awarded to students who demonstrate positive attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,720	LCFF - Targeted Materials
49,866	Centralized Services Outreach Consultant salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Positive Student Behavior Incentives will be awarded to students who demonstrate positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Targeted Materials
131,961	Centralized Services Counselor salary
	District Funded Psychologist salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The Music Van will be provided for the 5th grade as an enrichment activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Fees

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Apps will be purchased to support Positive Behavior and Attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Targeted

Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Implementation of Minnesota Smoking Prevention Plan for Grade 6 and Project Alert for Grades 7-8 Science.

1236

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

AVID Enrichment Activities will be provided such as field trips to universities to encourage a positive college going culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF - Targeted Admission and Fees
2000.00	LCFF - Targeted Transportation
700.	LCFF - Targeted Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The Tobacco Bus will be provided for the 6th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Contracts and Services

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The Drum Bus will be provided for the 5th and 7th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Contracts and Services

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The Safe School Plan will be developed and implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

LCFF - Targeted
Extra Hours

1238

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Hire campus supervisor to help monitor the playground and cafeteria during recess and lunch times to ensure student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

LCFF - Targeted

Materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Driffill will utilize the service of the School Resource Officer from Oxnard Police Department to meet with students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1239

Strategy/Activity

Big Smiles Program is implemented to provide dental care for students who do not have dental coverage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students and staff will participate in monthly safety drills. Students, staff and parents will participate in an annual reunification drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1240

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS model emphasizes on a well equipped and efficient playground system and structure. Therefore, continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Discretionary

Costs of Recess and PE equipment

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The social-emotional health of our students is equally as important as their academic success. The strategies/activities that we have articulated will increase positive behavior on campus and help eliminate behaviors that are negative. Our school was recognized as a silver medal PBIS school and we will continue to strive to improve our practices as we reach for the platinum level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have had students with ongoing attendance issues transfer from other schools. Despite working with our School Resource Officer and Outreach Consultant, we have found it difficult to contact and build relationships in order to foster a community system that supports student transfer attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Driffill's goal continues to focus on increasing our daily attendance as a collaborate approach with Administration, attendance clerk, and our Outreach Specialists. We will be creating a monitoring system on a monthly basis. Many of our attendance activities will be reviewed, and revised to increase the attendance awareness to our parents and community. An Incentive program will be purchased and created so that individual students and families get recognized for meeting their attendance goals and objectives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2019-2020 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 2019-2020 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.	2019-2020 The number of visitors to back to Back to School Night will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1243

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Parent Messages provide parents with the school's weekly activities and information for all parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	Messaging system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

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 and/or other topics relevant to student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500.	LCFF - Targeted
	Contracts and Services
1000.	LCFF - Targeted
	Extra Hours
2,000	LCFF - Targeted
	Materials and Supplies
2000	Discretionary

1244

	Translation Services
500	Discretionary
	Babysitting

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distributed to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Parents will be invited to attend parent/teacher conferences in grades 6-8 to discuss student progress and review promotion criteria. Translators will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Discretionary
	Translation Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC Meetings are scheduled for the year and are posted on our website, connect ed messages, and paper notices will go home with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Discretionary

Materials and Supplies

2000

Discretionary

Food

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Parent Conferences are held in the Fall for all students and in the Spring for students who are not meeting expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Discretionary

Translation Services

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1246

We will target all Driffill students.

Strategy/Activity

SST Meetings are held bi-monthly to review student progress and provide interventions as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

IEPs will be held annually or as requested by parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCFF - Targeted

Substitutes

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Discretionary Materials and Supplies
3,000	LCFF - Targeted Materials and Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

Strategy/Activity

Translation Services will be provided at Back to School Night and conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Discretionary Translators

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

1248

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Driffill it is our desire to welcome families to our campus and have them partner with us in educating our students. The more welcome they feel the greater the impact we can have on the Driffill population.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money is allocated for our parents to attend workshops but only a small percent (9%) take advantage of the opportunity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments are continuously made to this goal in order to accommodate parent time constraints.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$172,190.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$785,713.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$142,268.00
Title III	\$29,922.00

Subtotal of additional federal funds included for this school: \$172,190.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Centralized Services	\$181,827.00
Discretionary	\$71,216.00
District Funded	\$196,820.00
LCFF - Intervention	\$81,830.00
LCFF - Targeted	\$81,830.00

Subtotal of state or local funds included for this school: \$613,523.00

Total of federal, state, and/or local funds for this school: \$785,713.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	142,268.00	0.00
Title III	29,922.00	0.00
LCFF - Targeted	81,830.00	0.00
LCFF - Intervention	81,830.00	0.00
Discretionary	71,216.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Centralized Services	181,827.00
Discretionary	71,216.00
District Funded	196,820.00
LCFF - Intervention	81,830.00
LCFF - Targeted	81,830.00
Title I	142,268.00
Title III	29,922.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Centralized Services	181,827.00
	Discretionary	59,216.00
	Discretionary	12,000.00
	District Funded	196,820.00
	LCFF - Intervention	60,800.00
	LCFF - Intervention	21,030.00
	LCFF - Targeted	50,200.00

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	LCFF - Targeted	31,630.00
	Title I	84,943.00
	Title I	11,015.00
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	3,310.00
	Title III	17,922.00
1000-1999: Certificated Personnel Salaries	Title III	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	542,556.00
Goal 2	218,657.00
Goal 3	24,500.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Gilbert Elizarraraz	Principal
Liliana Medrano	Classroom Teacher
Maricela Desales	Classroom Teacher
Carlos Torres	Classroom Teacher
Jessica Orozco	Classroom Teacher
Mayra 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
Briana Solis	Secondary Student
Danna Carillo	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 October 14, 2019.

Attested:



Principal, Gilbert Elizarraraz on 9/15/2019
SSC Chairperson, Myriam Cervantez on 09/15/2019

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street Elementary School	56725386055289	October 17, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Elm Street School will effectively meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through

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the implementation of 1:1 devices for all students in grades 2nd through 5th grade. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be using Dual Language Units in Kindergarten and First grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. We are currently piloting Next Generation Science Standards (NGSS) and using FOSS kits. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Reading Specialist and Instructional Support Providers. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students informally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. School will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through SSC, ELAC, Title 1 Meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, and Connect Ed.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Instructional Leader is documenting a systematic approach to visiting classrooms which is to focus on two grade levels a day and take anecdotal notes in order to observe daily routines and teaching practices. The instructional leader will give immediate positive feedback to teacher based on observations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:

STAR 360 Early Literacy, Math & Reading
ELPAC
CAASPP
IAB
Essential Literacy Skills (ELS)
Curriculum Benchmarks

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

Teachers meet weekly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments.

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Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teacher collaboration by grade level is provided twice a month during the instructional day, as well as three times a month after-school to be able to collaborate on best teaching practices and monitor student growth. One of the teaching practices that we will focus on more this year is cooperative learning groups. Teachers will focus on cooperative learning groups to focus on greater oracy in the classrooms. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

First instruction is a critical component to enable under-performing students to meet standards. As an instructional leader I will guide, support and model the incorporation of Cooperative Learning groups in order to build more academic vocabulary through oracy. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning. District funded Reading Specialist provides daily reading intervention for Kindergarten through second grade that have been identified as below grade level in Reading.

Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. One of the teaching practices that we will focus on more this year is cooperative learning groups. Teachers will focus on cooperative learning groups to focus on greater oracy in the classrooms. I have observed more cooperative learning groups during my classroom observations. Teachers will also focus on writing across the curriculum and especially incorporating more writing in math. The focus will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to incorporate a Growth Mindset approach to learning.

Parental Engagement

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

At Elm St. School, throughout the school year, parents are invited to participate in a variety of educational and advisory opportunities. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Learners (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 St. School. Parent workshops, classes, and trainings are offered throughout the school year (Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, mental health, family reading nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night, Reading Nights, trimester awards ceremonies, parent-teacher conferences in Fall and Spring, volunteer in classroom and chaperone students on field trips.

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

It is critical to have all the stake holders involved in the evaluation of the ConApp Programs. At Elm St. School, the Principal has developed a yearly calendar to ensure that all the stake holders are involved. The Leadership Team meets once a month on a Monday, and on the following day shares with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community.

Funding

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

The following services will be funded to enable under performing students to meet the standards:

Kindergarten Paraprofessional Support
Intervention Support Providers
Professional Learning Communities
Enrichment Field Trips
Substitutes for SST/IEP meetings
Librarian
Professional Development and Conferences

Title 1 funding will be allocated to support under-performing students by providing extra support through ISPs. Title 1 funding is also being provided for teachers to provide tutoring afterschool. Title 1 & Supplemental Concentration funding is allocated for two Instructional Support Provider (ISP) to provide intervention support for students in grades first through fifth grade four days a week. The ISP provider is also covering classes six hours twice a month, so that grade levels can meet for Professional Learning Communities (PLC) during the instructional day.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Instructional Leader began the involvement Process for the SPSA and Annual Review and Update with the Leadership Team. The proposed 2019-20 school budget was also shared along with the correlation of the three SPSA goals to the allocation of funding. Each grade level Leadership Team Member shared the SPSA at their grade level meeting and new goals were set for both English Language Arts and Mathematics. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from the following groups in order to support all the strategies/activities as wrtten in the SPSA. The proposed 2019-20 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared with stakeholders and we will be reviewing the effectiveness of each action as detailed in the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The Leadership Team shared that PLCs were not taking place with fidelity. The Outreach Coordinator moved to a new school in March and the vacancy was not filled until this school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	%	%			
Asian	0.2%	0.16%	%	1	1	
Filipino	0.6%	0.63%	%	4	4	
Hispanic/Latino	97.0%	96.99%	%	655	612	
Pacific Islander	0.3%	0.32%	%	2	2	
White	1.6%	1.74%	%	11	11	
Multiple/No Response	%	%	%			
Total Enrollment				675	631	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	92	96	
Grade 1	114	92	
Grade 2	121	99	
Grade 3	116	108	
Grade 4	130	112	
Grade 5	102	124	
Total Enrollment	675	631	

Conclusions based on this data:

One of the factors impacting a decrease of enrollment can be the high cost of living in the surrounding area.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	515			76.3%		
Fluent English Proficient (FEP)	64			9.5%		
Reclassified Fluent English Proficient (RFEP)	43			8.5%		

Conclusions based on this data:

Elm St. School had a high increase in students reaching reclassification criteria from the previous year. During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	101	120	104	99	120	104	99	99.2	99	98
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	124	112	102	124	112	99	98.4	100
All Grades	353	345	312	350	342	310	350	342	310	99.2	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2333.	2363.	2357.	5.00	9.62	6.06	7.50	18.27	9.09	18.33	17.31	30.30	69.17	54.81	54.55
Grade 4	2388.	2375.	2405.	4.69	5.26	12.12	13.28	7.02	15.15	18.75	20.18	13.13	63.28	67.54	59.60
Grade 5	2421.	2426.	2430.	0.98	4.84	6.25	12.75	16.13	17.86	32.35	23.39	17.86	53.92	55.65	58.04
All Grades	N/A	N/A	N/A	3.71	6.43	8.06	11.14	13.74	14.19	22.57	20.47	20.32	62.57	59.36	57.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	9.62	9.09	25.00	38.46	38.38	70.00	51.92	52.53
Grade 4	9.38	7.89	11.11	35.16	34.21	36.36	55.47	57.89	52.53
Grade 5	5.88	8.87	11.61	46.08	40.32	33.04	48.04	50.81	55.36
All Grades	6.86	8.77	10.65	34.86	37.72	35.81	58.29	53.51	53.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	3.85	5.05	25.00	36.54	38.38	70.83	59.62	56.57
Grade 4	4.69	3.51	7.07	37.50	27.19	43.43	57.81	69.30	49.49
Grade 5	2.94	6.45	4.46	43.14	35.48	42.86	53.92	58.06	52.68
All Grades	4.00	4.68	5.48	34.86	33.04	41.61	61.14	62.28	52.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	8.65	5.05	53.33	64.42	64.65	42.50	26.92	30.30
Grade 4	3.13	2.63	12.12	52.34	60.53	53.54	44.53	36.84	34.34
Grade 5	4.90	3.23	2.68	57.84	54.84	54.46	37.25	41.94	42.86
All Grades	4.00	4.68	6.45	54.29	59.65	57.42	41.71	35.67	36.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.17	11.54	6.06	31.67	36.54	44.44	59.17	51.92	49.49
Grade 4	5.47	3.51	14.14	44.53	36.84	33.33	50.00	59.65	52.53
Grade 5	3.92	9.68	14.29	43.14	41.13	34.82	52.94	49.19	50.89
All Grades	6.29	8.19	11.61	39.71	38.30	37.42	54.00	53.51	50.97

Conclusions based on this data:

In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. In the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	101	120	104	101	120	104	101	99.2	99	100
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	125	112	102	125	112	99	99.2	100
All Grades	353	345	312	350	343	312	350	343	312	99.2	99.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2381.	2375.	0.83	3.85	5.94	7.50	19.23	8.91	29.17	25.96	33.66	62.50	50.96	51.49
Grade 4	2404.	2401.	2425.	0.78	0.88	5.05	10.94	9.65	10.10	41.41	33.33	40.40	46.88	56.14	44.44
Grade 5	2409.	2423.	2421.	0.98	1.60	1.79	0.00	4.00	3.57	24.51	23.20	22.32	74.51	71.20	72.32
All Grades	N/A	N/A	N/A	0.86	2.04	4.17	6.57	10.50	7.37	32.29	27.41	31.73	60.29	60.06	56.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.67	9.62	7.92	27.50	31.73	27.72	70.83	58.65	64.36
Grade 4	3.91	5.26	7.07	21.88	23.68	29.29	74.22	71.05	63.64
Grade 5	0.98	1.60	2.68	16.67	16.80	19.64	82.35	81.60	77.68
All Grades	2.29	5.25	5.77	22.29	23.62	25.32	75.43	71.14	68.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	10.58	9.90	31.67	38.46	45.54	63.33	50.96	44.55
Grade 4	3.13	2.63	8.08	31.25	37.72	42.42	65.63	59.65	49.49
Grade 5	0.98	1.60	2.68	21.57	30.40	25.89	77.45	68.00	71.43
All Grades	3.14	4.66	6.73	28.57	35.28	37.50	68.29	60.06	55.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.50	5.77	4.95	38.33	48.08	40.59	59.17	46.15	54.46
Grade 4	3.91	6.14	8.08	39.06	38.60	43.43	57.03	55.26	48.48
Grade 5	0.00	2.40	1.79	32.35	36.00	34.82	67.65	61.60	63.39
All Grades	2.29	4.66	4.81	36.86	40.52	39.42	60.86	54.81	55.77

Conclusions based on this data:

In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0% In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like NumberTalks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

1271

Conclusions based on this data:

During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
631	91.6%	75.1%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	474	75.1%
Homeless	2	0.3%
Socioeconomically Disadvantaged	578	91.6%
Students with Disabilities	38	6.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	0.2%
Filipino	4	0.6%
Hispanic	612	97.0%
Two or More Races	1	0.2%
Pacific Islander	2	0.3%
White	11	1.7%






Conclusions based on this data:

The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to impact instruction. We also need to use our Free Breakfast and Lunch program as well as our Brown Bag Program to reach as many of our students that are Socioeconomically Disadvantaged to have nutritious meals.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Elm St. School is closing the achievement gap at a very slow rate. As a result, Elm St. School has reviewed CAASPP data and agreed on focuses on Professional Learning Communities (PLC) which will focus on writing and math during the 2019-20 academic year. Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Outreach Specialist and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism. Elm St. Schools overall suspension rate is very low. As the new Interim Principal, I am implementing the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

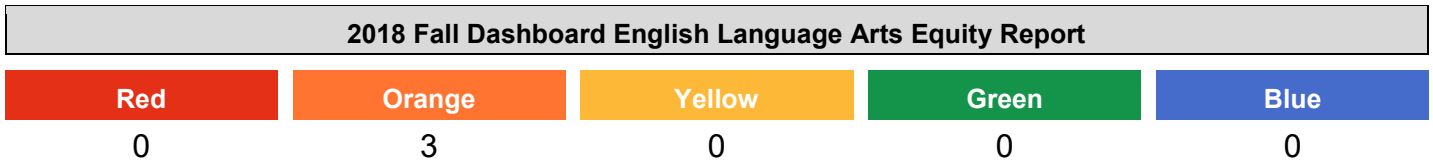
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 80.1 points below standard Increased 7.8 points 336 students	<p>English Learners</p>  Orange 85.9 points below standard Increased 7 points 282 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 84.9 points below standard Increased 4.9 points 306 students	<p>Students with Disabilities</p>  No Performance Color 136.2 points below standard Increased 4.5 points 27 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.5 points below standard Increased 7.3 points 326 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122 points below standard Declined -9.6 points 176 students	25.9 points below standard Declined -20.6 points 106 students	65.6 points below standard Maintained 2.5 points 46 students

Conclusions based on this data:

In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. In the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. There is an agenda provided for the PLC time. The areas of focus are discussed during the monthly Leadership Team meeting. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six

to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

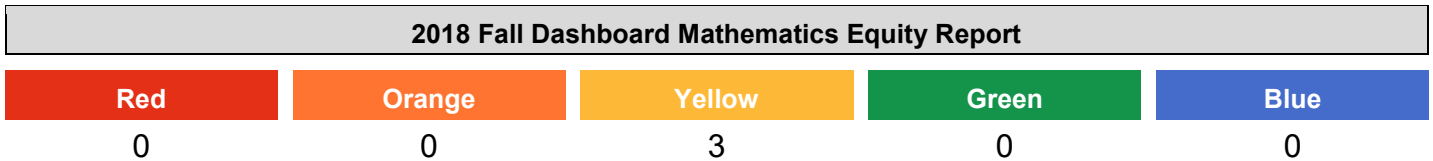
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 81.3 points below standard Increased 9.2 points 337 students	<p>English Learners</p>  Yellow 83.9 points below standard Increased 10.7 points 283 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 84.5 points below standard Increased 8.4 points 307 students	<p>Students with Disabilities</p>  No Performance Color 137.1 points below standard Increased 13.3 points 27 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 80.8 points below standard Increased 9.7 points 327 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.3 points below standard Increased 6.6 points 176 students	60.3 points below standard Declined -11.8 points 107 students	75.9 points below standard Maintained -2.8 points 46 students

Conclusions based on this data:

In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like NumberTalks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
418	22.2%	38.3%	26.6%	12.9%

Conclusions based on this data:

Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Students in the Level 4: Well Developed Category and Level 3: Moderately Developed Category are at 60.5% This is a significant number of our students progressing from the lowest to the highest level on English Language Proficiency Assessments for California (ELPAC).

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

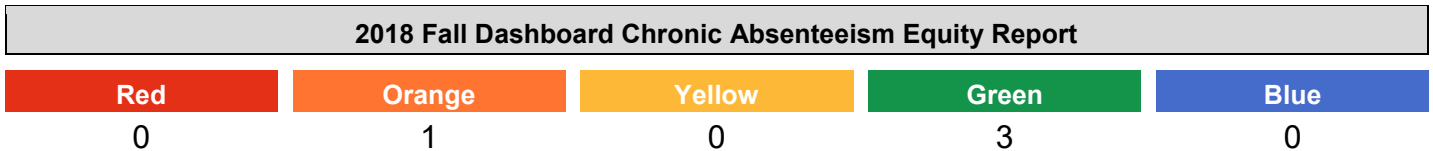
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.7% chronically absent</p> <p>Declined 1.3%</p> <p>643 students</p>	<p>English Learners</p>  <p>Green</p> <p>3.3% chronically absent</p> <p>Declined 1%</p> <p>481 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5% chronically absent</p> <p>Declined 0.5%</p> <p>595 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>10.7% chronically absent</p> <p>Increased 4.2%</p> <p>56 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8% chronically absent Declined 0.8% 623 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent Maintained 0% 12 students

Conclusions based on this data:

Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Outreach Specialist and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

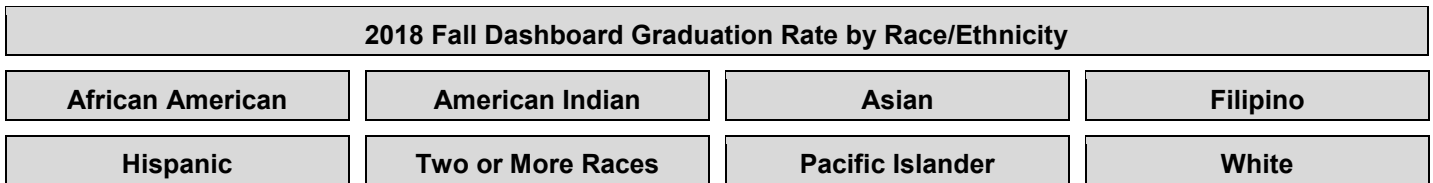
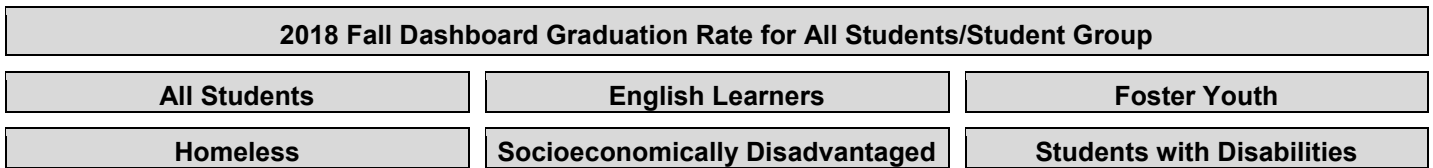
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

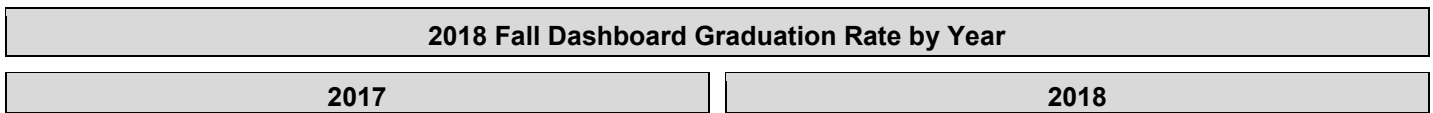
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

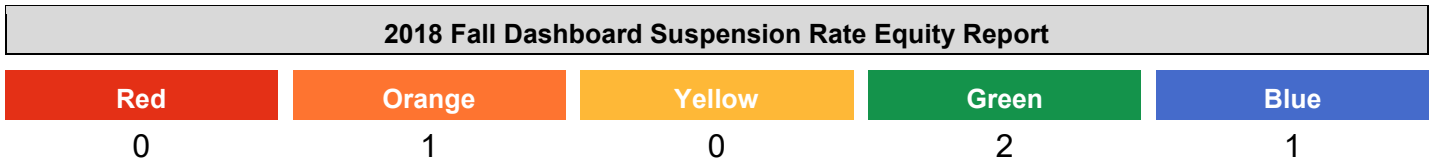
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.5%</p> <p>650 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0.2% suspended at least once</p> <p>Maintained 0.2%</p> <p>484 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.5%</p> <p>602 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.8% suspended at least once</p> <p>Increased 1.8%</p> <p>57 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5% suspended at least once Increased 0.5% 630 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

Elm St. Schools overall suspension rate is very low. As the new Interim Principal, I am implementing the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students met/exceeded CAASPP score ranges Grade 4 - 27% of students met/exceeded CAASPP score ranges Grade 5 - 24% of students met/exceeded CAASPP score ranges</p> <p>Overall as a school, 22% of students met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	<p>2019-20 CAASPP Expected Outcome Results by Grade Level:</p> <p>Kindergarten Goal: By the end of Kindergarten, students will know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text. 75% of all kindergarten students will read CVC in Spanish and English with 80% accuracy with prompting and support.</p> <p>Grade 1: By the end of first grade, 75% of all students will be able to read 53 wpm or more.</p> <p>Grade 2: By the end of second grade, 70% of students will be reading 89 cwpm by the end of school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Grade 3: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 13 percentage points.</p> <p>Grade 4: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 10 percentage points.</p> <p>Grade 5: The percentage of students scoring in the met/exceeded on the ELA CAASPP score ranges will increase by 30 percentage points.</p>
CAASPP Mathematics	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students met/exceeded CAASPP score ranges</p> <p>Grade 4 - 15% of students met/exceeded CAASPP score ranges</p> <p>Grade 5 - 6% of students met/exceeded CAASPP score ranges</p> <p>Overall as a school, 12% of students met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	<p>2019-20 CAASPP Expected Outcome Results by Grade Level:</p> <p>Kindergarten Goal: 75% of all Kindergarten students will recognize numbers 0-20 out of order with 100% accuracy.</p> <p>Grade 1: By end of first grade, 95% of students will know how to add and subtract facts up to 20.</p> <p>Grade 2: By end of second grade, 80% of students will be fluent in addition and subtraction math facts using mental strategies by the end of school year.</p> <p>Grade 3: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>increase by 10 percentage points.</p> <p>Grade 4: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will increase by 10 percentage points.</p> <p>Grade 5: The percentage of students scoring in the met/exceeded on the Math CAASPP score ranges will increase by 30 percentage points.</p>
ELPAC - Reclassification	<p>il the 2018-19 school year, 51 English Learners (ELs) meeting the CELDT/ELPAC criteria were reclassified.</p>	<p>In the 2019-20 school year, 15% of English Learners meeting the ELPAC criteria will be reclassified.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide time, through grade level collaboration meetings for teachers to consistently meet weekly in a PLC forum for at least one hour to collaborate in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1289

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten Students

Strategy/Activity

Provide Kindergarten instructional support through the hiring of two (2) para-educators to augment the teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Classified Salaries

8,640.00

LCFF - Targeted

1290

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team Summit to review SPSA's goals and actions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

900.00

LCFF - Targeted

Certificated Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

314.00

LCFF - Targeted

Academic Incentives

0

District Funded

AR contract

0

District Funded

MyOn contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

1291

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics. In Grades Kindergarten & First grade the implementation of the DLI units will be implemented with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten through second grade students

Strategy/Activity

The Reading Specialist will provide support to K-2 teachers in instruction and implementation of Language Arts curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services

Certificated Salaries: Reading Specialist

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services

Classified Salaries: Site Technology Technician

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Discretionary
Services

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

First through fifth grade students

Strategy/Activity

Provide small group reading and writing interventions for first through fifth grade students via the hire of 2 Intervention Support Providers (ISPs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,384.00

Title I
Certificated Salaries: Instructional Support Provider

30,384.00

LCFF - Targeted
Certificated Salaries: Instructional Support Provider

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Discretionary

Graphics and Publications

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,000.00

LCFF - Targeted

Apps and Subscriptions

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field trips will focus on College Readiness, Strand Focus (Academy of Environmental & Life Science & Mathematics) and Units of study to provide enrichment activities for students to be career and college bound.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,500.00

LCFF - Targeted

Admission Fees

1295

2,306.00

Discretionary

0000: Unrestricted
Transportation Only

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 5 times a year to progress monitor students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Assessments

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education students are being served by our Resource Specialist Teacher and the Speech and Language Therapist. Special Education students are also included with RTI, Tier 1 taking place within the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1296

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Second through fifth grade students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Curriculum assessments

0

District Funded

IO Student Data Program

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

iPads will be used to increase academics in language arts, mathematics, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

District 1:1 initiative

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1297

Strategy/Activity

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Curriculum

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided to support in the preparation of classroom materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,494.00

Discretionary

Classified Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.

Proposed Expenditures for this Strategy/Activity

1298

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services Classified Salaries: Library Technician

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Copy machines and laminator will be maintained for instructional support use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services Maintenance Agreements
1,303.00	Discretionary

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
Music Program

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase and replacement of computer and technology equipment in order to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
Equipment

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase of materials and supplies to support student instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,305.00

Source(s)

Discretionary
Instructional Materials and Supplies

3,380.00

Title I

Instructional Materials and Supplies

1300

16,622

LCFF - Targeted

Instructional Material and Supplies

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

GATE students will be provided differentiation of instruction within the regular education classroom to academically challenge them.

1301

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Extra Cost

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
Professional development

0

District Funded
Tech Mentor

0

District Funded
Math Mentor

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.

1302

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

District DLI TOSA will provide support for teachers on biliteracy strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
Certificated salary: EL TOSA

0

District Funded
Certificated salary: DLI TOSA

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

K-5 SEI teachers will receive designated and integrated ELD professional development and DLI teachers will receive biliteracy professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1303

Amount(s)

0

Source(s)

District Funded
Professional development

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students needing intervention in the area of Language Arts or Math.

Strategy/Activity

After-School Tutoring will be provided by a group of teachers three times a week for 45 to an hour of intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000.00

Source(s)

Title I

7,000.00

LCFF - Intervention

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students

Strategy/Activity

Provide Tutoring After-School in order to support Reading and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,488.00

Source(s)

Title III

1304

Strategy/Activity 35**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Fifth Grade Students

Strategy/Activity

Music Van for 5th Grade students to experience music, orchestra, and variety of instruments via musicians.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Extra Cost

Strategy/Activity 36**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide K-5 teachers with professional development on mathematical reasoning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Professional Development

Strategy/Activity 37**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

DLI Students

1305

Strategy/Activity

Purchase books for DLI students to increase reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

198.00

Source(s)

Title III

Reading Books (Not Textbooks)

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will participate in Professional Learning Communities to analyze data to drive instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26,056

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Teacher Extra Help

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the first Leadership Team Meeting, the teachers shared that the first Strategy/Activity which was to 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 date, and identify needed resources and support was not consistently followed through with fidelity.

1306

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the 2018-19 academic year, there were 3 ISPs that focused on small group instruction for Tier 2 intervention purposes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To address the issue with teacher collaboration, during the 2019-20, a PLC calendar has been developed. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting the next day. There will only be one Staff meeting a month and the rest of the Tuesdays will be dedicated to PLC/grade level meetings. In addition, the 2 Intervention Support Providers (ISPs) along with the Principal will be covering classes in order to provide an additional PLC time to take twice a month for each grade level. During the 2019-20 academic year, only 2 ISPs will be hired to continue with Tier 2 intervention as well as providing support to teachers to meet for PLC collaboration twice a month.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was 0.15%, less than 1%.	Continue to maintain 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%.	Maintain a 97% ADA via parent mini-SARB 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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide support for parents, staff, and students in the areas of attendance and resiliency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services

Classified salary: Outreach Consultant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Continue implementation of attendance incentive programs and trimester awards recognition assemblies to encourage daily attendance and reduce tardiness. Trimester awards recognition assemblies will recognize students who achieve attendance, behavior, and academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF - Targeted

Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1309

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

CHAMPS Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day, Straight Up, FNL)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600.00

Source(s)

Title I

Events/activities

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Review and update Comprehensive Safe School Plan annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The use and support of the School Resource Officer (SRO) for Positive Behavior Intervention Support (PBIS) and CHAMPS school culture support. (i.e. Back to School Night, CHAMPS Assemblies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

SRO program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1311

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during site meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
Certificated salary: Counselor

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Student discipline data will be monitored at intervals throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The staff will follow the Multi-Tiered System of Supports (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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All staff and students will participate in monthly fire drills, and at least one earthquake drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

1313

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All staff and students will participate in lockdown drills at least once a year with support from the School Resource Officer (SRO).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

A school-wide evacuation drill will be conducted annually through participation in the Great California Shakeout. This year the date has been scheduled for October 17, 019 at 10:17 a.m.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The safety committee will monitor the Comprehensive Safe School Plan and make revisions as necessary.

1314

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The Outreach Specialist (ORC) will monitor student attendance. Support to all students and families will be provided community resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

ORC (see goal 2, action 1)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Classified Salaries

1315

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC (see goal 2, action 1)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Targeted
Poster making

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Students will be trained on digital citizenship and internet safety.

1316

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

[Empty input box for Source(s)]

1317

No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide after school clubs for students to participate in school activities: Music Club, Leopards Spotlight Newspaper, and Student Leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

1318

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide professional development to all staff in CHAMPS for positive behavior support interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
Professional development

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1319

0

District Funded

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis. In working with the School Counselor and ORC, we have identified the need to make our 5th grade student leaders take a more active role in this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To increase student connectedness, the student leaders will be delivering anti-bullying presentations to the classrooms. The 5th grade leaders will also be taking a more active role in Red-Ribbon week by organizing various events during Red-Ribbon Week. The Music Teacher will also be having an after-school Music club.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1321

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent Orientation for incoming Kindergarten students to discuss student expectations and parent involvement opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400.00

Title I
Certificated Salaries: Kindergarten Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Loving Solutions parent classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1322

	Counselor (see goal 2, action 9)
	ORC (see goal 2, action 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Mother Daughter classes for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor (see goal 2, action 9)
	ORC (see goal 2, action 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide Latino Family Literacy Project series of reading workshops for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counselor (see goal 2, action 9)

ORC (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide VCBH Logrando Bienestar series of mental health workshops to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Ventura County Public Health will provide nutrition and healthy lifestyle classes to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

1324

Monthly Coffee with the Principal meetings will be held to discuss academic programs, safety, community resources, and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Title I

Snacks & Beverages

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent involvement and input opportunities will be provided through ELAC and SSC meetings. EL parents will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200.00

Source(s)

Title III

Ventura County CABE Conference

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

PTA parent involvement in planning and executing school activities and events will be provided and encouraged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1325

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Translators made available for meetings and parent conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Classified salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Childcare made available for meetings and parent classes/workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I Classified salaries

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The school site will provide CABE Project 2 Inspire series of workshops to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III Refreshments Materials and Supplies

1327

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,044.00

Discretionary
Substitutes for general education teachers and RSP teacher

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Encourage parents to attend and participate in Student Success Team meetings to discuss strategies for students academic, social, and emotional needs.

1328

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Discretionary Substitutes for general education teachers and RSP teacher

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ASES After School Program

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Kindergarten Fall Parent-Teacher Conferences 2-day substitute coverage for Kindergarten DLI teachers to both meet with parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Discretionary

Substitutes

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Hold family literacy, math, and strand focus nights for Elm families for further student learning support between the home and the school.

1330

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Certificated Salaries: Teachers

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Mail to families communication via postal service for further communication between the school and the home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	Discretionary Postage

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ELAC Meetings: Provide snacks and beverages.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III Snacks & Beverages

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth has been consistently met through the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 2018-19 will continue during the 2019-20 academic year to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes that have been made to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$90,406.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$208,918.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$70,520.00
Title III	\$19,886.00

Subtotal of additional federal funds included for this school: \$90,406.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Centralized Services	\$0.00
Discretionary	\$38,152.00
District Funded	\$0.00
LCFF - Intervention	\$7,000.00
LCFF - Targeted	\$73,360.00

Subtotal of state or local funds included for this school: \$118,512.00

Total of federal, state, and/or local funds for this school: \$208,918.00

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Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,152.00	0.00
Title I	70,520.00	0.00
Title III	19,886.00	0.00
LCFF - Targeted	73,360.00	0.00
LCFF - Intervention	7000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	38,152.00
District Funded	0.00
LCFF - Intervention	7,000.00
LCFF - Targeted	73,360.00
Title I	70,520.00
Title III	19,886.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ASES	0.00
	Centralized Services	0.00
	Centralized Services	0.00
	Discretionary	3,047.00

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	Discretionary	32,799.00
0000: Unrestricted	Discretionary	2,306.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Intervention	7,000.00
	LCFF - Targeted	25,762.00
	LCFF - Targeted	47,598.00
	Title I	11,880.00
	Title I	32,584.00
1000-1999: Certificated Personnel Salaries	Title I	26,056.00
	Title III	18,686.00
	Title III	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,274.00
Goal 2	1,600.00
Goal 3	8,044.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue	Classroom Teacher
Jose Torres	Classroom Teacher
Patricia Ambriz	Classroom Teacher
Veronica Hernandez, Secretary	Other School Staff
Bertha Martinez, Parlimantarian	Parent or Community Member
Veronica Gonzalez	Parent or Community Member
Alberto Martinez	Parent or Community Member
Elodia Cabrera, President	Parent or Community Member
Julia Carias, Vice-President	Parent or Community Member

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature	Committee or Advisory Group Name
	School Site Council Elodia Cabrera 10/17/19
	English Learner Advisory Committee Mirna Rojas 10/22/19

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 October 17, 2019.

Attested:



Principal, Rosario V. Almanza on October 17, 2019

10-17-19

SSC Chairperson, Elodia Cabrera on October 17, 2019

10/17/19



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	October 2, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all stakeholders. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among the high achieving schools. Therefore through our data analysis process, any low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the Math Instructional Strategist to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with 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 for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students as are the electives of Careers, Health and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy the art side tied with writing.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with the Principal.

T.E.A.M. (Together Everyone Achieves More) defines our school community (teachers, staff, parents, families and students) and how we are moving as one to team to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The goal of the administrators is to get into classrooms on a daily basis, but no less than weekly basis. Through our classroom visits we identified areas of focus schoolwide which included structured advisory periods, student engagement, and writing across the content areas. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings with their colleagues through departments and/or grade levels. Leadership will focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP data is shared and utilized with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments create goals utilizing the CAASPP data to look at claims and targets. Teachers looked at grade level CAASPP data and cohort data.

During the course of the year, teachers used IAB data to change instruction and create CFAs based on the student performance on the IABs. The IABs are used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments determined which IABs to use to further focus on standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

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

Data is used to progress monitor student performance. This continues to be a process for this year. In order to more accurately monitor student progress, the STAR 360 assessments will be administered in ELA and Math classrooms and also more frequently than the required three times per year. Department chairs and grade level team leadership representatives will facilitate data discussions through PLCs. Intervention and next steps is determined through the analysis of the student data. The English Language Arts and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement,

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teachers are provided the opportunity to collaborate using the PLC model on a monthly rotation as well as being provided all day collaboration opportunities with their departments throughout the year. All teams have created SMART goals in their PLCs and use these goals to drive their instruction and focus. This year grade levels across the content areas are provided collaboration time for articulation and to further increase student achievement. They work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and structured advisory to increase reading comprehension.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Through the process of progress monitoring in PLCs, underperforming students are identified for additional resources. Content area teachers support these students through small group instruction, 1:1 instruction, as well as tutoring before and after school. Students also receive support through the Math Intervention Support Provider (ISP). Students who continue to underperform are also taken through the Cost/SST process to further discuss and develop a plan for student success. They may possibly include additional psychoeducational testing to determine if students have additional unidentified needs. 1344

Evidence-based educational practices to raise student achievement

Researched based strategies include teachers integrating evidence-based educational practices to raise student achievement for all students. This year in particular we are focusing on depth of knowledge questioning and the ability to move student and teacher on the continuum from one level to the next. Writing across the content areas including evidence writing is one practice that will be focused on this year. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Progress monitoring as well as small group instructional and 1:1 student conferences during advisory will also be utilized to raise student achievement.

Parental Engagement

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

Fremont parent involvement includes the encouragement of becoming a parent volunteer. The Fremont PTA provides parents an opportunity to participate in 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 grade 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.

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

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through lobo news, open house and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team does evaluate our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

Funding

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

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. We also allocated funds for an instructional assistants to assist in the ELD and AVID Excel classrooms. Additionally we utilized categorical funds to provide AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria.. By funding the tutors we therefore ensure that students are accessing core subject with success. Lastly we allocated funds for teachers to attend the CAFE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Fremont SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I, SSC, 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, SSC and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Regular teacher substitutes continued to be a challenge by not having adequate teacher subs to cover classroom teachers during their absence. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.35%	%	4	4	1
African American	4.4%	3.18%	%	49	36	20
Asian	1.7%	1.94%	%	19	22	19
Filipino	2.6%	2.47%	%	29	28	26
Hispanic/Latino	83.2%	85.88%	%	924	973	918
Pacific Islander	0.3%	0.35%	%	3	4	5
White	5.6%	4.15%	%	62	47	61
Multiple/No Response	%	%	%			15
Total Enrollment				1,110	1133	1065

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	363	391	300
Grade 7	374	349	390
Grade 8	373	393	375
Total Enrollment	1,110	1,133	1065

Conclusions based on this data:

As student enrollment fluctuates, so does the percentage by ethnicity. The largest grade last year was 7th grade. This was also the last large group after losing 6th grade to a feeder school who became a K-6 school instead of K-5. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Math Competition to invite 5th graders from feeder schools and provide medals and trophies to those elementary math team winners. Exposing elementary students early to the middle school decreases anxiety and aides in families determining which academy focus they are interested in. Through Fremont tours, incoming 6th graders and their families have the opportunity to see Fremont's outstanding garden which ties into the Environmental Science focus, as well as the large recycling program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	234		199	21.1%		18.7%
Fluent English Proficient (FEP)	343		16	30.9%		1.5%
Reclassified Fluent English Proficient (RFEP)	14		344	6.5%		32.3%

Conclusions based on this data:

In the 2018-2019 school year, there were 199 English Learners mostly in Level 3. An AVID Excel class was added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. There was a significant increase in the number of students reclassified from 2017 to 2019. The percentage of English Learners is also going down. Currently there are 160 total English Learners in the 2019-2020 school year. The focus will continue on building those foundational reading and writing skills especially with L-TELEs to reclassify them while continuing to monitor them after reclassification. The R-FEP group is at 30% Met/Exceeded in ELA for 2018-2019 while there was not much change in moving the R-FEP group out of the Not Met band. The largest movement was from Nearly Met into Met/Exceeded. Math continues to be the focus Claim for all groups of English Learners. Evidence writing is a key target area as well as problem solving and conceptual mathematical skills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	352	390	296	351	387	293	351	387	293	99.7	99.2	99
Grade 7	379	362	391	379	361	387	379	361	387	100	99.7	99
Grade 8	378	385	370	374	384	370	374	384	370	98.9	99.7	100
All Grades	1109	1137	1057	1104	1132	1050	1104	1132	1050	99.5	99.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2456.	2460.	2466.	4.84	5.17	5.80	16.81	17.31	18.09	24.50	26.87	30.03	53.85	50.65	46.08
Grade 7	2474.	2480.	2488.	1.85	3.32	5.43	18.73	22.71	24.03	27.70	22.99	24.03	51.72	50.97	46.51
Grade 8	2513.	2502.	2512.	6.68	2.34	7.30	22.19	22.40	23.51	29.14	31.51	24.86	41.98	43.75	44.32
All Grades	N/A	N/A	N/A	4.44	3.62	6.19	19.29	20.76	22.19	27.17	27.21	26.00	49.09	48.41	45.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.27	6.98	7.17	37.32	37.47	40.61	56.41	55.56	52.22
Grade 7	7.65	9.14	9.30	41.95	36.29	37.98	50.40	54.57	52.71
Grade 8	14.44	7.55	14.86	37.70	39.58	40.00	47.86	52.86	45.14
All Grades	9.51	7.86	10.67	39.04	37.81	39.43	51.45	54.33	49.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.98	6.98	4.10	32.76	37.21	47.44	59.26	55.81	48.46
Grade 7	6.86	11.63	12.66	45.12	38.50	45.22	48.02	49.86	42.12
Grade 8	12.30	5.47	11.62	43.32	49.22	45.41	44.39	45.31	42.97
All Grades	9.06	7.95	9.90	40.58	41.70	45.90	50.36	50.35	44.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.84	5.68	8.19	59.26	57.62	59.04	35.90	36.69	32.76
Grade 7	4.22	3.60	7.75	54.09	55.68	58.14	41.69	40.72	34.11
Grade 8	8.29	4.95	8.65	60.70	59.64	60.00	31.02	35.42	31.35
All Grades	5.80	4.77	8.19	57.97	57.69	59.05	36.23	37.54	32.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.69	16.02	11.60	43.30	42.12	49.49	47.01	41.86	38.91
Grade 7	6.60	11.63	13.44	45.12	44.32	43.93	48.28	44.04	42.64
Grade 8	13.64	11.72	14.59	45.19	49.48	43.51	41.18	38.80	41.89
All Grades	9.96	13.16	13.33	44.57	45.32	45.33	45.47	41.52	41.33

Conclusions based on this data:

Although schoolwide data in ELA shows an increase from 2017-2018 from 24.38 percent to 28.38 percent Met/Exceeded in 2018-2019, the Fremont staff recognizes that there is significant work to be done. The percentage of students at the Not Met level has decreased since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims has also decreased with one grade level continuing to fluctuate. Although we have made some growth, the increases have not been significant in most areas. Cohort data at some grade levels reveal larger increases in growth; particularly grades 7 and 8. Effective strategies in these grade levels will be identified and shared. In looking at the reading claim, the percentage of students above standard has increased mostly in Gr. 8 since 2016-17. The focus moving forward is to continue this growth and expand on this foundation. This will include the use of the structured advisory and writing across the content areas to support reading comprehension and writing with evidence. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and STAR 360 will continue to be the focus for increased reading comprehension and writing across the content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	352	390	296	350	387	293	350	387	293	99.4	99.2	99
Grade 7	379	362	391	379	361	387	379	361	387	100	99.7	99
Grade 8	378	385	369	373	384	369	373	384	369	98.7	99.7	100
All Grades	1109	1137	1056	1102	1132	1049	1102	1132	1049	99.4	99.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2434.	2441.	2435.	2.86	3.10	3.07	9.14	10.08	4.44	23.43	25.84	29.35	64.57	60.98	63.14
Grade 7	2458.	2450.	2451.	3.17	2.22	5.17	8.18	8.59	10.34	28.23	26.32	21.71	60.42	62.88	62.79
Grade 8	2482.	2466.	2474.	10.46	5.47	6.78	10.19	6.51	10.84	16.09	22.66	20.60	63.27	65.36	61.79
All Grades	N/A	N/A	N/A	5.54	3.62	5.15	9.17	8.39	8.87	22.60	24.91	23.45	62.70	63.07	62.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.00	4.13	4.10	19.14	20.93	19.45	74.86	74.94	76.45
Grade 7	5.80	5.54	6.72	24.80	23.82	20.93	69.39	70.64	72.35
Grade 8	13.71	5.73	10.30	20.16	26.04	23.31	66.13	68.23	66.40
All Grades	8.54	5.12	7.24	21.44	23.59	21.35	70.03	71.29	71.40

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.43	5.17	4.10	26.29	38.24	36.52	70.29	56.59	59.39
Grade 7	4.49	4.16	8.79	36.68	36.29	29.46	58.84	59.56	61.76
Grade 8	10.22	5.99	7.86	32.26	39.58	29.81	57.53	54.43	62.33
All Grades	6.09	5.12	7.15	31.88	38.07	31.55	62.03	56.80	61.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.86	5.94	4.10	32.57	35.92	34.81	62.57	58.14	61.09
Grade 7	4.22	4.16	5.17	47.49	47.92	48.06	48.28	47.92	46.77
Grade 8	10.22	5.73	8.67	36.29	39.58	43.09	53.49	54.69	48.24
All Grades	6.45	5.30	6.10	38.96	40.99	42.61	54.59	53.71	51.29

Conclusions based on this data:

Schoolwide data for 2018-2019 shows minimal growth in mathematics from 2017-2018. The percentage of Met/Exceeded went from 12.01 percent Met/Exceeded in 2017-2018 to 14.02 % in 2018-2019. This was a slight increase of 2 %. Grades 7 and 8 showed the most gains in Met/Exceeded. Gr. 7 went from 11% Met/Exceeded to 15% Met/Exceeded in 2018-2019. Grade 8 showed the most gains from 12% in 2017-2018 to 18% Met/Exceeded in 2018-2019, a 6 percent gain. Grade 6 showed a significant decline from 13% Met/Exceeded to 7% Met/Exceeded in 2018-2019, a loss of 6 percent overall in Grade 6. In 2019-2020 the goal will be to move 10% schoolwide from the Not Met. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional strategist to build strong, rigorous lessons designed to target the initial lesson delivery. The ISP will also work with Grade 6 to target fundamental skills and to build on the communicating reasoning claim. 6th grade math teachers are also using the advisory time to team and focus on ability levels. Through the increased use of IABs and STAR 360 Math, teachers will be able to closely monitor student progress and determine next steps to build on those skills lacking targeting the SBAC.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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Conclusions based on this data:

No ELPAC data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,133	76.7%	20.3%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	230	20.3%
Foster Youth	2	0.2%
Homeless	10	0.9%
Socioeconomically Disadvantaged	869	76.7%
Students with Disabilities	136	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	3.2%
American Indian	4	0.4%
Asian	22	1.9%
Filipino	28	2.5%
Hispanic	973	85.9%
Two or More Races	19	1.7%
Pacific Islander	4	0.4%
White	47	4.1%






Conclusions based on this data:

In 2017-2018 the largest subgroups in Fremont's student demographics are Socioeconomically disadvantaged, English Learners, and Students with Disabilities. Additionally the largest subgroup based on ethnicity was the Hispanic subgroup with 85.9% total population in the 2017-2018 school year. For the 2019-2020 school year, Fremont will focus on both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using STAR 360 and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

2017-2018 Dashboard student data shows all students performing in Orange and all students performing in Red. Reading comprehension and writing across content areas will continue to be the focus claims to increase student performance in ELA. Math teachers will continue to work with the District Instructional Strategist in math to progress monitor student performance and to build strong math lessons to build on rigor and strong first instructional lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data on IABs and building common formative assessments. Chronic Absenteeism 2017 - 2018 data shows a performance indicator in orange and continues to be a focus in the 2019-2020 school year. Home visits, attendance incentives, as well as attendance monitoring through the attendance will be strategies to decrease the chronic absenteeism rate. The Suspension Rate continues to decrease with a performance indicator of Yellow. This will be a continued goal in 2019-2020 to decrease the suspension rate through Saturday School and other means of correction when applicable.

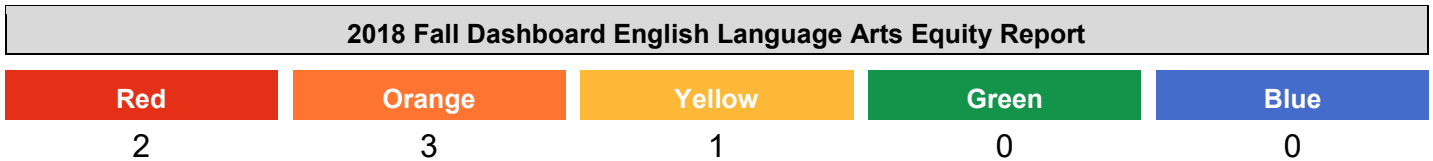
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 68.5 points below standard Maintained -1.3 points 1095 students	<p>English Learners</p>  Orange 94.9 points below standard Increased 10.4 points 474 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 97.7 points below standard Declined -8.5 points 12 students	<p>Socioeconomically Disadvantaged</p>  Red 78.5 points below standard Maintained 2 points 842 students	<p>Students with Disabilities</p>  Orange 151.9 points below standard Increased 3 points 148 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 68.5 points below standard Increased 14.1 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 5.2 points above standard Increased 9.9 points 22 students	 No Performance Color 18.6 points above standard Maintained -2.8 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 76.2 points below standard Maintained -1 points 947 students	 No Performance Color 12.8 points above standard Declined -6.7 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 22.7 points below standard Maintained -2 points 43 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
141.7 points below standard Increased 7.8 points 165 students	69.9 points below standard Declined -7.2 points 309 students	52.3 points below standard Maintained -2.1 points 523 students

Conclusions based on this data:

According to the 2017-2018 dashboard data, English Learners, African Americans, Students with Disabilities, and Asian subgroups increased in English Language Arts. The Hispanic subgroup maintained as well as the SED subgroup. Although the Hispanic group (947 students) and SED (842) maintained it was in red. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing STAR 360 reports and IABs and targeting specific students for intervention.

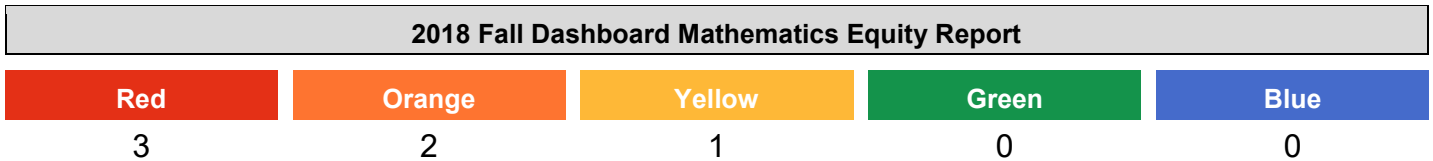
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 114.6 points below standard Declined -5.8 points 1095 students	<p>English Learners</p>  Orange 145.1 points below standard Increased 3.1 points 474 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 158 points below standard Declined -8 points 12 students	<p>Socioeconomically Disadvantaged</p>  Red 127.3 points below standard Maintained -2.8 points 842 students	<p>Students with Disabilities</p>  Red 199.9 points below standard Maintained -1.9 points 148 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 120.7 points below standard Increased 5.3 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 25 points below standard Maintained -0.5 points 22 students	 No Performance Color 16.5 points below standard Maintained -1.7 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 123.7 points below standard Declined -5.6 points 947 students	 No Performance Color 32.6 points below standard Declined -36.8 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 56.3 points below standard Increased 3.8 points 43 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
193.3 points below standard Maintained -1 points 165 students	119.3 points below standard Declined -13.8 points 309 students	95.4 points below standard Declined -4.8 points 523 students

Conclusions based on this data:

2017-2018 dashboard data showed all students performing in red in mathematics. Mathematics continues to be a schoolwide focus for 2019-2020. All major subgroups - SED, Hispanic, and SWD performed in red. These subgroups along with our ELs continue to be the target groups in data analysis. The African American subgroup although a small number (32) continue to be monitored closely in 2019-2020 through 1:1 student conferences and communication with parents. Interventions are provided for all subgroups as target students are identified for additional support through tutoring or intervention with the ISP and intersessions.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
168	14.3%	43.5%	32.7%	9.5%

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. According to the 2017-2018 dashboard data English Learners continue to be mostly at the Level 3 development level. AVID Excel classes are now offered at each grade level in the 2019-2020 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TEs to increase and move into Level 4.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

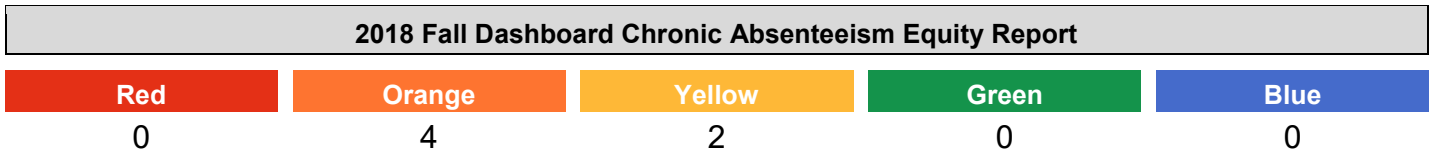
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 9.5% chronically absent Increased 1.6% 1173 students	<p>English Learners</p>  Yellow 9.5% chronically absent Maintained 0.3% 242 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 33.3% chronically absent Increased 9.8% 18 students	<p>Socioeconomically Disadvantaged</p>  Orange 10.9% chronically absent Increased 2.8% 924 students	<p>Students with Disabilities</p>  Orange 15.2% chronically absent Increased 2.7% 158 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.1% chronically absent Increased 1.1% 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 4.5% chronically absent Declined 10.5% 22 students	 No Performance Color 0% chronically absent Declined 9.4% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8% chronically absent Increased 2.5% 1010 students	 No Performance Color 10.5% chronically absent Increased 5.5% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 10.4% chronically absent Declined 3.4% 48 students

Conclusions based on this data:

According to the 2017-2018 dashboard data all students showed an increase in chronic absenteeism. ELs and White students have the lowest rate of chronic absenteeism but are still in Yellow. The goal is still to move them into Green through home visits and the attendance process and SARB when necessary. SED, Students with Disabilities, Hispanic, and African American subgroups were in Orange and continue to be closely monitored in 2019-2020 through attendance reports and home visits by the ORC and administration. This continues to be a metric of focus schoolwide, The goal is a 96% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all subgroups and schoolwide performance to Green.

School and Student Performance Data

Academic Engagement Graduation Rate

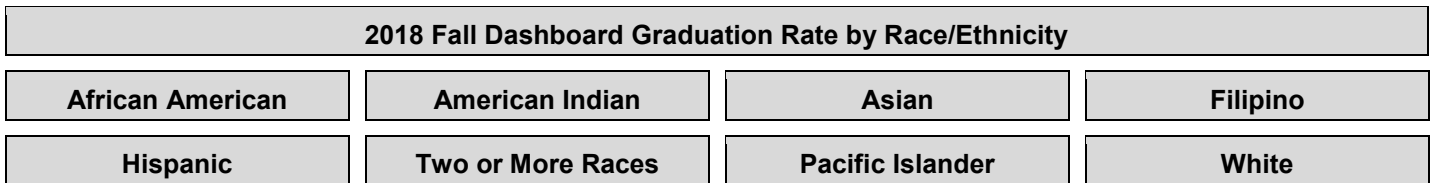
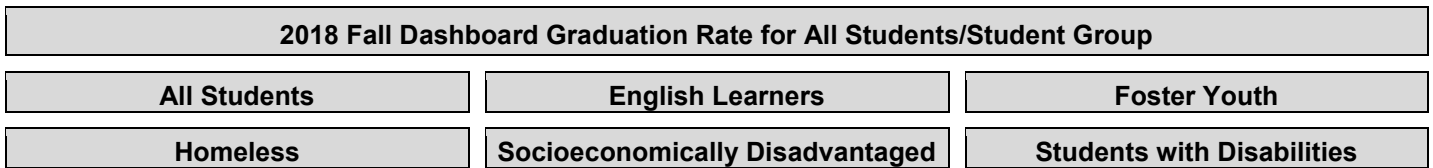
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

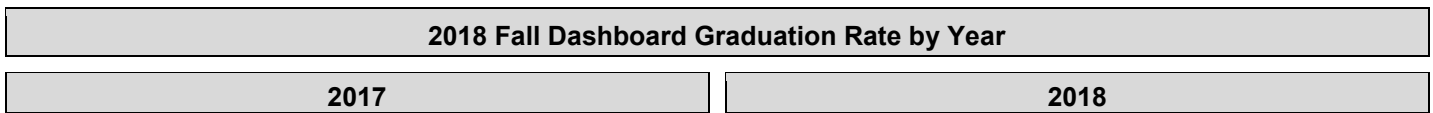
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 10.1% suspended at least once Declined -0.3% 1184 students	 Yellow 9.4% suspended at least once Declined -3.4% 245 students	 No Performance Color Less than 11 Students - Data Not 7 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 22.2% suspended at least once Declined -5.6% 18 students	 Red 12.1% suspended at least once Maintained 0.1% 931 students	 Yellow 15.7% suspended at least once Declined -4.3% 159 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 25% suspended at least once Increased 1.9% 36 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0% suspended at least once Declined -10% 22 students	 No Performance Color 0% suspended at least once Maintained 0% 29 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.2% suspended at least once Maintained -0.2% 1019 students	 No Performance Color 15% suspended at least once Increased 5% 20 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 6.1% suspended at least once Increased 1.6% 49 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
12.3% suspended at least once	10.4% suspended at least once	10.1% suspended at least once

Conclusions based on this data:

According to the 2017-2018 dashboard data, overall all students declined in the suspension rate from 2016-2017 except for an increase in African American suspensions. As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. Saturday School and other means of corrections will also be used when applicable to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	All Students: 28.38% Met/Exceeded 6th Grade: 23.89% Met/Exceeded 7th Grade: 29.46 % Met/Exceeded 8th Grade: 30.81 % Met/Exceeded	Increase Met/Exceeded percentage by 8% for All Students. Decrease the percentage of Nearly Met by 10% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	All Students: 14.02% Met/Exceeded 6th Grade: 7.51 % Met/Exceeded 7th Grade: 15.51%% Met/Exceeded 8th Grade: 17.62 % Met/Exceeded	Increase Met/Exceeded percentage by 8% for All Students. Decrease the percentage of Nearly Met by 10% Decrease the percentage of Not Met by 10%
STAR 360 Reading 2018-2019 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math 2018-2019 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 2018-2019 school year, 42 total EL students were reclassified (21%).	Increase Reclassification percentage by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PLC and collaboration time for ELA and Math teachers (supported by Administration and/or District Math TOSA) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Sub Costs
17,050	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1370

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold grade level/department collaboration meetings to review data- including STAR 360, CAASPP, IAB data, and ELPAC data- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra Duty - Certificated

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and learn research based strategies to support reading and writing instruction. District coaches and Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Curriculum Cafes and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs targeting first instructional lesson delivery. The instructional assistant will also be trained on providing support in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

618

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries

1371

	Sub costs
10,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1
8834	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math. Special Education teachers will be given the opportunity for department collaboration throughout the year to analyze data, student performance, and to address student needs based on IEPs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administration and ELA Department chairs and leads 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
0	Centralized Services 2000-2999: Classified Personnel Salaries Library Tech salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. District Math Instructional Strategist, Department chairs, and Admin will provide on-site curriculum support and provide the opportunity for PLC and collaboration time to participate in Lesson Studies to develop strong initial first math lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

An instructional assistant will be assigned to all 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 classes.

1373

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,377	Title I 2000-2999: Classified Personnel Salaries Classified salaries - Instructional Assistant

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4892	Title III 1000-1999: Certificated Personnel Salaries Professional development
1717	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Conference Costs - Certificated

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administer formative district assessments, including STAR 360 and IABs to collect data for analysis during department collaboration meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Assessments

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use AVID strategies, including Focused note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

LCFF - Targeted
4000-4999: Books And Supplies
AVID materials and supplies

8834

Title I
2000-2999: Classified Personnel Salaries
AVID Tutor salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

1375

Provide on-going professional development for teachers and staff through staff curriculum cafe, attendance at conferences, and collaboration days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
95	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference costs
8000	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration and Site Techs will support teachers with the implementation management 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services 2000-2999: Classified Personnel Salaries Classified Site Tech salary

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1376

Strategy/Activity

Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus. Agendas will be utilized to support organization as well as organized binders which are checked on a weekly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6320	LCFF - Intervention 4000-4999: Books And Supplies Instructional Supplies/Materials
5215	Title I 4000-4999: Books And Supplies Supplemental materials
4000	LCFF - Targeted 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
34,368	Title I

1377

	1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
0	District Funded 2000-2999: Classified Personnel Salaries After School Program - staff
1423	Discretionary 2000-2999: Classified Personnel Salaries Instructional assistant - extra help
1000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Intervention Support Provider
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Intervention Support Provider

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives, and Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Targeted 4000-4999: Books And Supplies Academic Incentives
0	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

1378

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
2500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Counselor- Extra help
7	Discretionary 2000-2999: Classified Personnel Salaries Counselor - Extra help

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreements & Xerox Maintenance Agreements

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1379

Strategy/Activity

Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Sub Costs

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the academy focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Field Trips-Admission and Transportation

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Intervention Academies including 6th Grade Math and Literacy Skills and Winter and Spring Intersession for all grades.

Proposed Expenditures for this Strategy/Activity

1380

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District Math and Science Instructional Strategists 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
See Goal 1, Strategy 1

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention in before and after school tutoring as well as intersession. STAR 360 data will be used to monitor growth.

Proposed Expenditures for this Strategy/Activity

1381

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2354	Title III 1000-1999: Certificated Personnel Salaries Extra duty- Certificated

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The ELD Team will be provided the opportunity for lesson studies with District EL team members to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 2000-2999: Classified Personnel Salaries Classified extra duty

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Fremont Academy will continue to focus on reading comprehension and writing across content areas to strengthen reading comprehension and evidence writing. Teachers will concentrate on building student writing ability to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Math teachers will continue to focus on implementing Mathematical Mindset strategies across in all grade levels. With their PLCs, departments and grade levels will collaborate to frequently analyze data from STAR 360 and IABs. Once ELPAC data is available, it will be analyzed to identify key learning targets and provide

intervention to targeted English Learners. Minimal gains were made in the percentage of students who scored in the met/exceeded bands of the CAASPP for Math. This was below our 7 percent growth goal. We made gains in ELA but did not meet our 6 percent goal. The projected score was 30 and we made 28.38%. Ongoing monitoring will also enable departments and grade levels to identify through the CST and SST students in need of intensive, evidence-based small group intervention provided by the classroom teacher and ISP (Intervention Support Providers) within the day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More funding has been allocated for teacher collaboration this year. Teachers met with their grade level colleagues before the school year to begin planning. Teachers will use dedicated PLC time to plan together, build assessments using IABs, and analyze data. The focus will be on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to using the increase in percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the STAR 360 assessments. The percentage of students in the not met band has been moving slowly. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	A total of 86 students were suspended during the 2018-2019 school year (suspension rate = 8.18%)	Decrease the total number of students suspended during the 2019-2020 school year to 75 (suspension rate = 7 %)
California Healthy Kids Survey	Spring 2019 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 2018-2019 Average Daily Attendance Rate was 95.45%.	Increase Fremont Academy's Average Daily Attendance Rate to 96% in 2019-2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
CHAMPS Posters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement TUPE curriculum ((MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

TUPE
MSPP and Project ALERT Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1385

Strategy/Activity

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
Extra Hours - PBIS Committee/Certificated staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct monthly safety drills to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide attendance incentives to encourage daily and timely attendance by all students to all classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Attendance Incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services
10,000	Discretionary 2000-2999: Classified Personnel Salaries Extra hours - Campus supervisors

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 16)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 16)

1388

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Counselor (see goal 1, action 16)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 6th Grade Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra hours - Certificated staff

1000

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours - WEB Coordinators

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize students meeting school expectations through monthly character trait awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3488

LCFF - Targeted
4000-4999: Books And Supplies
Character Incentives

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1390

All Students

Strategy/Activity

Provide a variety of extracurricular options to increase student connectedness, including sports, ASB, MESA club, and Art Club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8572.47	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff
2000	LCFF - Targeted 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16316	Discretionary 2000-2999: Classified Personnel Salaries Clerical substitutes, Extra Help, and Overtime
528	Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help
8000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Clerical extra help and overtime

Strategy/Activity 16

Students to be Served by this Strategy/Activity

1391

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30775

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The administration, counselor and outreach coordinator along with the school PBIS team have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations schoolwide with clear guidelines for success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We have purchased materials such as Guidelines for Success posters for the PBIS team and campus assistants to develop our vision of a safer campus. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. This has been a major shift and part of our goal in establishing a strong school culture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We were able to meet our goal of decreasing office referrals by 10%. We were also able to decrease the number of suspensions. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the common areas students congregate in, teacher training on behavior monitoring and responses, and schoolwide expectations for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops	No data available	2019-2020 will be baseline data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g. parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1394

Amount(s)

0

Source(s)

LCFF - Targeted

Counselor - extra help

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule "Coffee with the Principal" meetings with parent to improve home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

1396

Administrators will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5125

Discretionary
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

3000

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Hours - Classified Staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey, and CHKS parents survey.

1397

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 8th grade students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7742

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Counselor - extra hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4878.53

Source(s)

Title I
4000-4999: Books And Supplies
Supplies for Parent Involvement

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent attendance at workshops has an impact on student achievement and student engagement by providing information that is pertinent and aligned with what students are learning. Also active parents impact their child through their involvement and connection with the school. This in turn impacts student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not major changes with the expenditures or overall implementation listed. We have changed Coffee with the Principal to be more inclusive and to be representative of the guest speakers in Parent Informational Nights. Plans to increase parent response to the CHKS include targeted times during ELAC, SSC, and Coffee with the Principal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes are that the use of the CHKS survey for parents will be used as a metric for parents to give feedback. We are also working to increase parent involvement and attendance at all parent engagements. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$321029
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$321,029.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$96,174.00
Title III	\$9,246.00

Subtotal of additional federal funds included for this school: \$105,420.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
Centralized Services	\$0.00
Discretionary	\$66,509.00
District Funded	\$0.00
LCFF - Intervention	\$43,370.00
LCFF - Targeted	\$105,730.00
TUPE	\$0.00

Subtotal of state or local funds included for this school: \$215,609.00

Total of federal, state, and/or local funds for this school: \$321,029.00

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Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	66,509.00	0.00
Title I	96,174.00	0.00
Title III	9,246.00	0.00
LCFF - Targeted	105,730	0.00
LCFF - Intervention	43,370	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Centralized Services	0.00
Discretionary	66,509.00
District Funded	0.00
LCFF - Intervention	43,370.00
LCFF - Targeted	105,730.00
Title I	96,174.00
Title III	9,246.00
TUPE	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00

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5000-5999: Services And Other Operating Expenditures	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,743.00
2000-2999: Classified Personnel Salaries	Discretionary	28,274.00
5000-5999: Services And Other Operating Expenditures	Discretionary	30,775.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1,717.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	37,050.00
4000-4999: Books And Supplies	LCFF - Intervention	6,320.00
	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	33,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	21,242.00
4000-4999: Books And Supplies	LCFF - Targeted	31,488.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	43,940.47
2000-2999: Classified Personnel Salaries	Title I	42,045.00
4000-4999: Books And Supplies	Title I	10,093.53
5000-5999: Services And Other Operating Expenditures	Title I	95.00
1000-1999: Certificated Personnel Salaries	Title III	7,246.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
	TUPE	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	202,604.00
Goal 2	84,679.47
Goal 3	33,745.53

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chantal Anderson Witherspoon	Principal
Wilburn Ray	Parent or Community Member
Sylvia Carrillo	Parent or Community Member
Javier Jimenez	Parent or Community Member
Arturo Burciaga	Other School Staff
Samuel Reveles	Classroom Teacher
Dennis Smathers	Classroom Teacher
Viriana Rodriguez	Classroom Teacher
Bill Milton	Classroom Teacher
Ana Ek	Secondary Student
Andrew Maria	Secondary Student
Jacob Ullrich	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature
Wilburn Ray
Gema, Carabez

Committee or Advisory Group Name
School Site Council
English Learner Advisory Committee

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 10-2-19.

Attested:

Chantal A Witherspoon
Wilburn Ray

Principal, Chantal Anderson Witherspoon on 10-24-19
SSC Chairperson, Wilburn Ray on 10-24-19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norma Harrington Elementary School	56725386055297	10/16/19	11/14/18

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Harrington operates with one goal in mind: high academic achievement for all students. As a result, teachers and staff work tirelessly in order to meet the needs of all students. We know that in order for all students to achieve academic excellence, we must create a partnership with parents and community stakeholders. Additionally, we understand the value of providing students with a voice and allow our students to be part of their academic journey. Our staff is dedicated to provide students a welcoming, safe, and nurturing environment conducive to learning as well as welcoming to parents and community members. We encourage students and staff to adhere to and live by our Guidelines for Success, GROWL (Great Attitude, Respectful, Ownership, Work Hard, and Leadership).

Harrington School has approved a contract variance which allows teachers a common planning time once a week. This planning time is used to reflect on first instruction as well as review student data in order to meet the needs of all students, especially English Learners and Special Education students. Last year, Harrington staff began foundational work in common core standard alignment to instruction, biliteracy unit implementation, and SBAC skill development. As a result, our students demonstrated growth in all academic areas. However, we still have pockets of students that have not met adequate growth and will continue to adjust our practice. As a continuum for the work done last year, this year we intend to deepen our understanding of the NGSS and Social Studies and link them to our English Language Arts and Math standards. This process is utilized with the implementation of the biliteracy units. As our biliteracy program progresses through the grade levels, it is important that teachers in grades 2nd through 5th prepare for this unit design and format. As our staff continues work with the Common Core standards, it is our goal this year to improve and

increase the overall rigor of our instructional program, while providing a common language with the common core writing standards.

In order to meet the needs of all students, Harrington School is committed to providing staff with support in the areas of PBIS and Common Core Standards. Therefore, this year we initiated a leadership group that is linked and based in the common core standards in order to facilitate the discussion and provide staff with guidance on adequate first instruction for all learners. As a continuation from last year, another leadership group provides guidance in the area of PBIS in order to maintain a culture rich with student and staff expectations and procedures. Both leadership teams understand the important of collective efficacy and will work together on the following goals:

- Create and maintain a safe learning environment, conducive to learning for all students
- Address student needs through the MTSS system and provide necessary intervention and enrichment
- Weekly collaboration to monitor student foundational skills data (reading & math) and increase rigor via the content areas of Science and Social Sciences
- Include students in their own academic journey by reviewing data with them on a more consistent basis.

We are confident that with a laser- focus and increased accountability, students will have access to an above average instructional program. Our staff is committed to improving our craft in order to best meet the needs of our diverse population.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classroom observations were conducted on a weekly basis. Administration used the results of the observations to provide feedback and professional development to teachers. In reflection, it was determined that more professional development was needed in the area of common core standards and depth of knowledge. The site plans to continue the work with development and understanding of all academic standards, specifically a more focused and targeted approach to professional development of the writing standards across content will be established. Additionally, support will be provided to kindergarten and first grade as both grades are in the biliteracy program as it pertains to implementation of the biliteracy units and assessments.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers, reading specialists and site instructional leader will use both standard based formative and summative assessments to modify and adapt instructions for all learners. Specifically, teachers and site instructional leadership will review common assessments in the biliteracy units, Interim Assessment Blocks, and other standards based assessments commonly selected by the grade level in order to modify instruction. Every month, diagnostic data is reviewed via the STAR 360 platform and teachers make informed instructional decisions.

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

Teachers, reading specialists, and site instructional leader will review monthly STAR reading and math data to improve 1st instruction in grades kinder through 5th grade. Additionally, STAR 360 reading and math results will be used to determine the need for intervention and enrichment. Teachers have collaboration time every week where they review assessment data to make any instructional modifications that are deemed necessary.

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Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. All staff development is provided based on the current needs of our students and the professional needs of our staff. Staff is a huge part of the collaboration in determining next steps. This year, we initiated a Common Core Advisory Committee in which grade level leads and our reading specialist collaborate and discuss next steps for our students and staff.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Additionally, our site has a reading specialist (k-2) and reading interventionist (3-5). The reading specialist works along side two para educators to provide support to our struggling readers in k-2.

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

Teachers collaborate every Wednesday as determined by the site contract variance. Additionally, teachers are subbed out as grade levels for additional collaboration when subs are available.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs. Teacher collaborate together as a grade level to maintain an appropriate pace in order to provide the necessary intervention.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Students are provided with various services to enable underperforming students to meet standards:

- Reading Specialist in k-2
- Reading and Math interventionist in 3rd-5th
- Differentiated Instruction across English Language Arts and Math
- Instructional Assistants in kinder for 1.5 hours
- Instructional Assistants working with reading specialist to provide intervention to 1st and 2nd grade students below grade level
- Instructional aids such as CORE 5 and IXL to provide extra intervention and enrichment support so that teachers are able to provide differentiation

Evidence-based educational practices to raise student achievement

Teacher collective efficacy is a top priority at Harrington School. The single most important factor in determining high student achievement is first instruction. Therefore, this year, teachers and staff will be provided with both professional development on common core standards based instruction and planning. Additionally, teacher leaders are participating in a book study in order to support their colleagues as we tighten up our standards based instruction. Simultaneously, intervention and enrichment will be provided to our students by teacher and grade level differentiation in all content areas.

Parental Engagement

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

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.

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

Student Achievement data is reviewed multiple times a year with staff, parents and students (3rd-5th). Title I funding and expenditures are reviewed as well in order to determine the alignment with our SPSA goals. Additionally, site leadership, staff, and parents provide input in the creation of the goals.

Funding

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

Parent engagement and involvement is top priority and we understand the importance of it as it pertains to the overall academic achievement of our students. Therefore, we provide food and prizes for parents who attend any of our meetings. Additionally, our Outreach Consultant and Counselor make themselves available to our families in the case in which families need any social-emotional support, assistance with basic needs for their students, and additionally we ensure to provide translation for any parent meeting when needed.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

1414

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site instructional collaborated with district leadership during the summer and at the start of the year in order to develop site academic goals that would improve academic achievement. Additionally, the instructional leader met with the site leadership team during the summer in order to review academic progress. The instructional leader and site teaching staff met to discuss and develop academic goals in the areas of foundation skills and common core standard alignment. The site instructional leader notified parents of school goals during back to school night as well as during School Site Council and the English Learner Advisory Committee meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to better meet the needs of our students, we need a more systematic approach to collaboration and data review. Therefore, this year we plan to become more knowledgeable and informed regarding effective common core standards based first instruction and use this information to guide the collaboration that occurs during grade level and site based collaboration. This applies to our various instructional programs such as, SEI, TBE, Biliteracy, and SDC. Additionally, this year with the new allocation of campus assistant hours, it was necessary to fund additional hours through site funds.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.2%	0.17%	%	1	1	
Asian	0.9%	0.67%	%	5	4	
Filipino	0.9%	0.84%	%	5	5	
Hispanic/Latino	95.4%	95.63%	%	563	569	
Pacific Islander	%	%	%			
White	2.4%	2.18%	%	14	13	
Multiple/No Response	%	%	%			
Total Enrollment				590	595	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	127	112	
Grade 1	96	117	
Grade 2	83	90	
Grade 3	95	87	
Grade 4	91	95	
Grade 5	98	94	
Total Enrollment	590	595	

Conclusions based on this data:

Our student enrollment is decreasing due to reasons outside of our control. Our office staff talks to parents prior upon knowledge that a student(s) is leaving our school. The reasons usually have to do with the need to relocate for personal and financial reasons.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	454			76.9%		
Fluent English Proficient (FEP)	37			6.3%		
Reclassified Fluent English Proficient (RFEP)	21			5.7%		

Conclusions based on this data:

Last year, we were able to reclassify 55 students. As our staff addresses the instructional needs of our students as it pertains to their development of English, we will see an increase of students with the necessary scores to reclassify. Teachers and staff were more intentional last year in providing students with the skills necessary to be more successful on the ELPAC and more intentional with reading first instruction for our English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	85	94	94	85	94	94	85	94	100	100	100
Grade 4	95	98	83	94	98	83	94	98	83	98.9	100	100
Grade 5	97	90	97	97	89	97	97	89	97	100	98.9	100
All Grades	286	273	274	285	272	274	285	272	274	99.7	99.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2364.	2351.	2387.	7.45	7.06	8.51	11.70	10.59	15.96	27.66	22.35	34.04	53.19	60.00	41.49
Grade 4	2395.	2418.	2429.	5.32	4.08	12.05	13.83	27.55	18.07	22.34	22.45	26.51	58.51	45.92	43.37
Grade 5	2424.	2440.	2465.	3.09	3.37	11.34	17.53	17.98	24.74	16.49	23.60	23.71	62.89	55.06	40.21
All Grades	N/A	N/A	N/A	5.26	4.78	10.58	14.39	19.12	19.71	22.11	22.79	28.10	58.25	53.31	41.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	4.71	13.83	36.17	35.29	50.00	54.26	60.00	36.17
Grade 4	8.60	6.12	10.84	37.63	51.02	39.76	53.76	42.86	49.40
Grade 5	6.19	11.24	17.53	41.24	32.58	43.30	52.58	56.18	39.18
All Grades	8.10	7.35	14.23	38.38	40.07	44.53	53.52	52.57	41.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	3.53	8.51	34.04	34.12	50.00	56.38	62.35	41.49
Grade 4	6.45	9.18	7.32	38.71	43.88	58.54	54.84	46.94	34.15
Grade 5	5.15	7.87	18.56	37.11	39.33	51.55	57.73	52.81	29.90
All Grades	7.04	6.99	11.72	36.62	39.34	53.11	56.34	53.68	35.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.64	7.06	11.70	47.87	49.41	62.77	41.49	43.53	25.53
Grade 4	2.15	5.10	13.25	50.54	65.31	63.86	47.31	29.59	22.89
Grade 5	8.25	3.37	8.25	55.67	50.56	56.70	36.08	46.07	35.05
All Grades	7.04	5.15	10.95	51.41	55.51	60.95	41.55	39.34	28.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.26	11.76	6.38	45.74	38.82	56.38	50.00	49.41	37.23
Grade 4	8.60	9.18	15.66	52.69	57.14	46.99	38.71	33.67	37.35
Grade 5	8.25	10.11	15.46	40.21	44.94	50.52	51.55	44.94	34.02
All Grades	7.04	10.29	12.41	46.13	47.43	51.46	46.83	42.28	36.13

Conclusions based on this data:

We saw an increase in growth from band to band. Our number of students not meeting standard decreased significantly across 3rd through 5th grades. We will continue to focus on our first instruction in order to provide students with the basic foundational skills and critical thinking skills necessary to continue to move them across the bands with the goal of reaching met standard. As we stated previously, our need for professional development in writing instruction is a top priority as our students continue to struggle the most with the writing domain. Although we will still focus on all other domains, the teachers and instructional site leader believe that with a more systematic school wide focus on writing and rigor, we will improve in all content areas and standards. We are aware that although we made positive growth last year, we still have a significant amount of students not making significant growth. As a site, we will look at those students and review our instructional program to better meet the needs of these students. Overall, our students performed the highest in the domain of Listening. This is not surprising as teachers focused more last year on reading out loud to students as requiring students to extend their learning from what they learned.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	85	94	94	85	94	94	85	94	100	100	100
Grade 4	95	98	83	93	98	82	93	98	82	97.9	100	98.8
Grade 5	97	90	97	97	89	97	97	89	97	100	98.9	100
All Grades	286	273	274	284	272	273	284	272	273	99.3	99.6	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2365.	2394.	7.45	3.53	4.26	17.02	12.94	19.15	30.85	21.18	40.43	44.68	62.35	36.17
Grade 4	2416.	2427.	2425.	2.15	4.08	8.54	18.28	22.45	17.07	29.03	34.69	37.80	50.54	38.78	36.59
Grade 5	2420.	2430.	2465.	0.00	1.12	18.56	4.12	6.74	17.53	22.68	21.35	18.56	73.20	70.79	45.36
All Grades	N/A	N/A	N/A	3.17	2.94	10.62	13.03	14.34	17.95	27.46	26.10	31.87	56.34	56.62	39.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	13.83	7.06	8.51	32.98	29.41	40.43	53.19	63.53	51.06	
Grade 4	9.68	12.24	13.41	21.51	29.59	26.83	68.82	58.16	59.76	
Grade 5	1.03	3.37	23.71	15.46	20.22	24.74	83.51	76.40	51.55	
All Grades	8.10	7.72	15.38	23.24	26.47	30.77	68.66	65.81	53.85	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	8.24	11.70	48.94	30.59	51.06	41.49	61.18	37.23
Grade 4	5.38	9.18	10.98	46.24	51.02	41.46	48.39	39.80	47.56
Grade 5	0.00	2.25	13.40	28.87	30.34	41.24	71.13	67.42	45.36
All Grades	4.93	6.62	12.09	41.20	37.87	44.69	53.87	55.51	43.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	4.71	8.51	51.06	42.35	56.38	40.43	52.94	35.11
Grade 4	4.30	5.10	10.98	41.94	50.00	47.56	53.76	44.90	41.46
Grade 5	0.00	3.37	18.56	29.90	32.58	35.05	70.10	64.04	46.39
All Grades	4.23	4.41	12.82	40.85	41.91	46.15	54.93	53.68	41.03

Conclusions based on this data:

Overall, the number of students meeting or exceeding standard improved. In reflection across the grade level, teachers attributed this growth to a more systematic approach to math utilizing the math mindset professional development that teachers participated in. As a result, students were asked to talk more about their process to tackle math problems and possible solution. Again, last year, teachers felt we have a more instructional focus on the skills necessary for students to meet standards. Our teachers collaborated all year long about standards and how to best meet the needs of our students across all levels. Specifically, teachers focused on movement and targeted their instruction to move students across the level bands. Although we saw positive growth, we are hopeful to continue to move student across the bands with more students meeting standard. We will continue to provide students with the instruction needed to meet their diverse academic needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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Conclusions based on this data:

As the reclassification requirements have changed, we must focus our efforts on providing the necessary English language development instruction to move the 35% of our students that have scored Level 3 (Moderately Developed) to a Level 4 (Well Developed) so that they can be considered for reclassification. Specifically with our Level 4 students (25%), we need to ensure that their reading level is at the same level of their non English Learner peers so that they can be considered for reclassification. Our English Learner parents are very concerned with reclassification for their students and have committed to helping our teachers with the charge of reclassification for our students at the appropriate time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
595	92.6%	77.5%	0.7%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	461	77.5%
Foster Youth	4	0.7%
Homeless	8	1.3%
Socioeconomically Disadvantaged	551	92.6%
Students with Disabilities	73	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
Asian	4	0.7%
Filipino	5	0.8%
Hispanic	569	95.6%
Two or More Races	3	0.5%
White	13	2.2%






Conclusions based on this data:

Our highest group population is Hispanic with 95.6% of students identifying in this group. This might promote an easy alignment of our resources to meet the needs of this group, however we cannot ignore the other groups and must ensure that the needs of our African American, White, Asian, and Filipino student groups are being met as well. Additionally, our English Learner group population is high as well, but not as high as our socioeconomically disadvantaged group. This leads me to believe that we have many students that fall into both categories and we must meet the needs of the two groups combined.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		
<p data-bbox="154 825 511 856">English Learner Progress</p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

Conclusions based on this data:

We have two areas of focus based on the results indicated above. It is imperative that we focus on our English Learner student group as well as in the area of math for all students. Although we continue to make growth, we must find more innovative ways to meet the needs of our students in all student groups, but especially our English Learners. We must also pay close attention to our students who are chronically absent and find strategies that will help them attend school on a regular basis.

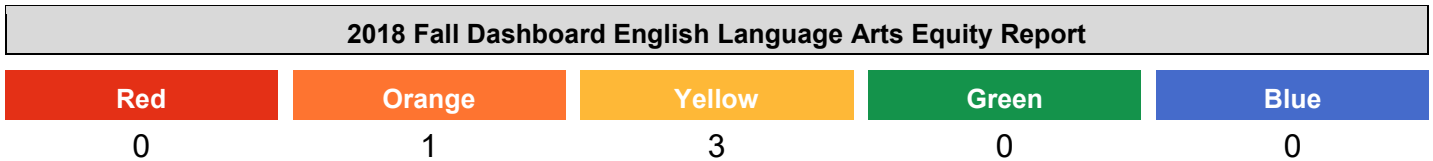
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 65 points below standard Increased 10.5 points 267 students	<p>English Learners</p>  Yellow 68 points below standard Increased 8.3 points 218 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Yellow 66.5 points below standard Increased 8.5 points 248 students	<p>Students with Disabilities</p>  Orange 142.5 points below standard Increased 27.1 points 52 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 66.4 points below standard Increased 9.2 points 255 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.3 points below standard Maintained -1.6 points 123 students	37.9 points below standard Declined -48 points 95 students	53.5 points below standard Increased 26.8 points 48 students

Conclusions based on this data:

The data concludes that we must employ methods that will significantly address the needs of our English Learner and Hispanic students. As we progress through collaboration and plan our instruction, we must take in to consideration the rate of growth for all students, especially our English Learners and Hispanic students. The focus of our work is on Academic language that will help facilitate growth with these two groups of students.

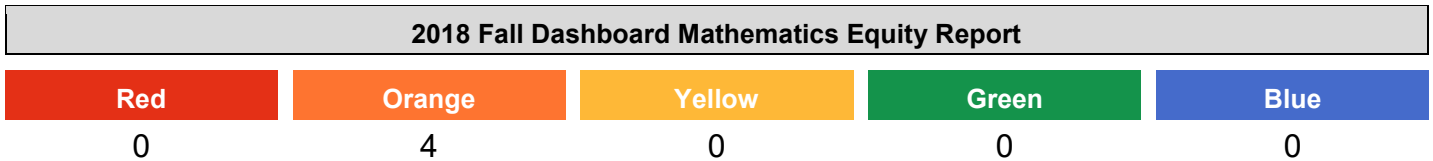
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>74.2 points below standard</p> <p>Maintained 0 points</p> <p>267 students</p>	<p>English Learners</p>  <p>Orange</p> <p>74.5 points below standard</p> <p>Maintained -1.4 points</p> <p>218 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>74.9 points below standard</p> <p>Maintained -0.1 points</p> <p>248 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>141.3 points below standard</p> <p>Increased 9.9 points</p> <p>52 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.6 points below standard Maintained -1.9 points 255 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.1 points below standard Declined -5.3 points 123 students	60.8 points below standard Declined -30.4 points 95 students	73.9 points below standard Increased 10.6 points 48 students

Conclusions based on this data:

Although we did notice growth in mathematics, we still have a high percentage of students in all groups not meeting standard. Therefore, we must take a look at the individual needs of these groups and students and use this information to collaborate and determine next steps for our students. Specifically, we plan to include our students in the data conversation in order to help them understand the expectations we have for them. Our efforts will continue to be focused on high quality first instruction for all students, but while keeping in mind the needs of our English Learner and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
394	24.6%	34%	25.4%	16%

Conclusions based on this data:

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

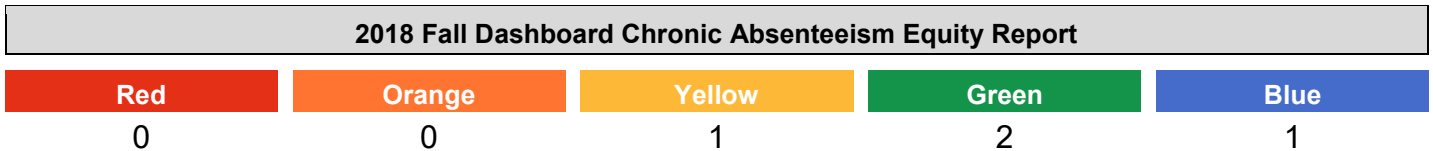
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.7% chronically absent Increased 0.7% 615 students	<p>English Learners</p>  Blue 2.5% chronically absent Maintained 0.2% 472 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Yellow 4.5% chronically absent Increased 1.2% 574 students	<p>Students with Disabilities</p>  Green 5.5% chronically absent Declined 7.6% 91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1% chronically absent Maintained 0.4% 588 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 15.4% chronically absent Increased 15.4% 13 students

Conclusions based on this data:

Based on the data and reflection of the strategies implemented last year, the need for an individualized plan for our chronically absent students is necessary. Therefore, this year, our school counselor has taken on this group as a high priority and we hope that our chronically absent students' attendance rate will increase. We will also come up with a plan that take into consideration the various groups in which our students might pertain to.

School and Student Performance Data

Academic Engagement Graduation Rate

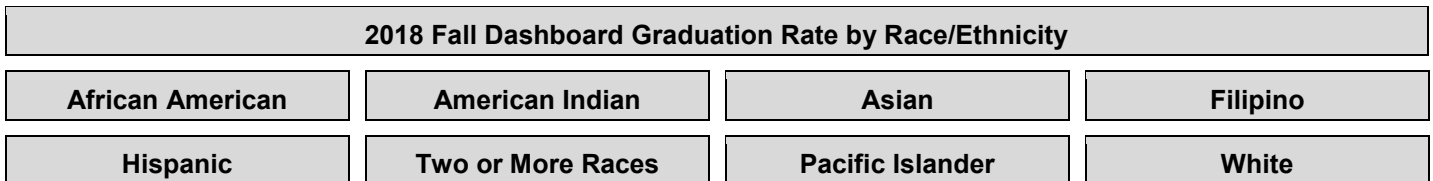
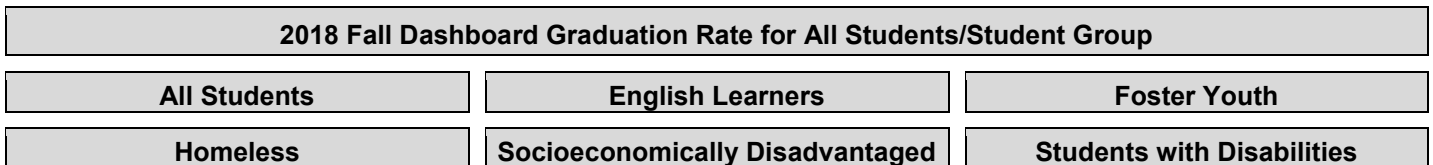
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

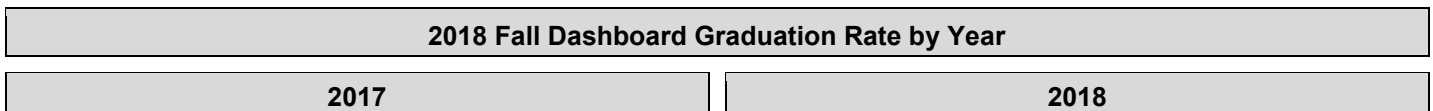
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

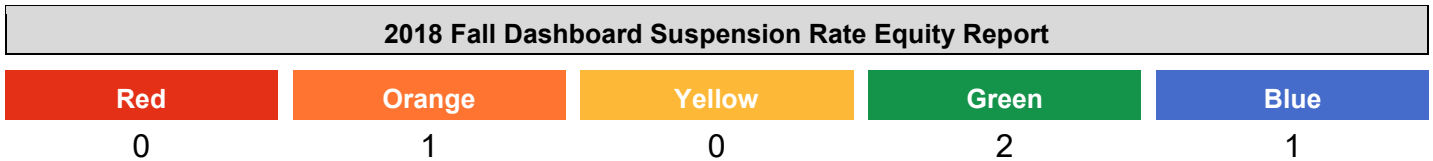
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5% suspended at least once</p> <p>Increased 0.3%</p> <p>622 students</p>	<p>English Learners</p>  <p>Green</p> <p>0.4% suspended at least once</p> <p>Increased 0.4%</p> <p>478 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.3% suspended at least once</p> <p>Maintained 0.2%</p> <p>581 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.1% suspended at least once</p> <p>Increased 1.1%</p> <p>91 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5% suspended at least once Increased 0.3% 595 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 13 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.2% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

Our suspension rate is within the limits set forth in our goal, however we continue to review suspensions on individual basis in order to determine if expectations and procedures need to be adjusted to provide an opportunity for success for all of our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality first instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Grades 3rd-5th ELA: Exceeded: 10.6% Met: 19.7% Nearly Met: 28.1% Not Met: 41.6 %	Focus on Growth from level to level: 10% of students from each level will increase score in order to move to next level.
CAASPP Math	Grade 3rd-5th Math: Exceeded: 10.6% Met: 17.9% Nearly Met: 31.9% Not Met: 39.6%	Focus on Growth from level to level: 10% of students from each level will increase score in order to move to next level.
Reclassification	2018-2019 school year, 55 English Learners were reclassified.	Reclassify 80% of 69 Students who scored a 4 on ELPAC

1437

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy and Reading	<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 to the growth of their peers with the same starting points.</p> <p>Star 360 Reading Average SGP is 51 with 23% proficient. Star 360 Early Literacy SGP is 52 with 38% proficient.</p>	Class SGP average will be 66 (high Growth) with 20% increased proficiency.
STAR 360 Math	<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 to the growth of their peers with the same starting points.</p> <p>Star 360 Math Average SGP is 51 with 23% proficient.</p>	Class SGP average will be 66 (high Growth) with 20% increased proficiency.
STAR 360 Early Literacy Spanish	Current domain mastery is at 40%	Domain mastery will exceed 60%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1438

Strategy/Activity

Reading specialist will collaborate with teachers and principal in order to provide reading intervention to targeted students in grades kindergarten to 2nd grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
Certificated Salaries: Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue weekly grade level and/or vertical collaboration to identify goals, monitor progress, review reclassification numbers, and analyze data to drive instruction during staff meetings and banked minutes collaboration time for students in general education and special education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Common Core Advisory Committee will read Pathways to the Common Core to determine site level next steps. Continue implementation of best practices with emphasis on first instruction.

Provide additional collaboration time and professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

Professional Development and/or collaboration (subs/extra hours)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Follow Oxnard School District assessment calendar to monitor student progress on STAR 360 Early Literacy, Reading, and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Renaissance contract

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Access to more literature and nonfiction texts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1440

Amount(s)	Source(s)
1000	Discretionary Book Fair - Librarian
3000	LCFF - Targeted NewsELA-

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use IO database to collaborate regarding formative and summative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum
	District Funded IO contract

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Reading and Math Enrichment and/or Intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

28942	Title I Certificated Salary: ISP Teacher
11000	LCFF - Intervention My Lexia Core 5- Phonics and Reading
5000	LCFF - Targeted IXL Math
2600	Discretionary Computer Equipment for data analysis-site instructional leader

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

SBAC/CAASPP targeted additional instruction after school and during Spring Break

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15686

Source(s)

Title I

Teacher Extra Hours

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student Incentives for academics and attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1442

Amount(s)

Source(s)

3000

Title I

Incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support Enrichment and Experiences linked to biliteracy units, NGSS science standards, Common Core Standards, and strand focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Discretionary

Program fees, Admission fees and Transportation

15606

Title I

NGSS Science, biliteracy units, Common Core Standards supplies

13271

LCFF - Intervention

NGSS Science, biliteracy units, Common Core Standards supplies

6689

LCFF - Targeted

NGSS Science, biliteracy units, Common Core Standards supplies

3000

Discretionary

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1443

All Students

Strategy/Activity

Meet monthly to monitor student progress either through the Coordinated Services Team Meeting or Student Success Team Meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF - Targeted

Teacher Subs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monthly STAR 360 Reading, Early Literacy, Math Assessments to monitor student progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Supplement literature, texts, and materials for English Language Development

1444

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7968

Title III

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services

Classified salary: Site Tech

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1445

3883	LCFF - Targeted
	Strand Focus
1284	Title I
	Strand Focus

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Discretionary
	Maintenance Agreements and Repairs
	Centralized Services
	Maintenance Agreements

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1st and 2nd grade students

Strategy/Activity

Para educator support for reading intervention 1st and 2nd grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	1446
15373	LCFF - Intervention	

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide para educator support to English Learners in 1st and 2nd Grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11593

Source(s)

Title III

Classified Salary

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Pre School Students

Strategy/Activity

Arrange for pre-school students to visit kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1447

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade Students

Strategy/Activity

Provide transition presentations to 5th grade students prior to end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education transition meetings will be held to support students transitioning to the middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1448

Strategy/Activity

Teachers will attend Professional Development session and collaborate regarding:

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-Lucy Calkins Units of Study
Next Generation Science Standards
Teaching for Biliteracy
Math Mindset

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10104

Source(s)

LCFF - Targeted

Teacher extra hours and subs for collaboration/materials and supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Extra Support Teacher-Music (Strand Focus)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Certificated salary: Extra Support Teacher

Strategy/Activity 24

Students to be Served by this Strategy/Activity

1449

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
After School Program

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
Certificated salary: Liaison

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1450

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

Supplemental literacy and math instruction in After School program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
After School Program

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd-5th grade students

Strategy/Activity

Student to set goals and chart STAR 360 Reading and Math scores throughout the year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

1451

OEA contract variance collaboration time to include teacher planning, grade level collaboration, vertical teaming, and data analysis for all students including GATE and SPED

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure that the school library is supporting the school's Accelerated Reader reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
Classified Salary: Library Tech

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site Instructional Leader to attend California Principals Network in order to guide professional learning community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, our we improved our instructional focus and targeted students in order to improve our CAASPP test scores. We saw a significant amount of growth on the CAASPP, especially with the students that teachers targeted and differentiated instruction for. Strategies such as Spring Break SBAC academy as well as after school test practice were beneficial to our students. The discussion and dialogue regarding the specific instructional changes were part of the weekly collaboration that Harrington School participates in with common planning time. This is extremely beneficial in order to sustain any strategy or activity put forth on our SPSA. Last year, we contracted three intervention support providers in order to help teacher provide enrichment and intervention. However, due to sub shortages and the qualifications of the individuals, their influence of benefit to the our instructional program was minimal. Additionally, we determined that as a school, we need some improve our knowledge of the common core standards in order to improve our first instruction, which is the best way to reach the needs of all of our students. Also, this year we began the biliteracy program in first grade. As a result,

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As the school year progressed and we worked through the standards, teachers determined the need for access to materials and supplies needed to help with a focus on teaching literature and oracy through social sciences and science across grade levels, but especially with our biliteracy kindergarten classes. Consequently, we spent more money on material and supplies as well as in collaboration during the day and after school. Additionally, we did not spend some of the funds allocated for intervention as it was difficult to obtain teachers to stay after school and provide intervention. Our focus on first instruction this year will help improve our instruction in order to meet the needs of all of our students throughout the school day. More specifically, teachers have expressed interest in participating in more professional development in the area of writing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we plan to improve our first instruction and common core standard knowledge. Many of our strategies and/or activities set aside funds that we will be used for professional development in the common core standards and collaboration for all teachers, but specifically teachers on the 1453

common core advisory committee to help create a system of support for our teachers as they commit to the rigor necessary for the common core standards. As it pertains to intervention, we continued with the instructional assistants for 1st and 2nd, however we adapted the system so that their work is dictated by the student needs and not a specified time with teachers. The instructional assistants are collaborating directly with the reading specialist. Additionally, due to the lack of impact and inconsistencies with our intervention support providers, we decided to only contract one person to support teachers with Tier 3 intervention in reading and Tier 2 in math. This reading and math interventionist also collaborates with our reading specialist. The instructional site leader will also participate in the California Principals Network in order to improve the collaboration (PLC) at the site. With the implementation of of the biliteracy look fors and instructional walks, the power of constant feedback regarding instruction and next steps as a staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

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

Develop and enforce school-wide expectations
Encourage Positive Behavior
Provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was less than 2%	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	64 Behavior referrals were submitted	Reduce number by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Positive Behavior Incentives and Supports Leadership Team will meet once a month to review procedures and expectations.

1455

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

Positive Intervention and Supports Team will improve structure and activities during unstructured times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Discretionary
Recess activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services

Classified Salary: Outreach Consultant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue Big Deal, Little Deal and other Tier 1 Social Emotional lessons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. Target students with chronic absences and provide necessary support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1457

Centralized Services

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Assistant support for recess, before and after school due to lack of sufficient allocated hours to cover necessary bus supervision, cafeteria supervision, and crossing guard position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	LCFF - Targeted Classified Salaries

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were very pleased with our California Healthy Kids Survey as our scores were equal to or greater than the state average. Additionally, our attendance tech and Outreach Resource Consultant works really hard to improve attendance all year long and as a result, we reached our goal of 97% attendance. In regarding to the behavior referrals, last year was the baseline year and we hope to decrease the number of referrals by implementing clearer expectations during unstructured times as that seems to be the cause of most of the behavioral referrals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we included funds to help us purchase equipment and activities to help improve our unstructured times. We are hopeful that this will decrease the number of referrals and help students learn how to play properly. Additionally, with the decrease in campus assistant hour allocation, this year we will need to pay for additional coverage from site funds. With all of the various instructional programs, the amount of overflow students, and also the structure of our school, we need more supervision than was allotted to us.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess the parent participation in the various parent groups/committee and meetings	We have a small group of volunteers that serve on the three main committees (PTA, SSC, and ELAC)	-Begin setting evening/late afternoon ELAC meetings. Increase attendance by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold a minimum of 6 School Site Council and ELAC meetings. (with refreshments and child care).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Discretionary
Child care, clerical extra help
Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and Families

Strategy/Activity

Teachers will provide families with progress reports on student, achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Compact will be shared with each parent in the school to prepare a more comprehensive plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1463

All Students and Families

Strategy/Activity

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. electronic board

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11860.00	Discretionary Electronic Board
5000.00	Donation Electronic Board

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1000

Discretionary

Classified extra hours

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

No additional cost

1465

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

ASP Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Extra Hourly Time for Teachers, Supplies, Refreshments

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We increased the amount of communication last year as we began to utilize text messages in the parentlink platform. Parents have been pleased with the increase in communication and as a result, their participation in events has improved. Additionally, parents requested a student recognition night for students that were reclassified that was not originally in our plan. Our parent participation in our committees increased and we started to see new faces attending meetings regularly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1466

Since the new was built, parents have requested an electric sign. Our PTA organization has donated some of the funds over the years and we will pay for the remainder out of site funds. This should help improve overall communication with families.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,079.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,359.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$69,518.00
Title III	\$19,561.00

Subtotal of additional federal funds included for this school: \$89,079.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$38,960.00
Donation	\$5,000.00
LCFF - Intervention	\$39,644.00
LCFF - Targeted	\$42,676.00

Subtotal of state or local funds included for this school: \$126,280.00

Total of federal, state, and/or local funds for this school: \$215,359.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,960.00	0.00
LCFF - Intervention	39,644.00	0.00
Title I	69,518.00	0.00
Title III	19,561.00	0.00
LCFF - Targeted	42,676.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	38,960.00
Donation	5,000.00
LCFF - Intervention	39,644.00
LCFF - Targeted	42,676.00
Title I	69,518.00
Title III	19,561.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	18,460.00
	Discretionary	20,500.00
	Donation	5,000.00
	LCFF - Intervention	24,271.00
	LCFF - Intervention	15,373.00
	LCFF - Targeted	26,689.00
	LCFF - Targeted	15,987.00
		1469

	Title I	16,890.00
	Title I	52,628.00
	Title III	19,561.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	178,499.00
Goal 2	17,000.00
Goal 3	19,860.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Allison Cordes	Principal
Cristina Jimenez-Sanchez	Other School Staff
Helen Zaragoza	Classroom Teacher
Veronica Oros	Classroom Teacher
Carmen Torres	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
Adriana Mendoza	Parent or Community Member

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.

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit My Settings
2019-20 School Plan for Student Achievement	2019-10-24		View	View	32

Previous Section

[School Site Council Membership](#)

Current Section

Recommendations and Assurances

Next Section

[Instructions: Overview](#)

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

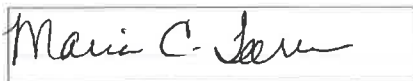
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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:

Signature

Committee or Advisory Group Name

[Clear](#)


School Site Council

[Clear](#)



English Learner Advisory Committee

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.

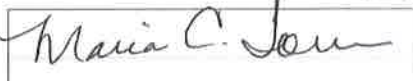
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/16/19

Attested:

[Clear](#)


Principal, Allison Cordes on 10/21/19

[Clear](#)


SSC Chairperson, Carmen Torres on 10/25/19

Previous Section

[School Site Council Membership](#)

Current Section

Recommendations and Assurances

Next Section

[Instructions: Overview](#)



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Richard B. Haydock Academy of Arts and Sciences	56725386055305	October 16, 2019	November 14, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Haydock Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Haydock Academy draws students from all across 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.

Haydock strives to meet the needs of all our students through a diverse offering of educational settings and courses. Students with specialized needs are served in a variety of settings including three mild to moderate classes, two moderate to severe classes, and four resource teachers that provide instruction in both the co-teaching and pull out SAI models. Haydock students that need designated ELD support are placed into leveled classes to provide for maximum targeting of instruction to support English Learners. Students receive 180 days of instruction during our 8 period day, with one period serving as lunch, and another as advisory. Academic intervention and support is offered to students before, during, and after school.

Haydock Academy is focused on providing a safe, healthy, positive, and respectful environment in which creativity, critical thinking, and responsibility is fostered with all students. Some important aspects of our educational program include student led conferences, designated ELD, access to technology (including one to one IPAD devices), student incentives, after school program, and an Academy focus (Arts and Sciences). We also strive to work in tandem with our parents. Parents are provided various opportunities to become involved in Haydock including parent workshops and trainings, ELAC, School Site Council, and PTA. Other family events are included throughout the year.

Haydock will develop the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District. The School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement program. The Haydock School Site Council will meet regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and Haydock parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students. School Site Council shall also have the proper balance of members to reflect an equal representation of the school staff and parents/community members.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classroom observations are conducted on a regular basis at Haydock Academy. The purpose of these observations is for school staff to be knowledgeable about the standards. These frequent classroom observations also provide an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity for school staff to give specific and constructive feedback that helps teachers incorporate best practices and effective, research proven strategies to maximize instructional effectiveness. Classroom observations are monitored by the admin team to ensure all classrooms are visited on a regular basis. During classroom observations an emphasis is placed upon noting areas of need and exemplary areas, particularly in light of school wide goals for English Learner students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At Haydock Academy we utilize the results of state and local assessments to plan, reflect, and modify instruction and instructional planning to meet the needs of our students. We closely examine the results from the California Assessment of Student Performance and Progress (CAASPP) to measure how effectively our instruction and curriculum have been with our students. CAASPP results include information regarding English-Language Arts, Math, and Science. We also examine the results of the English Language Proficiency Assessments for California (ELPAC) to measure the progress of our English Learner students have made in the area of Oral Language, Written Language, Listening, Reading, Speaking, and Writing. Haydock also utilizes the results local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of three times per year. Local (district) writing exams and an ELD assessment for our ELL students are also given throughout the school year to assist in monitoring our students' progress towards meeting the California Common Core State Standards. Haydock administers the California Healthy Kids Survey annually for our 7th grade students, with the results helping us design and implement an effective program to address the overall school climate and to ensure that our school continues to offer a safe learning environment for all of our students. Throughout the school year English-Language Arts and Math teachers also administer SBAC Interim-Assessments which can provide additional feedback about student progress towards meeting the California Common Core State Standards. A limited number of students take the California Alternative Assessment (CAA) for Math, English-Language Arts, and Science as determined by their IEP team. Haydock also administers the Oxnard School District Gate assessment annually to identify students that meet the qualifications for GATE classification.

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

At Haydock we use data to inform our planning and instruction. The sources of data include both state and local assessment data, as well as ongoing informal and formal assessments within the classroom. This year Haydock teachers will have additional time within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data. We will also continue to analyze STAR 360 data for both Math and English-Language arts throughout the year to measure student progress and make curricular and instructional adjustments to best meet the diverse needs of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teachers regularly collaborate through the Professional Learning Community model. Time is set aside for meetings every Tuesday afternoon. Additional funding is provided from several funding sources through this plan to add additional time for teachers to collaboratively plan, grade, analyze data, and develop/monitor common assessments throughout the school year. Time will also be provided to release teachers on various school teams including PBIS and Restorative Justice.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Haydock is committed to effectively serving all students, including students that are not successfully accessing state content standards. A special emphasis is placed on our English Learner students, particularly those that are long term English Learners who are still in need of additional support to access grade level standards and ultimately qualify for reclassification to leave the ELL program. Our special education population is also performing at lower levels than their peers, and Haydock is working to provide additional opportunities for these students, specifically inclusion in a co-teaching model when deemed appropriate by the IEP team. Co-teaching classes allow for special education students to access grade level content standards with their non special education peer students. We recognize that the most effective way to address the needs of under performing students is to guarantee high quality first instruction within every classroom. All core curriculum adoptions provide additional resources and activities including universal access information to support students that are not currently meeting grade level state standards. Another tool for supporting under performing students includes the 1 to 1 IPAD implementation for all of our students. The IPAD deployment allows for students to interact with the state content standards and core curriculum in an engaging manner. Through the use of Title 1 and LCFF funding. Haydock offers ample tutoring opportunities for students that are not currently accessing the state content standards. Tutoring is provided in all core academic areas to support student progress towards meeting state grade level standards. Many Haydock students also participate in the Oxnard Scholars After School Program which offers a number of academic and extracurricular opportunities for students, including additional support from the after school staff and certificate staff members. Haydock systematically utilizes the Accelerated Reader (AR) program to increase student reading levels which assists with closing the achievement gap between our students at grade level, and those below grade level standards. All students take at least one AR diagnostic test each trimester and accrue points throughout the year by successfully taking accelerated reading tests on books they have read. As discussed in the analysis section, English Learner students at Haydock are scoring significantly lower on the CAASPP test, and are therefore a focus area for the school. An instructional assistant position is funded to support 7th and 8th grade ELD classes during the 2019-2020 school year. The instructional assistant provides in class support and assistance within the ELD classes.

Evidence-based educational practices to raise student achievement

The Haydock staff recognizes that high-quality first instruction (Tier 1) is the most crucial element to support students that are not meeting state content standards. Furthermore, we recognize that instructional best practices require regular and productive collaboration by teachers within and across grade levels and departments. Teacher collaboration is targeted and responsive to student needs so that curriculum adjustments and re-teaching when necessary is built into all classrooms. Teachers also utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. The Haydock teachers are in the early phases of implementing school "instructional rounds" to observe and identify other areas of growth for the school site. Additionally, all teachers at Haydock have at least 2 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. The staff will be continuing to develop Professional Learning Communities (PLCs) over the course of this year and in the future.

Parental Engagement

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

Parents are invited and encouraged 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. Funding has been allocated within the school plan to provide materials for parents participating in school site council, PTA, and ELAC.

Parent trainings and workshops are offered throughout the year, including 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.

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

Parent input is crucial to the development of school site and district level decisions about curriculum, budget allocations, and other important educational functions. Parents can directly participate and provide input through school site council, PTA, or ELAC. Parents are also encouraged to reach out to the school at any time they have a concern or feedback for the school. Haydock has a representative on the district DELAC team as well as the district parent advisory committee. Haydock parents also have opportunities to provide school specific and district specific feedback throughout the development of the Oxnard School District Local Control Accountability Plan.

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Funding

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

A variety of services are detailed within the school plan for student achievement (SPSA) that support students who are not currently meeting state content standards. Extra hours for teachers to provide support to on campus clubs including our site Arts, Music, and Science strands. Additionally, funding is provided for teachers to be released to plan additional supports for our English Learner students, particularly our long term English Learners, as well as funding to support students in their transition from middle school to high school. Within the SPSA funding is also provided to allow for teacher release time to analyze data, plan assessments, and design curriculum to specifically meet the needs of students that are not presently meeting grade level standards. Within the Haydock SPSA an instructional assistant is funded to support English Learner students within their ELD and AVID Excel courses. Additional funding is provided to purchase instructional materials to support students within our daily advisory class which has a focus on writing, reading, and AVID strategies. Furthermore, funding for AVID and Project Based Learning instructional materials is also provided. Funding is also provided to purchase subscriptions to high interest, non-fiction materials for ELD courses. Another service called out in the SPSA is funding to support teacher and administrative opportunities for professional development, including both on site and off site training. Funding has also been allocated to continue with the purchase of new books for our school library with a focus on multiple genres to engage students that are not currently reading at grade level. Field trips play a vital role in the learning process, and therefore funding has been allocated to provide transportation to field trips that supplement and enhance the learning experience for our students. Finally, Haydock has a large number of parents that do not speak English as a first language, therefore funding has been provided to support additional translation as necessary at school events, parent phone calls home, parent conferences, and other events as necessary so that all parents will be aware of their child's progress towards meeting grade level standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA includes the involvement from all stakeholder groups. The Haydock leadership team reviewed the three SPSA goals and provided feedback on the goals. The leadership team also discussed the previous goals and actions that supported those goals. The SPSA and its goals were also shared with the ELAC committee. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support English Learners at Haydock. ELAC will continue to provide feedback to the School Site Council throughout the year. The SPSA, along with the site categorical budgets (Title I, Title III, and LCFF), will be reviewed and approved by the School Site Council. Both ELAC and School Site Council will

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provide opportunities for parent feedback and engagement throughout the school year. Stakeholder feedback is valued and utilized to enhance the school plan throughout the school year. This School Plan for Student Achievement shall be available for any parent/community member upon demand in the front office.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In examining the previous year's SPSA, there were several action items that were not successful. Last year Haydock was unable to hire an intervention support provider (ISP) for math classes as planned. Additionally, teachers were limited in the amount of time available for release planning time because of a shortage of substitute teachers within the district. This shortage of substitutes also limited the amount of professional development opportunities available during the day as coverage was not always readily available. Haydock had a large number of first and second year teachers last school year. While these teachers received ample support and guidance, this has an impact on instruction. Another area of concern is the high rates of chronic absenteeism at Haydock. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on under performing students. Lowering the chronic absenteeism rate and increasing the overall school wide ADA will be a focus area in the 2019-20 SPSA. While Haydock was able to continue to lower the overall suspension rate, there were a high number of suspensions, which resulted in time away from instruction which makes it more difficult for students to access grade level content standards. Haydock staff and the School Site Council shall continue to monitor resource inequities throughout the 2019-20 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.9%	0.95%	%	8	9	
Asian	0.1%	0.11%	%	1	1	
Filipino	1.0%	1.16%	%	9	11	
Hispanic/Latino	94.8%	94.31%	%	856	895	
Pacific Islander	0.3%	0.32%	%	3	3	
White	2.6%	2.74%	%	23	26	
Multiple/No Response	%	%	%			
Total Enrollment				903	949	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	313	330	
Grade 7	304	321	
Grade 8	286	298	
Total Enrollment	903	949	

Conclusions based on this data:

Haydock Academy of Arts and Sciences serves a diverse student population in grades 6-8. As a result of the district's open enrollment policy, Haydock Academy draws students from across the city of Oxnard and Oxnard School District. Our instruction focuses on California Content Standards with a strong on incorporating our strands, Art and Science within the educational program. Haydock's enrollment is currently just over 900 students. Our enrollment by grade level is fairly consistent, with approximately 300 students per grade level. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as English Learners, primarily long term English Learners. It is important to note that nearly 80% of Haydock students fall into the category of "ever EL" meaning that many students were identified as English Learners at one point. Approximately 40% of Haydock students have been reclassified from English Learners to RFEP. Haydock monitors students that have reclassified for a period of 4 years to ensure that they are making progress towards grade level content standards. As a result, Haydock Academy will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	315			34.9%		
Fluent English Proficient (FEP)	374			41.4%		
Reclassified Fluent English Proficient (RFEP)	52			16.8%		

Conclusions based on this data:

English Learner students make up a significant percentage of the students at Haydock Academy of Arts and Sciences. English Learners currently make up about one-third of our entire student population, but close to 80% of students at Haydock have been classified as English Learners at one point during their academic career. A vast majority of English Learners at Haydock Academy are considered Long Term English Learners. Long term English Learners are defined as an EL student who is enrolled in grades 6-12 and has been enrolled in school in the United States for more than six years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Development test (currently the ELPAC), and scores "standard not met" on the smarter balanced ELA test. Throughout the school year Haydock Academy monitors the progress of English Learners to determine if they meet the district qualifications for reclassification. English Learner students who are reclassified are monitored for four consecutive years after reclassification to ensure that they are receiving any needed supports to meet state content standards. On the CAASPP ELA test, less than 1% of English Learner students scored "met standards" or above. In the area of mathematics, 1.2% of students scored "standard met" or higher on the smarter balanced summative test. In contrast, nearly 23% of Haydock students scored "met standard" or above on the summative ELA test, and 13.2% of students overall scored "met standards" or higher on the summative math test. While the percentage of English Learner students scoring "met standards" is low, there were 39 EL students that had positive movement on the ELA summative test, and only 5 students that had negative movement. In mathematics, 17 students showed positive movement while 16 had negative movement. The academic performance of our Haydock Academy English Learner students is a high priority and a specific goal within the SPSA this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	312	325	300	309	324	297	309	324	297	99	99.7	99
Grade 7	296	311	306	294	308	305	294	308	305	99.3	99	99.7
Grade 8	279	293	298	277	293	292	277	293	292	99.3	100	98
All Grades	887	929	904	880	925	894	880	925	894	99.2	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2441.	2431.	2458.	0.65	1.23	3.03	11.33	10.80	16.50	31.39	26.23	33.33	56.63	61.73	47.14
Grade 7	2473.	2464.	2482.	3.74	1.95	2.30	17.01	18.18	20.98	27.89	25.32	30.16	51.36	54.55	46.56
Grade 8	2492.	2495.	2515.	2.17	4.44	3.77	20.22	20.48	26.71	29.96	24.23	31.85	47.65	50.85	37.67
All Grades	N/A	N/A	N/A	2.16	2.49	3.02	16.02	16.32	21.36	29.77	25.30	31.77	52.05	55.89	43.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	3.40	4.38	40.78	34.88	41.08	56.96	61.73	54.55
Grade 7	8.84	6.82	5.57	39.12	34.42	40.00	52.04	58.77	54.43
Grade 8	7.58	8.87	9.25	37.18	33.11	46.23	55.23	58.02	44.52
All Grades	6.14	6.27	6.38	39.09	34.16	42.39	54.77	59.57	51.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.29	1.54	4.71	36.57	27.16	43.10	62.14	71.30	52.19
Grade 7	6.80	6.49	6.89	43.54	41.88	48.52	49.66	51.62	44.59
Grade 8	3.97	6.83	6.85	43.68	39.25	53.08	52.35	53.92	40.07
All Grades	3.98	4.86	6.15	41.14	35.89	48.21	54.89	59.24	45.64

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.59	2.78	4.71	53.07	50.31	58.59	44.34	46.91	36.70
Grade 7	5.44	3.57	2.62	47.96	41.23	58.69	46.60	55.19	38.69
Grade 8	3.97	10.58	8.90	63.18	51.54	60.62	32.85	37.88	30.48
All Grades	3.98	5.51	5.37	54.55	47.68	59.28	41.48	46.81	35.35

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.50	6.17	14.48	41.75	44.14	46.13	52.75	49.69	39.39
Grade 7	10.88	8.44	12.13	42.86	42.53	51.15	46.26	49.03	36.72
Grade 8	11.91	14.68	18.15	44.77	45.05	48.97	43.32	40.27	32.88
All Grades	9.32	9.62	14.88	43.07	43.89	48.77	47.61	46.49	36.35

Conclusions based on this data:

The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. An emphasis will be placed to utilize professional learning communities within and across departments/grades to analyze data to determine what students need to make progress towards state content standards in the area of English-Language Arts. Student achievement will be measured through a variety of data points, including smarter balanced CAASPP summative assessments, STAR 360 math and reading scores, ELPAC scores. While data about school climate is not necessarily found in this section, we do include several goals and activities to support a continued improvement in the area of school culture, suspension rates, and attendance as these all have an effect on overall student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	312	324	300	309	316	297	309	316	297	99	97.5	99
Grade 7	296	310	306	293	304	304	293	304	304	99	98.1	99.3
Grade 8	279	293	299	277	284	293	277	284	293	99.3	96.9	98
All Grades	887	927	905	879	904	894	879	904	894	99.1	97.5	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2422.	2422.	2445.	1.29	0.95	3.70	5.50	7.28	8.42	23.95	22.15	30.30	69.26	69.62	57.58
Grade 7	2447.	2441.	2450.	4.78	3.29	2.30	6.83	9.54	11.51	24.57	21.71	25.33	63.82	65.46	60.86
Grade 8	2461.	2458.	2474.	3.61	4.93	5.12	8.66	7.39	8.53	19.49	18.31	24.23	68.23	69.37	62.12
All Grades	N/A	N/A	N/A	3.19	2.99	3.69	6.94	8.08	9.51	22.75	20.80	26.62	67.12	68.14	60.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	2.53	6.40	16.83	18.99	26.94	80.91	78.48	66.67
Grade 7	7.51	5.59	4.93	17.06	19.08	22.04	75.43	75.33	73.03
Grade 8	7.22	5.63	6.16	19.49	19.37	25.34	73.29	75.00	68.49
All Grades	5.57	4.54	5.82	17.75	19.14	24.75	76.68	76.33	69.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	0.95	3.37	29.13	28.16	32.32	68.61	70.89	64.31
Grade 7	5.46	5.26	4.28	34.13	35.53	35.53	60.41	59.21	60.20
Grade 8	4.33	8.80	6.14	25.99	35.21	32.76	69.68	55.99	61.09
All Grades	3.98	4.87	4.59	29.81	32.85	33.56	66.21	62.28	61.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.29	4.11	2.69	33.98	28.48	38.38	64.72	67.41	58.92
Grade 7	5.80	3.29	2.96	44.71	44.74	47.37	49.49	51.97	49.67
Grade 8	5.78	5.99	7.51	40.07	33.45	43.00	54.15	60.56	49.49
All Grades	4.21	4.42	4.36	39.48	35.51	42.95	56.31	60.07	52.68

Conclusions based on this data:

The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. Haydock students made progress in the area of mathematics during the 18-19 school year, but this is still an area of concern. One positive note is that the 8th graders during the 18-19 school year doubled the number of students scoring "met standards" as compared to the same cohort scores in 6th grade. Overall math scores increased in all three grade levels from the year prior. 6th grade scores grew from 8% met standards or above to 12%. Seventh grade scores grew from 13% met standard or above to 14%, while 8th grade scores grew from 12% to 14% meeting standards or above. An emphasis will be placed on moving all students, but particularly English Learners, from the not met standard band to the nearly met or met band. One other data point that will be analyzed to measure success is the "distance from met" which gives an overall summary of how students are progressing in the area of mathematics as measured by the CAASPP summative assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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Conclusions based on this data:

Haydock administers the yearly English Language Proficiency Assessments for California (ELPAC) to all English Learner students. Last year was the second year of ELPAC administration so there is only two years of longitudinal data. The ELPAC is administered during the OSD testing window which generally occurs in the spring. Students that arrive from outside of the United States are administered the initial ELPAC test to assess whether they qualify as an English Learner, and to assess their ability in the domains of Listening, Speaking, Reading, and Writing. Students that take the ELPAC are given an overall level of 1,2,3, or 4 in each of the domains, and an overall score with 4 being the highest possible score. Last year Haydock had 44 students score a "4" overall. 138 students scored "3," 100 scored "2," and 36 students scored a "1" overall. The ELPAC is one of the data points, along with STAR Reading Level and ELA score on the smarter balance summative assessment, to determine when students may be ready for reclassification. 96% of English Learners at Haydock Academy report a home language of Spanish. 2.6% of Haydock English Learners have a home Language of Mixteco, while Tagalog, Cebuano, Farsi, and Vietnamese each make up less than 1% of the home languages for EL students. 386 Haydock students have been reclassified as RFEP (redesignated fully English Proficient, but are still being monitored to ensure they are successful in making progress towards grade level standards. Haydock has another 50 students that were classified as English Learner at one point, but have fully exited the program after 4 years of monitoring.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
949	91.0%	33.6%	0.7%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	319	33.6%
Foster Youth	7	0.7%
Homeless	15	1.6%
Socioeconomically Disadvantaged	864	91.0%
Students with Disabilities	127	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.9%
Asian	1	0.1%
Filipino	11	1.2%
Hispanic	895	94.3%
Two or More Races	4	0.4%
Pacific Islander	3	0.3%
White	26	2.7%

Conclusions based on this data:

During the 2018-19 school year, Haydock was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Haydock's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Haydock showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Haydock scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The next release of the California School Dashboard is expected to occur this winter.

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Haydock has a diverse student body, with 91% of students identified as Socio-Economically disadvantaged. 33% of Haydock students are identified as English Learners, while 0.7% of students are considered Foster Youth. White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Haydock has 13.4% of students that are identified as students with disabilities. Approximately 1.6% of Haydock students were identified as homeless under the McKinney Vento guidelines. Haydock Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

Overall, Haydock showed growth in both Math and English Language Arts during the 2018-19 school year. In the area of Mathematics, the percentage of students meeting standards increased by 1.43% to 9.51%. The percentage of students exceeding standards in mathematics increased to 3.69%, which was a 0.70% increase. It is also important to note that 5.82% of students moved from "standard not met" to "standard nearly met" in the area of mathematics. In the area of English-Language Arts, the percentage of students meeting standards increased by 5.04% to 21.36% while the number of students exceeding standards increased by 0.53% to 3.02% overall. The percentage of students not meeting standards in English-Language Arts declined by 12.04% as these students progressed to standard nearly met. Haydock Academy is still waiting to receive our Science scores as this was the first year that the test was taken for results. Haydock Academy staff members are examining which instructional practices contributed to this increase in test scores to inform future instructional practices.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate NA	Suspension Rate  Red
Mathematics  Red	Chronic Absenteeism  Red	
English Learner Progress  No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

During the 2018-19 school year, Haydock was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Haydock's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Haydock showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Haydock scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The next release of the California School Dashboard is expected to occur this winter.

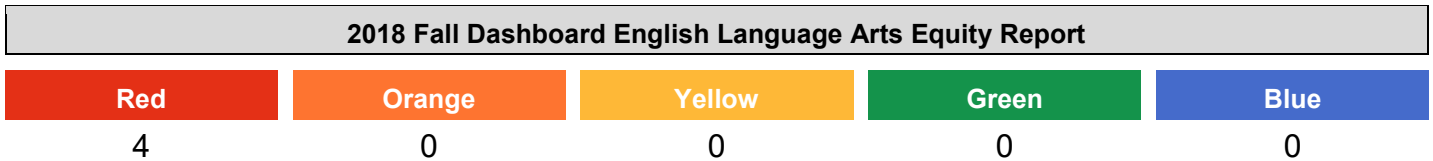
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 85.5 points below standard Declined -5.9 points 894 students	<p>English Learners</p>  Red 103.6 points below standard Declined -3.9 points 593 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<p>Homeless</p>  No Performance Color 110.9 points below standard Increased 9 points 22 students	<p>Socioeconomically Disadvantaged</p>  Red 87.4 points below standard Declined -5.5 points 816 students	<p>Students with Disabilities</p>  Red 164.9 points below standard Maintained 2.4 points 131 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.8 points below standard Declined -6.2 points 842 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 45.3 points below standard Declined -24.5 points 26 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154.6 points below standard Declined -19.3 points 240 students	69 points below standard Declined -9.5 points 353 students	81.5 points below standard Declined -8.9 points 198 students

Conclusions based on this data:

17-18 Analysis: In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Haydock Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2018 California School Dashboard. For our Hispanic subgroup, the English Language Arts performance declined by an average of 6.2 points, for an overall average of 86.8 points below standard. For our white subgroup, the average score declined by 24.5 points, for an overall average score of 45.3 points below standard. It is important to note that these data points are from the 2017-2018 school year. Haydock increased Language Arts scored increased from 14% to 22.2% meeting standards. It is also important to note that the percentage of students that scored in the lowest band, standard not met, decreased from 59.8% to 47.7%. This data will be reflected on the 2019 California School Dashboard that will be released later in this school year. For the 2018 California School Dashboard, English Learner students scores declined by an average of 19.3 points. Once again, this is data from the 2017-18 school year.

2018-2019 Analysis: For the 2018-19 school year, there were gains in the English Language Arts scores for English Learner students including a large gain in the number of students scoring "standard nearly met" where the percentage rose from 6.2% to 20.5% which represents a large increase. On the 2018 California School Dashboard, English only students English Language Arts scores declined by an average of 8.9 points. For the 2018-19 school year, English only student scores increased as 28% scored met standard or above, while that number was 20.4% the previous school year. In examining the large subgroups, Haydock saw a decline in English Language Arts scores for the 2018

California School Dashboard with an average decline of 5.9 points for all students, a 3.9% decline for English learners, and a 5.5% decline for socioeconomically disadvantaged. Our homeless student population did see an increase in English Language Arts scores by an average of 9 points. Our school population of African American and Foster students was not reported because the student population was less than 11 students. Our special education students also demonstrated growth in the area of English Language Arts with an average increase of 2.4 points. It is important to note that in the area of English Language Arts, current EL students had a mean score of 154.6 points below standard, as compared to English only students that had a mean of 81.5 points below standard. This gap in performance is troublesome, and therefore a specific goal is included in this SPSA to target English Learner students. Students with disabilities also had a large gap as they had a mean score of 164.9 points below standard, compared to 88.5 points below for all students.

Haydock staff will examine the instructional practices that contributed to significant student growth in the area of English-Language Arts. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of English-Language Arts.

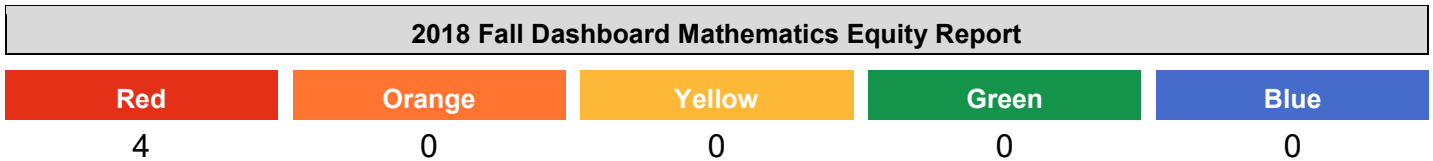
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 126.7 points below standard Declined -4.1 points 875 students	<p>English Learners</p>  Red 145.1 points below standard Maintained -2.3 points 580 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<p>Homeless</p>  No Performance Color 141 points below standard Increased 25.2 points 21 students	<p>Socioeconomically Disadvantaged</p>  Red 129.4 points below standard Declined -4.6 points 800 students	<p>Students with Disabilities</p>  Red 215.6 points below standard Maintained 2.2 points 126 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 128.1 points below standard Declined -4.5 points 825 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 105.1 points below standard Declined -10.7 points 25 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201.6 points below standard Declined -23.6 points 231 students	107.6 points below standard Declined -4.6 points 349 students	118.7 points below standard Maintained -1.3 points 192 students

Conclusions based on this data:

In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Haydock Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2018 California School Dashboard. The average math score for all Haydock students declined by an average of 4.1 points based upon the 2017-2018 test scores which this dashboard reflects. Our English learner students declined by 2.3 points on average. Haydock's designated homeless students showed an average increase of 25.2 points, while socioeconomically disadvantaged students. Students identified as special education scores increased by an average of 2.2 points. The score for current English Learner students at Haydock declined by 23.6 points on average, while reclassified English Learner scores declined by an average of 4.6 points. English only students had a decline average of 1.3 points, which is considered "Maintaining" on the dashboard. It is important to note that all of these scores are based upon results from the 2017-2018 summative assessment. For the 2018-19 school year, Haydock students demonstrated growth on the math test. For the 18-19 test examination, the number of students scoring standard met or above increased from 11.0% to 13.2%. It is also important to note that last year's 8th grade students demonstrated growth for all three years at Haydock. The percentage of students that scored "standard not met," the lowest test area, decreased from 65.4% to 61% for the 2018-19 school year. The new results will be reflected on the California Dashboard when it is released this school year.

Haydock staff will examine the instructional practices that contributed to student growth in the area of Mathematics. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further

enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
249	11.2%	42.6%	32.1%	14.1%

Conclusions based on this data:

The 2018 California School Dashboard does not report on English Learner progress as this was only the second administration of the new ELPAC assessment for English Learner students. In analyzing the student data, we see that Haydock had 249 English Learners during the 2017-2018 school year. 11.2% of these students scored an overall level of 4, which is well developed. 42.6% of English Learners scored a 3, or moderately developed. 32.1% of Haydock English Learners scored level 2, or somewhat developed, while 14.1% scored a level one, beginning stage. This data represents English Learner scores from the 2017-2018 administration of the ELPAC assessment. During the 2019-2020 school year, Haydock has 258 English Learner students, and another 380 former English Learners that are being monitored. When an English Learner is reclassified as fully English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student is ready for reclassification. The data examined to determine if a student is ready for reclassification includes their CAASPP ELA smarter balanced test score, their overall ELPAC Score, and their STAR 360 reading level. After four years of monitoring, reclassified students are no longer monitored. When Haydock receives a student that has not previously been enrolled within a school in the United States, an initial ELPAC examine is administered to measure whether the student will be classified as an English Learner or not.

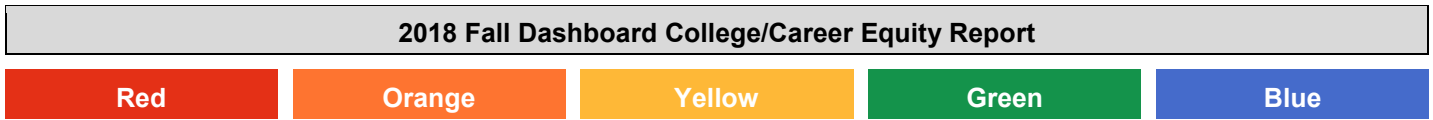
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
No Performance Color		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

The 2018 California School Dashboard did not provide College/Career Readiness Performance data for middle schools. This category is slated to come online over the next several school years and will measure how well schools are preparing students for College and Career opportunities.

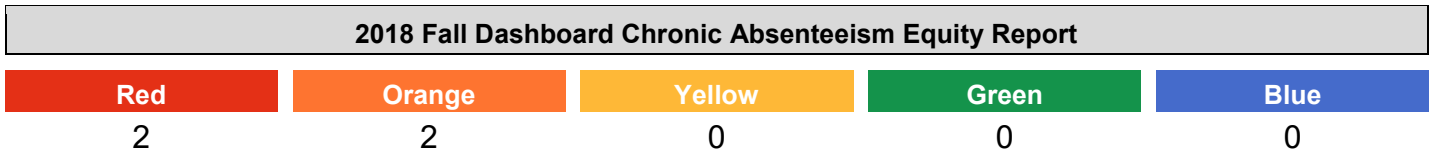
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 11.7% chronically absent Increased 3.6% 981 students	<p>English Learners</p>  Orange 12.4% chronically absent Increased 1.6% 330 students	<p>Foster Youth</p>  No Performance Color 27.3% chronically absent Increased 2.3% 11 students
<p>Homeless</p>  No Performance Color 18.5% chronically absent Declined 10.1% 27 students	<p>Socioeconomically Disadvantaged</p>  Red 11.2% chronically absent Increased 3.2% 900 students	<p>Students with Disabilities</p>  Orange 16.7% chronically absent Increased 2.2% 150 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 45.5% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 7.7% chronically absent 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.5% chronically absent Increased 3.7% 922 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 7.4% chronically absent Declined 13.4% 27 students

Conclusions based on this data:

The California School Dashboard for 2018 reported that two subgroups of students (All students, socioeconomically disadvantaged) were in the red performance band, meaning this is an area of concern. Two other subgroups (English Learners and Students with Disabilities) were in the orange performance band, which is slightly higher than red, but still an area to be addressed. While there was not a performance band color, it is important to note that African-American students at Haydock had a 45.5% chronically absent rate. Hispanic students at Haydock had a 3.7% increase in the number of students that were identified as chronically absent, meaning that they missed at least 10% of the school year. The percentage of white students that were chronically absent declined by 13.4%. Chronic absenteeism and overall Average Daily Attendance (ADA) are goals within this year's Haydock SPSA. It is important to note that while 2018-19 CAASPP data has been released, the updated California Dashboard has not yet been published. While it has not yet been finalized, Haydock saw an increase in the number of students counted as chronically absent with an overall rate of 18.16%. Because of this data, a specific goal has been developed in this SPSA to attempt to decrease the number of students in this category. Attendance incentives and other tools will be employed to help in this area.

School and Student Performance Data

Academic Engagement Graduation Rate

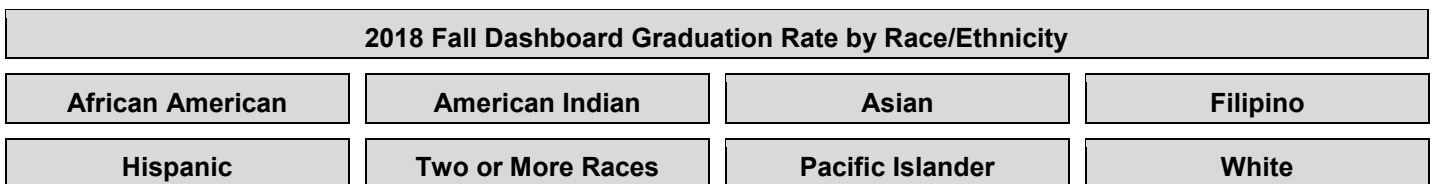
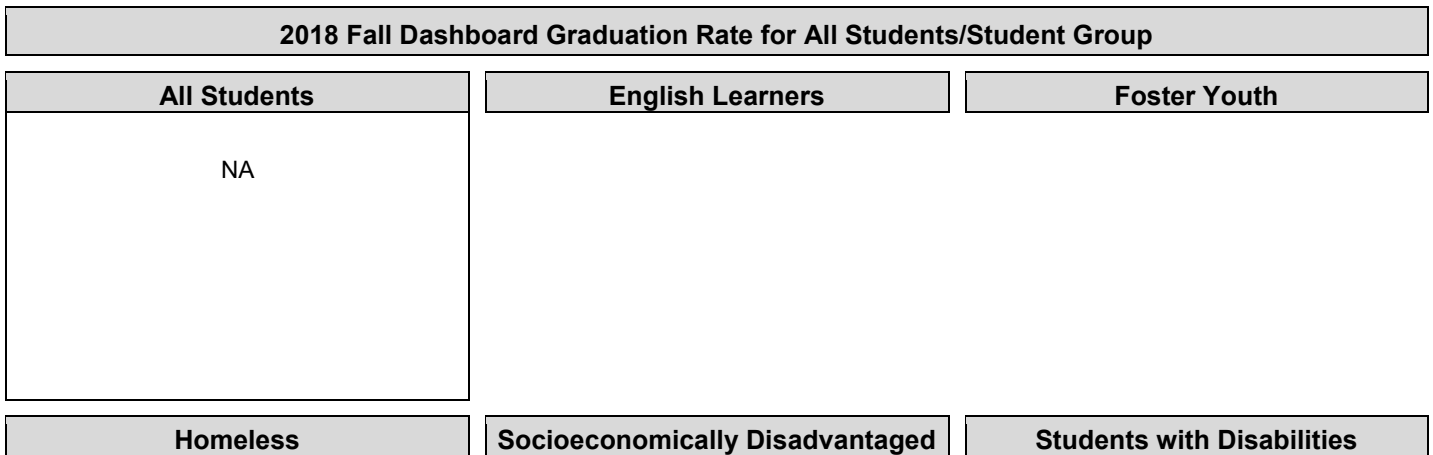
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

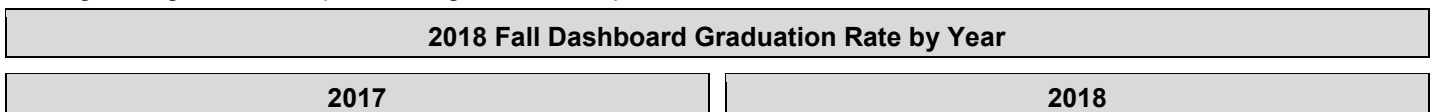
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

The graduation rate is not an area that middle schools are presently evaluated within the California School Dashboard.

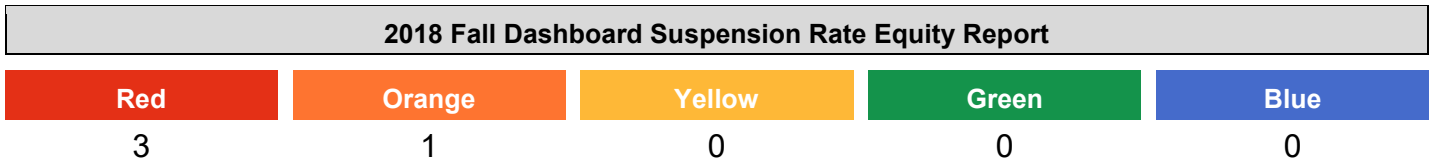
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>9.1% suspended at least once</p> <p>Increased 6.2%</p> <p>1010 students</p>	<p>English Learners</p>  <p>Red</p> <p>10% suspended at least once</p> <p>Increased 5.9%</p> <p>339 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>27.3% suspended at least once</p> <p>Increased 4.2%</p> <p>11 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>6.9% suspended at least once</p> <p>Declined -12.2%</p> <p>29 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>9.1% suspended at least once</p> <p>Increased 5.8%</p> <p>922 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9% suspended at least once</p> <p>Increased 3.8%</p> <p>155 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.3% suspended at least once 11 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0% suspended at least once 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.3% suspended at least once Increased 6.3% 946 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 3.3% suspended at least once Declined -0.7% 30 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.1% suspended at least once	3% suspended at least once	9.1% suspended at least once

Conclusions based on this data:

The California School Dashboard suspension rate is part of the overall school conditions and climate report. This data is from the 2017-2018 school year, and shows a large increase in overall suspension rates as 9.1% of students were suspended at least once during the 2018 school year. This represents a large increase from the previous year in which only 3% of students were suspended and 2016 when 5.1% of students were suspended at least once. In looking more closely at certain subgroups, it is important to note that 27% of African American students were suspended at least once, 9.3% of Hispanic students were suspended at least once, and 3.3% of white students were suspended at least once. Foster students were also suspended at high rates as over 27% were suspended at least once and 6.9% of homeless students were suspended at least once. 10% of English Learner students were suspended at least once and 9% of students with disabilities. While exact numbers and corresponding colors will not be known until the new California Dashboard is released, it is anticipated that Haydock's overall suspension rate declined during the 2018-2019 school year. While Haydock did show a decline in suspension rate for the 18-19 school year, this will continue to be a focus area and a goal will be present in this SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning, including the implementation of Professional Learning Communities
 To provide professional development opportunities for teachers to enhance tier 1 instruction in all classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	<p>2018-2019 CAASPP assessment data by grade level:</p> <p>Current 6th grade students: 19.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 21.3% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>29% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>33% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>41% of current 8th grade students will score "Met</p>

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.
CAASPP Math Assessment	<p>2018-2019 CAASPP assessment data by grade level:</p> <p>Current 6th grade students: 10.1% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 8.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 13.3% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>22% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>24% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>24% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p>
STAR 360 Reading Assessment	<p>Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 43 based on the April 2019 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 58 based on the April 2019 administration of the STAR 360 Reading assessment.</p>	<p>This year's 7th grade cohort will achieve a Student Growth Percentile of 53 during the 2019-2020 school year on the STAR 360 Reading Assessment.</p> <p>This year's 8th grade cohort will achieve a Student Growth Percentile of 65 during the 2019-2020 school year on the STAR 360</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math Assessment	Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 46 based on the April 2019 administration of the STAR 360 Math assessment.	This year's 7th grade cohort will achieve a Student Growth Percentile of 56 during the 2019-2020 school year on the STAR 360 Math Assessment.
ELPAC Assessment	Current EL CAASPP assessment Overall Scores: 11% of English Learner students scored an overall level of 1 32% of English Learner students scored an overall level of 2 43% of English Learner students scored an overall level of 3 14% of English Learner students scored an overall level of 4	Based on 2019-2020 ELPAC assessment data, 100% of English learners taking the ELPAC assessment will increase by one Overall Level or remain at an Overall Level 4..

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional opportunities for teachers to support student progress towards grade level standards through extra hour teacher tutoring, clubs, and intervention (before and after school opportunities).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)

Source(s)

48965	Title I 1000-1999: Certificated Personnel Salaries \$40597 certificated salary \$8368 (certificated benefits)
29844	LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$24,744(salary) \$5100 (certificated benefits)
3000	CSI Funding 1000-1999: Certificated Personnel Salaries "Boot Camp" Extra Hours for Instruction
200	Discretionary 0001-0999: Unrestricted: Locally Defined Discretionary Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, SST, fieldtrips, collaboration/planning, data analysis, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7116	Title I 1000-1999: Certificated Personnel Salaries \$5900 certificated salary, \$1216 certificated benefits
6025	Title III 1000-1999: Certificated Personnel Salaries \$4995 certificated salary, \$1030 certificated benefits. Release time limited to activities directly linked to the support of current English Learner students.
5000	CSI Funding 1000-1999: Certificated Personnel Salaries Department Specific PD/VCOE
350	Discretionary 1000-1999: Certificated Personnel Salaries

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	Discretionary Funds
100	Discretionary 1000-1999: Certificated Personnel Salaries Discretionary Funds (Admin Support)
129	Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Help/Subs Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Haydock Academy

Strategy/Activity

Provide an instructional assistant to specifically support English Learner students (including AVID Excel students).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 2000-2999: Classified Personnel Salaries \$7726 classified salary, \$2274 classified benefits
17225	LCFF - Intervention 2000-2999: Classified Personnel Salaries \$13,308 classified salary, \$2274 classified benefits
300	Discretionary 2000-2999: Classified Personnel Salaries Discretionary Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase new high interest reading books for the library with an emphasis on informational texts, but including all genres. Books will be at multiple grade levels to support students at all reading

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levels and varied interests. This goal is specifically supporting schoolwide implementation of the Renaissance Reading/Star 360 reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I
4000-4999: Books And Supplies
New books for library

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide opportunities for conference and professional development for teachers (all content areas)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title I
5000-5999: Services And Other Operating Expenditures
PD/Conferences

34000

CSI Funding
5000-5999: Services And Other Operating Expenditures
PD/Conferences

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

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Strategy/Activity

Purchase High Interest/Engagement books for English Learner students (to be utilized exclusively in ELD and AVID Excel classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Title III
4000-4999: Books And Supplies
Books for ELD classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Instrument Repair to support Haydock Academy Focus on instrumental music

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Instrument Repair

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide online subscriptions to educational applications like Moby Max, Brain Pop, FlowCabulary, IXL

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Online App Subscriptions

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

To pay the cost of publication recharges/Graphics to support in classroom materials, parent communication letters and packets,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Publications/Graphics

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Haydock focus strands

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)	Source(s)
2485	Title I 4000-4999: Books And Supplies Advisory Class Materials
1959	Title I 4000-4999: Books And Supplies AVID/AVID Excel Materials
9000	Title I 4000-4999: Books And Supplies Project Based Learning Materials
2500	Title I 4000-4999: Books And Supplies Provide basic school materials to students in need
10000	Title I 4000-4999: Books And Supplies Arts/Elective Materials to Support Academy Strands
1927	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
1000	CSI Funding 4000-4999: Books And Supplies Instructional Materials for Student "Boot Camp"
2500	CSI Funding 4000-4999: Books And Supplies Instructional Rounds Materials
7900	CSI Funding 4000-4999: Books And Supplies Instructional Materials to support CSI Activities
5155	LCFF - Targeted 4000-4999: Books And Supplies Purchase math supplemental materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide funding for services, entrance fees, and operations such as fieldtrips or other trips that require a student entry fee.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for the library tech to support students in the library and increase the time that library is open to students as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$3090 classified salary, \$910 classified benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours to the Haydock site technology technician to support classroom instruction and increase access to online segments of curriculum. This will increase the availability of the site technology tech as needed.

Proposed Expenditures for this Strategy/Activity

1517

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	LCFF - Targeted 2000-2999: Classified Personnel Salaries \$6181 classified salary, \$1819 classified benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity specifically targets English Learner students

Strategy/Activity

Purchase Computer Supplies/Software to support English Learner instruction within ELD and Avid Excel courses exclusively. This activity includes online/subscriptions for materials used within ELD and AVID Excel courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
506	Title III 4000-4999: Books And Supplies Technology/Software specifically for EL students
901	Title III 5800: Professional/Consulting Services And Operating Expenditures Online/Digital and paper subscriptions specifically for English Learner students

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide teacher release time to collaborate to address PLC items like collaborative grading, data analysis, lesson planning, unit planning, development of pacing guides, common assessments, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
72500	CSI Funding 1000-1999: Certificated Personnel Salaries CSI Teacher Extra Pay
25000	CSI Funding 1000-1999: Certificated Personnel Salaries Instructional Rounds Release Time

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours support for classified personnel to support the instructional programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Subs
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Overtime Hours
1500	Discretionary 2000-2999: Classified Personnel Salaries Clerical Substitutes
4000	Discretionary 2000-2999: Classified Personnel Salaries Clerical Extra Help
7400	Discretionary

	2000-2999: Classified Personnel Salaries Clerical Extra Help-OT
1800	Discretionary 2000-2999: Classified Personnel Salaries Campus Assistants Extra Help
250	Discretionary 2000-2999: Classified Personnel Salaries Campus Assistants Subs
4691	Discretionary 2000-2999: Classified Personnel Salaries Classified Extra Help/Subs/OT Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselor extra hours to support students academic and social-emotional well being outside of the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4934	Title I 1000-1999: Certificated Personnel Salaries \$4091 certificated salary \$843 Certificated benefits
1294	LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$1073 certificated salary, \$221 certificated benefits

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

1520

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Haydock focus strands

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17121	Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies
12000	Discretionary 4000-4999: Books And Supplies Warehouse Materials and Supplies
600	Discretionary 4000-4999: Books And Supplies Equipment Purchase

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Maintenance Agreements/Equipment Repairs/Service Fees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2250	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
1500	Discretionary 5000-5999: Services And Other Operating Expenditures Repairs
1000	Discretionary 5000-5999: Services And Other Operating Expenditures

1521

	Publications/Graphics
500	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Entry Fees/operations

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the Haydock academy focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

10609	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field trip transportation
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Strategy/Activity 211

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide computer supplies, devices and software for students to access digital learning materials and collaborate with peers to achieve California state content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	
5178	LCFF - Targeted 4000-4999: Books And Supplies Computer Supplies/Software	1522

3400

LCFF - Targeted
4000-4999: Books And Supplies
Computer Equipment over \$500

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Warehouse Charges including materials and supplies to support in classroom lessons and activities to assist students to support academy strands.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Warehouse Charges

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school site goal for the 2018-2019 school year was "All students will reach high academic standards in reading and mathematics. The metrics used to measure this goal included goals for CAASPP ELA assessment, CAASPP Math assessment, Star 360 math and reading assessments, and the ELPAC assessment. The goal for the CAASPP ELA was to increase the number of students meeting or exceeding standards by 5%. Overall, Haydock increased by 5.57%. 6th grade students increased by 7% to 19% overall. 7th grade students increased from 20% the previous year to 23% during the 18-19 school year. 8th grade students increased ELA scores from 24% to 31% overall. In the area of math, the schoolwide goal was to increase by 5% for the 2018-19 school year. Haydock students increased by 3.89% overall, which did not meet the 5% goal, but was a notable increase.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1523

There was only one major difference between the planned actions and what was carried out for the 2018-19 school year. Originally the School Site Council planned to spend about \$20,000 on an intervention support provider in the area of mathematics. Due to several issues, including lack of viable candidates for the position, this plan did not materialize and the funding was redistributed to other actions within the goal, primarily to provide additional materials/supplies to teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal for this year will not include money set aside for an Intervention Support Provider as that did not materialize last year, but math still showed growth. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis. This year Haydock has been identified as a Comprehensive Support and Improvement (CSI) school, and additional funding will be present to support the enhanced implementation of Professional Learning Communities and the implementation of Instructional Rounds, both of which will be supported with teacher professional development.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2018-2019 were 8.64%.	Suspension Rates for 2019-2020 will decrease to 7%.
California Healthy Kids Survey	<p>School Climate and Student Well-Being is measured through the California Healthy Kids Survey (administered to 7th graders) and is reported out on the School Climate Report Card</p> <p>The overall school climate index (SCI) for 2018-19 was 269 (higher score indicates</p> <p>The overall supports and engagement Index for 2018-19 was 241</p> <p>The overall high expectations and caring relationships for 2018-19 was 253</p> <p>The overall perceived school safety for 2018-19 was 237</p> <p>The overall school connectedness for 2018-19 was 241.</p>	<p>The following Key Indicators will be monitored based on 2019-2020 CHKS data:</p> <p>The overall supports and engagement index will meet or exceed 250</p> <p>The overall high expectations and caring relationships will meet or exceed 260</p> <p>The overall perceived school safety will meet or exceed 250</p> <p>The overall school connectedness will meet or exceed 250</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall scores on the School Climate Report Card range from 100 to 500, with high scores representing more positive school climate.	
Attendance Data	2018-2019 attendance data identified attendance as an area for growth. 18.16% of students had Chronic Absenteeism based on 2018-19 attendance data. The overall Average Daily Attendance for the 2018-2019 school year was 94.72%	Attendance data for 2019-2020 will be monitored with the following goal: The number of students with Chronic Absenteeism will decrease by 4% to for the 2019-20 school year to 14.16% The overall school wide Average Daily Attendance Percentage will increase to at least 95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

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, including release time to plan as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries

1526

\$794 Certificated Salary, \$206 Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TUPE

TUPE Curriculum No additional charge

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of Restorative Justice programs both in the classroom and throughout the campus, with the restorative justice team, including release time to plan as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted

1000-1999: Certificated Personnel Salaries
\$794 Certificated Salary, \$206 Certificated Benefits

Strategy/Activity 4

1527

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide class-wide and individual attendance incentives to encourage daily and timely attendance by all students to all classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal is targeting future Haydock students, but will include the transportation and services for current Haydock students.

Strategy/Activity

Ensure that the transition from elementary to middle school goes smoothly for future Haydock students. This activity includes the visitation of feeder schools to highlight the Haydock Academy strands/focus areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Visits to feeder elementary schools
(transportation cost)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide class-wide and individual incentives to students for exemplary behaviors as commended by school staff to foster a positive school climate. May also be utilized to plan student/parent celebrations and out of school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
PBIS Incentives/School Climate/Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Items to support the 8th grade promotion ceremony and to foster a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Promotion Ceremony Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

1529

Strategy/Activity

Provide incentives for participation and meeting STAR 360 Reading goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

LCFF - Targeted
4000-4999: Books And Supplies
AR Incentives

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

AVID and AVID Excel students

Strategy/Activity

Provide incentives to AVID students for achieving program goals and expectations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Targeted
4000-4999: Books And Supplies
AVID Incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide recognition and academic incentives for students achieving at high levels

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1530

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The second goal in Haydock's 18-19 SPSA was, "meeting 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. The metrics for this goal included baseline goals in the areas of suspension data, California Healthy Kids Survey, and attendance data. The goal regarding suspension data was to decrease the overall suspension rate to 8% or less. While Haydock did not meet this goal, there was a solid decrease in overall suspensions. Suspension rates will continue to be a focus in the 2019-20 Haydock SPSA. The results from the California Health Kids survey demonstrated significant increases in the area of perceived safety, welcoming environment, and overall school climate. As measured by the School Climate Report Card, Haydock positively increased its overall school climate index from 223 to 269. Overall supports and student engagement increased from 200 to 241. The overall low violence and substance abuse grew from 258 to 302. This strong growth in the area of school climate and perceptions of safety will be a continued focus for this school year. The area of attendance was a challenge and Haydock did not meet the goal to decrease chronic absenteeism. The overall chronic absenteeism actually grew, and this goal will continue in this SPSA for the 2019-20 year. Haydock will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and administration, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance. 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.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between what was intended for implementation activities last year. The budget expenditures were consistent with what was planned.

1531

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Even though Haydock showed strong growth in both suspension data and school climate, this will remain a focus area. The area of chronic absenteeism will also continue to be a goal area and funding will be dedicated to providing incentives to students for excellent attendance, and for the school to intervene and support students that are chronically absent.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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
 To effectively communicate regularly with parents, including verbal translation as needed for conferences, parent workshops, parent-teacher meetings, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	According to teachers, parent attendance at conferences was 90% for 2018-2019	Maintain or increase the percentage of parents participating in parent conferences for the 2019-2020 school year.
Average Attendance at ELAC	ELAC averaged 14 parents in attendance for the period including the 2017/18 and 2018/19 school years.	ELAC will increase attendance to an average of at least 15 parents for the 2019-20 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

1533

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
\$1487 Certificated Salary, \$513 Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

no additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.

Proposed Expenditures for this Strategy/Activity

1535

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide verbal translation as necessary to encourage parent participation on campus, including Back to School Night, Open House, ELAC, SSC, student conferences, and all other opportunities for parent communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$7726 classified salary, \$2274 classified
benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide meals for parents on School Site Council and ELAC during meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Provide meals for parents (SSC/ELAC)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional campus assistant time to enhance school culture and student sense of safety on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1295

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$1000 classified salary, \$295 classified benefits

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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal three in the 2018-19 SPSA stated, "Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. The activities in this goal were carried out last year including a number of parent workshops, campus tours, updating of student-parent compact. Haydock also continued with student conferences and had a strong turnout. The outreach specialist met frequently with parents to discuss additional wrap-around services and supports for students and families in need. PTA, ELAC, and SSC meetings were held with consistent attendance.

During this school year, we will continue to offer parents a variety of different opportunities to be meaningfully involved with their child's academic and social growth at Haydock Academy. This will include structured meetings like Back to School Night, fall and spring conferences, as well as other family events such as our Dia de los Muertos Celebration. We are committed to making parents feel like they are welcomed and valued on our campus. This also includes regularly communicating with parents about important events and opportunities on our campus and within the Oxnard School District.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned for the 2018-2019 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent participation remains a strong focus area at Haydock and within the Oxnard School District. All of the previous activities will continue, with other parent opportunities provided for this year. Additional funding has been set aside for ample verbal translation as necessary for school events, parent workshops, and whenever needed. The school team will continue to post on social media to expose parents and community members to what is happening at Haydock. As additional funding becomes available, school site council will continue to explore other strategies to involve parents at Haydock.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$117,818.00
Total Federal Funds Provided to the School from the LEA for CSI	\$150,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$452,609.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
CSI Funding	\$150,900.00
Title I	\$105,459.00
Title III	\$12,359.00

Subtotal of additional federal funds included for this school: \$268,718.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$57,191.00
LCFF - Intervention	\$48,363.00
LCFF - Targeted	\$78,337.00

Subtotal of state or local funds included for this school: \$183,891.00

Total of federal, state, and/or local funds for this school: \$452,609.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	105,459.00	0.00
Title III	12,359.00	0.00
LCFF - Targeted	78,337.00	0.00
LCFF - Intervention	48,363.00	0.00
Discretionary	57,191.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	150,900.00
Discretionary	57,191.00
LCFF - Intervention	48,363.00
LCFF - Targeted	78,337.00
Title I	105,459.00
Title III	12,359.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	105,500.00
4000-4999: Books And Supplies	CSI Funding	11,400.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	34,000.00
0001-0999: Unrestricted: Locally Defined	Discretionary	200.00
1000-1999: Certificated Personnel Salaries	Discretionary	579.00
2000-2999: Classified Personnel Salaries	Discretionary	21,441.00

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4000-4999: Books And Supplies	Discretionary	29,721.00
5000-5999: Services And Other Operating Expenditures	Discretionary	4,750.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	31,138.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	17,225.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	23,295.00
4000-4999: Books And Supplies	LCFF - Targeted	25,433.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	13,609.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	61,015.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	31,944.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title III	6,025.00
4000-4999: Books And Supplies	Title III	5,433.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	901.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	424,614.00
Goal 2	13,700.00
Goal 3	14,295.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Scott Carroll	Principal
Bria Singer	Classroom Teacher
Mariana Garcia	Classroom Teacher
Mendez, Lauren	Classroom Teacher
Eric Steiner	Classroom Teacher
Kimberlee Ramirez	Other School Staff
Lorena Siqueiros	Parent or Community Member
Lorena Paz	Parent or Community Member
Elizabeth Deal Garcia	Parent or Community Member
Zachary Wentz	Parent or Community Member
Jessica Vargas	Parent or Community Member
Maria Ramirez	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	✓ School Site Council
	✓ English Language Advisory Committee

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 10-17-18.

Attested:

	Principal, Scott Carroll	on 10/24/19
	SSC Chairperson, Elizabeth Garcia	on 10/24/19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemonwood K-8 School	56725386100333	October 14, 2019	November 13, 2018

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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. 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, AVID Leadership 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 enrichment, intervention and after school tutoring. 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 currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) , preparing our students for the California Assessment of Student Performance and Progress (CAASPP). We integrate technology into instruction, strive to meet the needs of all students, provide students with social-emotional support and develop 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. Low test scores have been a focus for our teaching staff to re-evaluate how we have been teaching and have forced a closer look at instructional practices.

Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons which address the Common Core and Next Generation Science standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. We have a year long focus on standards, a focus on rigorous first instruction, and a commitment to writing across the subject areas. The staff participates in professional development at least monthly in order to improve instructional practice. This professional development is provided by administration, teacher leaders, and visitors to campus.

We have instituted an 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 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.

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. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. AVID strategies are also shared with the full K-8 staff. 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-5 in order to promote bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten and 1st grade Dual Language classrooms are using designed, content-based units. Focus areas for Lemonwood with the program are consistent with the district focus of oracy and connection between the languages. Our DLI classroom pairs have additional collaboration time in order to communicate about best practices and about student growth in both languages. 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. All students are using Core 5 to support their own individual needs for language arts from Kindergarten to 5th grade. Our 2nd - 8th grade students have received an iPad for use at school and at home. Kindergarten and 1st grade have iPads available in their classrooms to support technology instruction. 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

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and weaknesses in all Reading standards. Our Special Education teachers are 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 both pull out and co-teaching models for students with an IEP. We have also added in remedial electives for Math and Language Arts for our middle school students.

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 principal, 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classroom observations are conducted regularly throughout the year. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with multiple administrators in order to monitor the academic program and provide feedback to the teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Lemonwood students did not make growth in the 18/19 school year. We are analyzing scores from the CAASPP and using Interim Assessment Benchmark data (3x/year) to guide our instruction for our 3rd-8th grade students. In addition, we will be analyzing ELPAC scores for our English Learners in order to guide integrated and designated instruction.

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

Lemonwood teachers will be using data from STAR (Early Literacy, Reading, and Mathematics) throughout the year, along with curricular data including writing across the subject areas. Teachers in the Dual Language program will reflect on reading and writing in both English and Spanish.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Lemonwood teachers will collaborate at least twice monthly, with a focus on increased student achievement. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Additionally, teachers will be given time to plan and analyze student writing across the subject areas.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Services that are provided include Tier I and Tier II intervention, provided by the classroom teacher. In addition, students in grades K-2 may receive assistance from the Reading Specialist and students in grades 3-5 may receive assistance from the ISP. Students in grade 6-8 may receive support through elective class options of ELD, Applied Skills, Remedial Reading, or Remedial Math courses.

Evidence-based educational practices to raise student achievement

Teachers will focus on rigorous first instruction that connects to the Common Core State Standards and Next Generation Science Standards. In addition, ELD standards will be imbedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish.

Parental Engagement

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

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

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

Administration holds quarterly Title I meetings in which the programs are discussed. Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year.

Funding

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

Services that are provided include support staff to assist with instruction. At Lemonwood, these consist of our paraprofessionals that support K-2 students in the classroom and AVID Tutors to assist with tutorials. Teacher collaboration hours and professional development is also covered by categorical funds so that they can analyze student assessments in order to guide instruction.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lemonwood involved multiple stakeholder groups for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in June, 2019. In August-October, 2019, we continued our analysis as we looked over CAASPP scores. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Our PBIS team reviewed the data from the California Healthy Kids Survey in August, and in August-October, 2019, helped to create the metrics and activities to support Goals 2 and 3. All staff members were given the goals, metrics and activities and encouraged to provide input in October, 2019. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2019 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to funding cuts for 2019-2020, positions have had to be eliminated. The technology and math mentors were eliminated, which cuts down on professional development for teachers. With categorical funding cuts, tutoring funding was decreased, and an emphasis placed on collaboration. Hours were significantly reduced with our campus assistants, bringing us down two positions. In addition to staff, budget towards supplemental classroom instruction materials and school supplies will have reduced funding for this year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	%	%	1		
African American	0.2%	0.12%	%	2	1	
Asian	0.1%	%	%	1		
Filipino	1.8%	1.64%	%	15	14	
Hispanic/Latino	95.6%	95.77%	%	800	816	
Pacific Islander	%	%	%			
White	2.0%	2.23%	%	17	19	
Multiple/No Response	%	%	%			
Total Enrollment				837	852	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	96	96	
Grade 1	93	91	
Grade 2	86	102	
Grade 3	108	86	
Grade 4	105	104	
Grade 5	105	103	
Grade 6	88	101	
Grade 7	86	87	
Grade 8	70	82	
Total Enrollment	837	852	

Conclusions based on this data:

The majority of our students are Hispanic/Latino. In addition, the number of students at our school continues to rise. We dropped in enrollment at the start of construction (for the 16/17 school year), and it has been on the rise as we regain our students. The majority of our students continue at Lemonwood from the elementary grades into the middle school grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	616			73.6%		
Fluent English Proficient (FEP)	135			16.1%		
Reclassified Fluent English Proficient (RFEP)	57			8.9%		

Conclusions based on this data:

In 2019/20, Lemonwood currently has 501 English Learners. In addition, there are 226 students who are being monitored following reclassification. 21 students have been fully reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	89	92	108	89	91	108	89	91	100	100	98.9
Grade 4	105	105	91	105	104	91	105	104	91	100	99	100
Grade 5	104	105	98	104	105	96	104	105	96	100	100	98
Grade 6	87	105	103	87	104	103	87	104	103	100	99	100
Grade 7	88	91	114	88	89	114	88	89	114	100	97.8	100
Grade 8	69	81	89	69	81	89	69	81	89	100	100	100
All Grades	561	576	587	561	572	584	561	572	584	100	99.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2400.	2370.	5.56	12.36	10.99	11.11	22.47	12.09	28.70	28.09	26.37	54.63	37.08	50.55
Grade 4	2399.	2392.	2425.	5.71	4.81	14.29	19.05	13.46	17.58	14.29	20.19	15.38	60.95	61.54	52.75
Grade 5	2438.	2451.	2442.	0.96	4.76	6.25	22.12	24.76	13.54	25.96	22.86	33.33	50.96	47.62	46.88
Grade 6	2456.	2462.	2473.	1.15	0.96	2.91	16.09	17.31	20.39	31.03	33.65	34.95	51.72	48.08	41.75
Grade 7	2491.	2467.	2463.	4.55	0.00	0.00	20.45	17.98	15.79	32.95	28.09	28.95	42.05	53.93	55.26
Grade 8	2483.	2533.	2495.	1.45	4.94	4.49	11.59	28.40	15.73	34.78	40.74	31.46	52.17	25.93	48.31
All Grades	N/A	N/A	N/A	3.39	4.55	6.16	16.93	20.45	15.92	27.27	28.50	28.60	52.41	46.50	49.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.48	15.73	13.19	31.48	52.81	36.26	62.04	31.46	50.55
Grade 4	7.62	10.58	19.78	40.95	37.50	37.36	51.43	51.92	42.86
Grade 5	3.85	6.67	6.25	47.12	52.38	44.79	49.04	40.95	48.96
Grade 6	2.30	4.81	4.85	43.68	47.12	42.72	54.02	48.08	52.43
Grade 7	13.64	5.62	1.75	34.09	39.33	35.96	52.27	55.06	62.28
Grade 8	4.35	14.81	6.74	31.88	51.85	42.70	63.77	33.33	50.56
All Grades	6.42	9.44	8.39	38.50	46.68	39.90	55.08	43.88	51.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.85	12.36	4.40	43.52	43.82	40.66	54.63	43.82	54.95
Grade 4	0.95	4.81	8.79	45.71	35.58	47.25	53.33	59.62	43.96
Grade 5	7.69	11.43	5.21	40.38	46.67	43.75	51.92	41.90	51.04
Grade 6	3.45	1.92	2.91	36.78	43.27	46.60	59.77	54.81	50.49
Grade 7	4.55	4.49	6.14	59.09	42.70	47.37	36.36	52.81	46.49
Grade 8	1.45	8.64	8.99	42.03	56.79	44.94	56.52	34.57	46.07
All Grades	3.39	7.17	5.99	44.56	44.41	45.21	52.05	48.43	48.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.70	11.24	10.99	58.33	74.16	54.95	37.96	14.61	34.07
Grade 4	6.67	3.85	12.09	43.81	64.42	59.34	49.52	31.73	28.57
Grade 5	2.88	8.57	8.33	65.38	55.24	55.21	31.73	36.19	36.46
Grade 6	5.75	4.81	7.77	64.37	52.88	66.02	29.89	42.31	26.21
Grade 7	4.55	1.12	2.63	57.95	56.18	55.26	37.50	42.70	42.11
Grade 8	2.90	7.41	3.37	65.22	69.14	61.80	31.88	23.46	34.83
All Grades	4.46	6.12	7.36	58.65	61.54	58.73	36.90	32.34	33.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.41	13.48	8.79	48.15	61.80	48.35	44.44	24.72	42.86
Grade 4	9.52	5.77	14.29	47.62	42.31	40.66	42.86	51.92	45.05
Grade 5	6.73	13.33	12.50	46.15	44.76	38.54	47.12	41.90	48.96
Grade 6	3.45	9.62	11.65	51.72	62.50	54.37	44.83	27.88	33.98
Grade 7	7.95	10.11	2.63	54.55	46.07	42.98	37.50	43.82	54.39
Grade 8	2.90	18.52	10.23	53.62	55.56	47.73	43.48	25.93	42.05
All Grades	6.60	11.54	9.78	49.91	51.92	45.45	43.49	36.54	44.77

Conclusions based on this data:

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category. Our claim data also shows drops in the percent above standard, but is higher than two years ago in this category.

As a result of this, our instructional staff has targeted focus areas to support language arts skills. We will be using AVID strategies to support critical reading skills and note-taking, will be doing Step Up to Writing strategies throughout the school and across the subject areas to support organization within writing, and will have increased collaboration time to collectively plan rigorous instruction focusing on grade level state standards. We will also be reflecting on data at least monthly to guide instruction, intervention, and enrichment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	89	92	108	89	90	108	89	90	100	100	97.8
Grade 4	105	105	91	105	104	91	105	104	91	100	99	100
Grade 5	104	105	98	104	105	96	104	105	96	100	100	98
Grade 6	87	105	103	87	105	103	87	105	103	100	100	100
Grade 7	88	92	114	88	89	114	88	89	114	100	96.7	100
Grade 8	69	81	89	69	81	89	69	81	89	100	100	100
All Grades	561	577	587	561	573	583	561	573	583	100	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2400.	2373.	1.85	3.37	4.44	17.59	31.46	17.78	29.63	28.09	24.44	50.93	37.08	53.33
Grade 4	2415.	2409.	2431.	1.90	0.96	4.40	18.10	11.54	19.78	30.48	37.50	37.36	49.52	50.00	38.46
Grade 5	2427.	2436.	2422.	1.92	4.76	2.08	6.73	12.38	3.13	26.92	20.95	26.04	64.42	61.90	68.75
Grade 6	2401.	2424.	2455.	0.00	0.00	4.85	3.45	0.95	10.68	12.64	27.62	30.10	83.91	71.43	54.37
Grade 7	2462.	2430.	2428.	1.14	0.00	0.00	9.09	5.62	2.63	35.23	20.22	20.18	54.55	74.16	77.19
Grade 8	2459.	2479.	2444.	2.90	1.23	0.00	7.25	9.88	6.74	17.39	27.16	16.85	72.46	61.73	76.40
All Grades	N/A	N/A	N/A	1.60	1.75	2.57	10.87	11.69	9.78	26.02	27.05	25.73	61.50	59.51	61.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.26	15.73	11.11	34.26	43.82	30.00	56.48	40.45	58.89
Grade 4	10.48	4.81	7.69	29.52	27.88	35.16	60.00	67.31	57.14
Grade 5	5.77	10.48	3.13	22.12	19.05	15.63	72.12	70.48	81.25
Grade 6	1.15	0.95	4.85	9.20	17.14	28.16	89.66	81.90	66.99
Grade 7	2.27	3.37	0.00	25.00	14.61	14.04	72.73	82.02	85.96
Grade 8	2.90	2.47	2.25	27.54	30.86	22.47	69.57	66.67	75.28
All Grades	5.70	6.28	4.63	24.96	25.13	23.84	69.34	68.59	71.53

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	8.99	7.78	50.93	49.44	40.00	43.52	41.57	52.22
Grade 4	2.86	3.85	6.59	37.14	31.73	41.76	60.00	64.42	51.65
Grade 5	0.96	2.86	2.08	31.73	31.43	27.08	67.31	65.71	70.83
Grade 6	0.00	0.95	4.85	18.39	26.67	39.81	81.61	72.38	55.34
Grade 7	2.27	1.12	1.75	44.32	30.34	28.07	53.41	68.54	70.18
Grade 8	2.90	2.47	3.37	27.54	53.09	26.97	69.57	44.44	69.66
All Grades	2.50	3.32	4.29	35.83	36.30	33.79	61.68	60.38	61.92

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	6.74	10.00	50.00	58.43	42.22	50.00	34.83	47.78
Grade 4	5.71	3.85	6.59	43.81	42.31	49.45	50.48	53.85	43.96
Grade 5	1.92	2.86	2.08	32.69	45.71	31.25	65.38	51.43	66.67
Grade 6	0.00	0.00	6.80	28.74	34.29	37.86	71.26	65.71	55.34
Grade 7	3.41	1.12	0.88	51.14	53.93	40.35	45.45	44.94	58.77
Grade 8	1.45	2.47	0.00	40.58	55.56	43.82	57.97	41.98	56.18
All Grades	2.14	2.79	4.29	41.35	47.64	40.65	56.51	49.56	55.06

Conclusions based on this data:

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category, although the percentage is still low. Concepts and procedures were the most challenging area for our students this past year, which is a change from prior years. We did see an increase in students communicating their reasoning, which may be due to a heightened emphasis in many classes with the Mathematical Mindset framework.

As a result of this, our instructional staff has targeted focus areas to support mathematics skills. We will be using AVID strategies in math to promote note-taking, will be doing Step Up to Writing strategies throughout the school in math to support organizational thinking within writing, and will have increased collaboration time to collectively plan rigorous instruction focusing on grade level state standards. We will also be reflecting on data at least monthly to guide instruction, intervention, and enrichment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

1560

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
852	92.1%	66.9%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	570	66.9%
Foster Youth	1	0.1%
Homeless	9	1.1%
Socioeconomically Disadvantaged	785	92.1%
Students with Disabilities	66	7.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Filipino	14	1.6%
Hispanic	816	95.8%
Two or More Races	2	0.2%
White	19	2.2%






Conclusions based on this data:

We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students is Hispanic. Our Special Education program (Students with Disabilities) is a program that has been increasing in the past years as well. Students in that program are representative of the makeup of our school.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="773 506 852 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1260 506 1317 533">Red</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 362 730">Red</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="199 905 467 932">No Performance Color</p>		

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. In Mathematics, students in our English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups maintained, where our Students with Disabilities subgroup saw some growth. We saw improvement with lowering our numbers of chronic absenteeism. With student suspension, our numbers in 16/17 had dropped from 3.8% to 1%. In 17/18, we went back to 3.5%. We have put behavior plans in place for our Students with Disabilities who were being suspended so that alternate methods can be used before suspension.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 59 points below standard Increased 12.6 points 549 students	<p>English Learners</p>  Yellow 66.3 points below standard Increased 11.2 points 454 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Yellow 61.9 points below standard Increased 12.2 points 508 students	<p>Students with Disabilities</p>  Orange 148.1 points below standard Increased 9.3 points 62 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.7 points below standard Increased 11.6 points 534 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.3 points below standard Declined -9.4 points 199 students	33.5 points below standard Declined -20.6 points 255 students	47 points below standard Increased 17.3 points 64 students

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. We will continue to implement evidence-based instructional practices that are based on the Common Core State Standards. In addition, we will continue to work with our English Learners during both designated and integrated time to increase their English proficiency. Staff will work to collaborate regarding our students with disabilities so that the students are supported in their resource setting as well as the general education setting. Students will have scaffolds in place to support their English instruction or their IEP goals. With all students, we will continue to work on providing rigorous instruction, incorporating in Depth of Knowledge and a Growth Mindset. Teachers will be collaborating about writing activities and assessments, and will put particular emphasis on writing through the content areas. Teachers will also be trained in AVID Critical Reading strategies across grade levels and content areas.

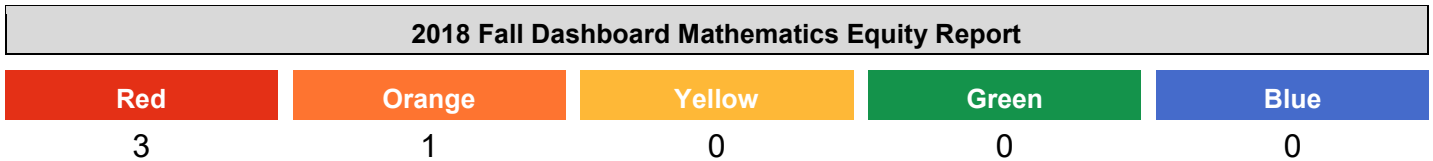
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>95.2 points below standard</p> <p>Maintained 2.5 points</p> <p>550 students</p>	<p>English Learners</p>  <p>Red</p> <p>98.2 points below standard</p> <p>Maintained 2.2 points</p> <p>455 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>97 points below standard</p> <p>Maintained 2.2 points</p> <p>509 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>166.5 points below standard</p> <p>Increased 13.6 points</p> <p>63 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 97.1 points below standard Maintained 1.1 points 535 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.2 points below standard Declined -5.9 points 199 students	81 points below standard Declined -22.9 points 256 students	100.1 points below standard Increased 6.4 points 64 students

Conclusions based on this data:

In Mathematics, while our students are still significantly below standard, our English Learners, Hispanic, and Socioeconomically Disadvantaged maintained, while our Students with Disabilities subgroup saw growth from the 16/17 school year to the 17/18 school year. With all of our students, we will continue to focus on evidence based strategies that support our Common Core State Standards. Students with disabilities will be supported through collaboration between the special education staff and the general education staff as they provide appropriate scaffolds in the general education classrooms. Vocabulary and writing will be a focus area for our students as we work to develop writing skills in math as a way to explain thinking through the Mathematical Mindset approach.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
473	23.9%	40.6%	23.5%	12.1%

Conclusions based on this data:

With English Learners, we expect that the numbers aren't heavy at a level 4, as those students are typically ones that are reclassified. Having Level 2-3 scores is more common. We are continuing to support students who remain at those levels without growth and are providing targeted intervention and designated ELD to move their language acquisition forward.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

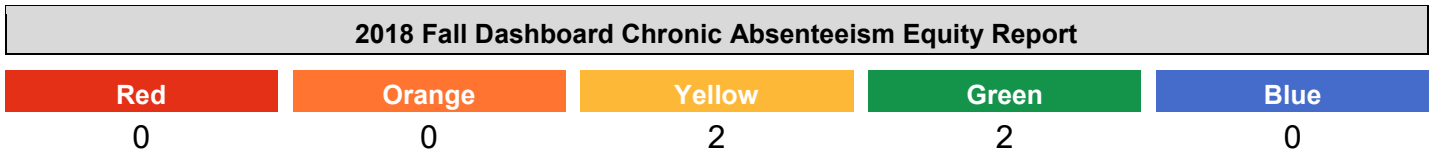
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.7% chronically absent</p> <p>Maintained 0.3%</p> <p>882 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.6% chronically absent</p> <p>Increased 1%</p> <p>586 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>18.2% chronically absent</p> <p>Declined 5.3%</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>4% chronically absent</p> <p>Increased 0.7%</p> <p>824 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.3% chronically absent</p> <p>Declined 2.3%</p> <p>84 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Maintained 0.4% 845 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 5.3% chronically absent Declined 5.8% 19 students

Conclusions based on this data:

We have high attendance numbers at Lemonwood in general. Students who are chronically absent from school are ones where we have created individual contracts and high levels of communication with parents for support.

School and Student Performance Data

Academic Engagement Graduation Rate

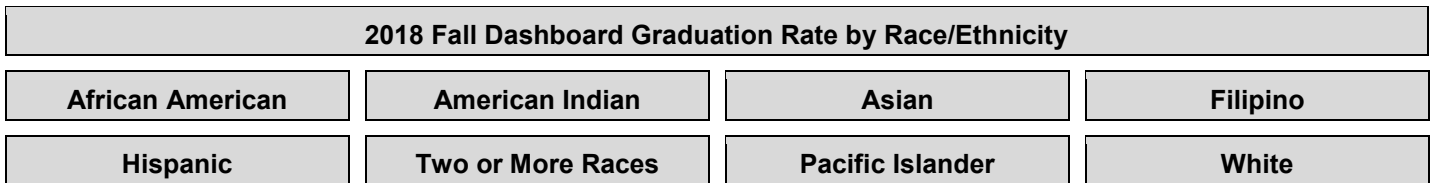
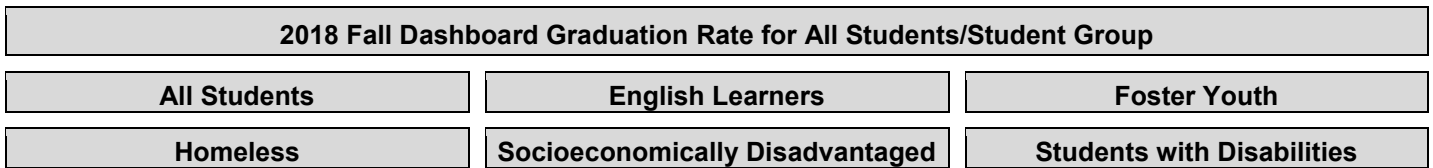
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

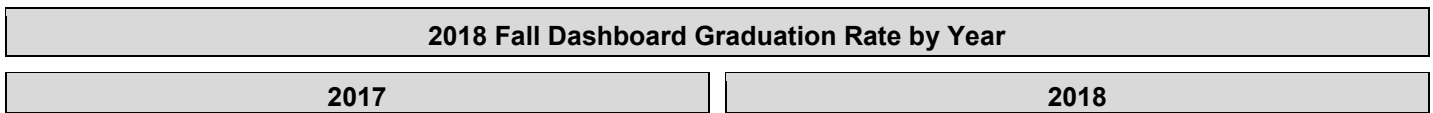
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

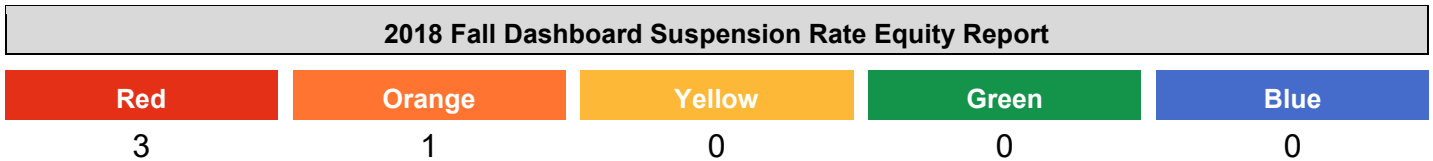
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 3.5% suspended at least once Increased 2.5% 891 students	<p>English Learners</p>  Orange 2.5% suspended at least once Increased 2.1% 591 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color 16.7% suspended at least once Increased 11.9% 12 students	<p>Socioeconomically Disadvantaged</p>  Red 3.7% suspended at least once Increased 2.8% 833 students	<p>Students with Disabilities</p>  Red 9.5% suspended at least once Increased 9.5% 84 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.6% suspended at least once Increased 2.6% 853 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 19 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.8% suspended at least once	1% suspended at least once	3.5% suspended at least once

Conclusions based on this data:

With student suspension, our numbers in 16/17 had dropped from 3.8% to 1%. In 17/18, we went back to 3.5%. We have put behavior plans in place for our Students with Disabilities who were being suspended so that alternate methods can be used before suspension. With students not identified as having a disability, we have classroom behavior plans involving regular communication with parents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>Based on 2018/19 data, students in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 13% No movement - 61% Negative movement - 25%</p> <p>Grade 5: Positive movement - 27% No movement - 61% Negative movement - 12%</p> <p>Grade 6 Positive movement -18% No movement - 65% Negative movement - 17%</p> <p>Grade 7: Positive movement - 17% No movement - 61% Negative movement - 21%</p>	<p>Based on 2019/20 data, students in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in both Language Arts and Mathematics by 10% based on cohort data.</p> <p>4th Grade: ELA - 23% Mathematics: 21%</p> <p>5th Grade: ELA - from 14% to 24% Mathematics - from 11% to 21%</p> <p>6th Grade: ELA - from 25% to 35% Mathematics - from 6% to 16%</p> <p>7th Grade: ELA - from 18% to 28%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 8: Positive movement - 19% No movement - 72% Negative movement - 8%</p> <p>In 2018/19, students in grades 4-8 had the following growth on the CAASPP Assessment in Mathematics:</p> <p>Grade 4: Positive movement - 11% No movement - 69% Negative movement - 18%</p> <p>Grade 5: Positive movement - 4% No movement - 74% Negative movement - 28%</p> <p>Grade 6 Positive movement - 20% No movement - 69% Negative movement - 11%</p> <p>Grade 7: Positive movement - 8% No movement - 83% Negative movement - 9%</p> <p>Grade 8 Positive movement - 9% No movement - 79% Negative movement - 11%</p>	<p>Mathematics - from 21% to 31%</p> <p>8th Grade: ELA - from 16% to 26% Mathematics - from 8% to 18%</p>
CAASPP - Maintenance	<p>Based on 2018/19 data, students in grades 3-7 scored a Level 4 on the CAASPP Assessment:</p> <p>Grade 3: ELA: 11% Math: 4%</p> <p>Grade 4: ELA: 14% Math: 4%</p>	<p>100% of current students who scored at a Level 4 in Language Arts and/or Math in 18/19 will maintain a Level 4 in Language Arts and/or Math in 19/20.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 5: ELA: 6% Math: 2%</p> <p>Grade 6 ELA: 3% Math: 5%</p> <p>Grade 7: ELA: 0% Math: 0%</p> <p>Grade 8: ELA: 4% Math: 0%</p>	
<p>CAASPP - English Learner Subgroup</p>	<p>In 2018/19, English Learners in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 7% No movement - 78% Negative movement - 15%</p> <p>Grade 5: Positive movement - 18% No movement - 82% Negative movement - 0%</p> <p>Grade 6 Positive movement -18% No movement - 78% Negative movement - 4%</p> <p>Grade 7: Positive movement - 0% No movement - 100% Negative movement - 0%</p> <p>Grade 8: Positive movement - 0% No movement - 100% Negative movement - 0%</p>	<p>Based on 2019/20 data, English Learners in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in Language Arts by 10% based on cohort data.</p> <p>Grade 4: 17% Grade 5: 18% Grade 6: 27% Grade 7: 28% Grade 8: 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<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>In 2018/19, students in grades K-8 had the following SGP on the STAR tests:</p> <p>Early Literacy: Kindergarten - 38 Grade 1 - 68</p> <p>Reading: Grade 2 - 54 Grade 3 - 52 Grade 4 - 33 Grade 5 - 44 Grade 6 - 46 Grade 7 - 36 Grade 8 - 32</p> <p>Math: Grade 1 - 43 Grade 2 - 47 Grade 3 - 40 Grade 4 - 35 Grade 5 - 29 Grade 6 - 47 Grade 7 - 24 Grade 8 - 49</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>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administration will conduct Student Academic Monitoring (data) conferences with teachers at least twice a year to discuss assessments results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1578

Amount(s)	Source(s)
2500.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher substitutes
515.25	LCFF - Targeted 3000-3999: Employee Benefits Teacher substitute benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Dual Language Students

Strategy/Activity

The DLI TOSA will support biliteracy teachers in implementing the adopted curriculum and units, model lessons and provide in-house professional development opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: DLI TOSA salary
0	District Funded 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will collaborate in grade level or leadership meetings to evaluate, analyze results and use information to inform instructional decisions. Teacher directed collaboration will take place 1x/month through Tuesday meetings and SIP Day. Data focused grade level meetings will occur 1x/month and on SIP Day. 1x/month, teacher led professional development will occur during the Tuesday meetings.

1579

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13320.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours for Teacher Collaboration
2745.25	Title I 3000-3999: Employee Benefits Certificated Benefits
350.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Catering for SIP Day

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-6 will use a pull out model for instruction. Grade 7 will pull out for Language Arts. The co-teaching model will be utilized for 7th grade mathematics, 8th grade mathematics, and 8th grade language arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries
0	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
0	District Funded 3000-3999: Employee Benefits Benefits for RSP teachers and paraprofessionals

1580

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding required

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Dual Language

Strategy/Activity

Implementation of Dual Language Program for grades K-5 following the Districts' EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3948.00

Title I
1000-1999: Certificated Personnel Salaries

1581

	Substitute costs for DLI collaboration release days
813.68	Title I 3000-3999: Employee Benefits Substitute benefit costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teachers
0	District Funded 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site Technology Technician will maintain equipment and software to support students learning through technology software and Internet access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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0	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary
0	District Funded 3000-3999: Employee Benefits Classified Benefits
2000.00	Discretionary 4000-4999: Books And Supplies Computer Equipment and Software

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science as well as integrated strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37184.89	Discretionary 4000-4999: Books And Supplies Materials and Supplies
8963.34	Title I 4000-4999: Books And Supplies Materials and Supplies
4216.85	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1524.42	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1583

Strategy/Activity

Academic Incentives will be used to support Accelerated Reader and trimester awards for ELA, Math, ELD, and Character Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for academic incentives and Spelling Bee.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2804.00	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
5500.00	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Publication/Graphics costs
432.00	Discretionary 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1584

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Intervention or enrichment will be provided through before or after school enrichment clubs, or tutoring for academic targeted students in grades K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4610.00	Title I 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
950.12	Title I 3000-3999: Employee Benefits Teacher Benefits
3000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries
618.30	LCFF - Targeted 3000-3999: Employee Benefits Teacher Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-2 Students

Strategy/Activity

Paraprofessionals will be used to support students in grades K-2 in the areas of ELA, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17436.00	Title III 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
5161.26	Title III 3000-3999: Employee Benefits Paraprofessional Benefits
17965.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals
5303.00	LCFF - Intervention 3000-3999: Employee Benefits Paraprofessional Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Coordinated Services Team (CoST) meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7082.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitute Costs for full day CoST, SST or IEP meetings
1459.60	LCFF - Targeted 3000-3999: Employee Benefits Substitute Benefits

1586

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8530.00	Title I 5700-5799: Transfers Of Direct Costs Field Trip - Transportation Costs
4470.00	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip - Transportation Costs
9600.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Entrance Fees

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

K-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads and classroom computers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6661.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

1587

	Software Licenses (Lexia, BrainPop, MobyMax, Starfall, ESGI, Read Naturally, Accelerated Math, etc.)
475.00	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Software Licenses
12864	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Software Licenses

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Intervention and enrichment materials will be utilized during intervention and tutoring time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	Title I 4000-4999: Books And Supplies Support Materials for Intervention with Reading Specialist Program

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician will provide access and guidance to all students to check out library books based on reading levels.

Books and materials will be purchased to support growing Dual Language program and to make collection available for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Library Tech - Salary
0	District Funded 3000-3999: Employee Benefits Library Tech - Benefits
4500.00	LCFF - Targeted 4000-4999: Books And Supplies Library Books and Materials

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers provide in school intervention and monitor English Learners to ensure Long Term English Learners (LTELs) make adequate academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No funding needed

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Teacher Collaboration - Goal #1, Activity #3 for teacher collaboration funding allocation

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness. Strategies are supported through all middle school classes with a focus on note taking, critical reading, and comprehension strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250.00

LCFF - Targeted
4000-4999: Books And Supplies
Binder supplies for AVID binders

Field Trips to Colleges - transportation/fees -
See Goal #1, Activity #16 for Field Trip allocation

10000.00

Title I
2000-2999: Classified Personnel Salaries
AVID Tutor salaries

256.32

Title I
3000-3999: Employee Benefits
AVID Tutor benefits

15000.00

Title I
5000-5999: Services And Other Operating Expenditures

1590

Travel and Conference for Professional Development to AVID Conference for two staff members

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Professional Development and Training Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Teacher Liaison - Salary

1591

0

District Funded

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classroom teachers will teach their grade level developed strand focus unit and activities during the course of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No funding required

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3-5 Students

Strategy/Activity

Instructional Support Provider will work with students in grades 3-5 to support Tier II and Tier III instruction in ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23996.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
ISP - Salary

1592

4945.58

LCFF - Intervention

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Remedial Math and ELA electives added to the master calendar for middle school students to support intervention needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No funding required

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-2 Students

Strategy/Activity

A Reading Specialist will work with students in grades K-2 to support students in foundational and early reading skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
Reading Specialist - Salary

0

District Funded
3000-3999: Employee Benefits
Reading Specialist - Benefits

1593

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teacher led professional development will happen on a monthly basis during Tuesday meetings, and as extra PD workshops to focus on Writing, AVID Strategies for all classrooms, rigorous first instruction, Tier I/II interventions, and building individual goals for students. Topics will be based on data analysis and teacher survey input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No funding required

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Math and Science Teachers

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist - Salary

0

District Funded
3000-3999: Employee Benefits

1594

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will have the opportunity for professional development focusing on CCSS, NGSS, Content Specific Areas, Dual Language Instruction, ELD and Social Emotional Wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2045.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Travel and Conference

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will be provided with a folder (K-3), and/or an agenda (2-8) to support organization and communication daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500.00

Source(s)

Title I
4000-4999: Books And Supplies
Folders and Agendas

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, we did not meet Goal 1 in most areas. Our goal of meeting a 55 SGP in STAR Early Literacy, Reading, and Math was reached only with Grade 1 (Early Literacy). While individual students saw tremendous growth, it did not happen grade level or school wide.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation involved more funding being spent on tutoring costs than what actually occurred, due to a shortage of teachers being able to provide before/after tutoring. In addition, we did not use as much of the substitute costs as anticipated for teacher collaboration due to a lack of subs. Finally, we were not able to find AVID tutors during the year due to a lack of availability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We've adjusted several things as a result of last year's challenges with implementation. We've put more effort into collaboration, and designed that to take place after school in most cases so that we're not dependent on substitutes. In addition, we have been able to secure AVID tutors to start the 19/20 school year, allowing for the program to have the needed components. Tutoring costs have been lowered, and our tutoring program will focus on grade level bands as opposed to individual classes or grades so that we can be appropriately staffed to support our students.

In addition, we have focused our metrics to look not only at SGP, but also to look at CAASPP growth. In looking at growth targets, we felt it was necessary to look at multiple measures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Based on 2018/19 data, we had 38 students suspended for a total suspension rate of 4.44%. Lemonwood had one student expelled for an expulsion rate of 0.12%	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2018/19, Lemonwood had 5.08% of students (43) with chronic attendance problems, missing 10% or more instructional period/days.	Decrease chronic attendance rates by 1%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1597

All students

Strategy/Activity

Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250.00	Discretionary 1000-1999: Certificated Personnel Salaries Counselor - Extra Hours Salary
52.00	Discretionary 3000-3999: Employee Benefits Counselor - Extra Hours Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will fully implement our ROAR school wide expectations in all grade levels, using all components for Positive Behavior Support.

ROAR stands for being Responsible, an Outstanding Citizen, Always Safe, and Respectful.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for classrooms and common areas

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1598

All students

Strategy/Activity

Students will be taught Digital Citizenship lessons within their classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding needed

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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), 2x/year (lockdown) and annually (evacuation).

Staff will monitor and revise the safety plan annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding needed

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding required

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns. The PBIS team will review behavior concerns for teacher support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding required

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1600

Amount(s)

Source(s)

1,000.00

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies for attendance
incentives

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Assistants will monitor students before and after school, at lunch, recess, nutrition, passing periods, and special events (Back to School Night, Dance, Promotion)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000.00

Discretionary
2000-2999: Classified Personnel Salaries
Campus Assistant Extra Hours

882.93

Discretionary
3000-3999: Employee Benefits
Campus Assistant - Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Middle school science teachers will receive training and implement the Minnesota Smoking Prevention Program to 6th grade students.

Middle school science teachers will receive training and implement Project Alert to 7th and 8th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students and/or small groups in social development, emotional, and psychological concerns.

Students also receive Tier I support through classroom lessons given by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Discretionary
1000-1999: Certificated Personnel Salaries
Counselor Salary

0

District Funded
3000-3999: Employee Benefits
Counselor - Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies. 1602

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
0	District Funded 3000-3999: Employee Benefits ORC -- Benefits
100.00	Discretionary 2000-2999: Classified Personnel Salaries Extra Hours - ORC
29.43	Discretionary 3000-3999: Employee Benefits ORC - Benefits for Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff supports PBIS "Caught you ROARing" tickets and prizes for positive behavior incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for behavior incentives and postcards

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1603

Student dietary needs are supported through the use of our school salad bar and healthy eating choices.

Free Breakfast and Lunch are available to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries CNS Salary
0	District Funded 3000-3999: Employee Benefits CNS - Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will utilize play equipment during organized play during recess and physical education instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for recess and pe equipment

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1604

Students will participate in Red Ribbon (Anti Drug Awareness) Week activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding needed

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1605

Amount(s)

Source(s)

No copies needed

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Assemblies will be provided for students related to safety, anti-bullying, and guidelines for success (ROAR).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal #1, Activity #16 for assembly funding allocation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

400.00

Discretionary
5000-5999: Services And Other Operating Expenditures
Shredding Services

1606

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New PBIS activities were added last year with the "Caught You Roaring" cards and positive postcards being sent home. We did not see a connection with our suspension rate, although they were well received by the students. With our students experiencing repeated behavior challenges, our counselor intervened with support or referred students to outside counseling services. We reinforced positive attendance through classroom incentives and students working individually with our Outreach Consultant. This, along with frequent parent communication, allowed for our chronic attendance rate to remain low.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to construction and temporary play areas most of last year, we weren't able to truly implement the common area CHAMPS signage.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to fully support the district SPARK PE program, we will spend money on the supplies needed to implement it for our elementary classes. We also look forward to implementing CHAMPS common areas with a new grass and playground area opening in the 19/20 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids' Survey Completion	In 2018/19, Lemonwood had 4 parents respond to the California Healthy Kids' Survey (CHKS).	At least 100 parents will complete the California Healthy Kids' Survey in Spring, 2020.
Survey Responses - Parental Involvement	In 2018/19, we did not have a significant number of respondents for adequate data to be gathered.	Based on 19/20 CHKS survey, at least 90% of parents will respond "agree" or "strongly agree" in the following categories: Allowing Input/Welcoming Parent Contributions Encouraging parents to be an active partner with the school in educating their child Seeking input from parents before making important decisions
Survey Responses - Parental Involvement	In 2018/19, we did not have a significant number of respondents for adequate data to be gathered.	Based on 19/20 CHKS survey, at least 60% of parents will have attended the following:

1608

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		A school or class event A general school meeting A regularly scheduled parent/teacher conference

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100.00	Title III 2000-2999: Classified Personnel Salaries Extra Help - Translation Costs
323.74	Title III 3000-3999: Employee Benefits Classified Benefits for Translation Costs
300.00	Title I 2000-2999: Classified Personnel Salaries Extra Help and Overtime Translation Costs
88.29	Title I 3000-3999: Employee Benefits Classified Benefits for Translation Costs
500.00	Discretionary 2000-2999: Classified Personnel Salaries Babysitting Cost
147.16	Discretionary 3000-3999: Employee Benefits Classified Benefits for Babysitting Costs

1609

500.00

Title I
4000-4999: Books And Supplies
Refreshments for Parent Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Classified Extra Help for translations - See Goal #3, Activity #1 for extra help allocation
	Classified Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Refreshments - See Goal #3, Activity #1 for refreshment allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

1610

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation
	Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Refreshments - See Goal #3, Activity #1 for refreshment allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

SST/IEP teams will include parents in order to plan individualized student support for their child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding required

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will communicate CHAMPS goals and objectives at ELAC, SSC, PTA and other special meetings and presentations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Extra Classified Help for translations - See Goal #3, Activity #1 for extra help allocation

[Empty box for Amount(s)]

Babysitting - See Goal #3, Activity #1 for babysitting allocation

[Empty box for Amount(s)]

Materials and Supplies - See Goal #3, Activity #1 for refreshment allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC - Salary - See Goal #2, Activity #11 for ORC salary allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselor - Salary - See Goal #2, Activity #10 for Counselor salary allocation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with families speaking Mixteco

Strategy/Activity

The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.

1613

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Mixteco Translator Salary
0	District Funded 3000-3999: Employee Benefits Mixteco Translator Salary - Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Reclassification Celebrations will take place during the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for awards

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1614

Amount(s)

Source(s)

[Empty box for Amount(s)]

Extra Classified Help for translations - See Goal #3, Activity #1 for extra help allocation

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding required

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No funding required

1615

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

See Goal #1, Activity #23 for After School Program Allocation

--

See Goal #1, Activity #24 for After School Program Liaison Allocation

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will offer parent workshops (Project to Inspire) which will focus on leadership skills for parents as a way to build parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation
--

1616

Babysitting - See Goal #3, Activity #1 for babysitting allocation

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will send home positive postcards to students to build home/school communication and support PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300.00

Source(s)

Discretionary
5900: Communications
Postage

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will support families with assistance as needed through the office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1800.00

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Sub Cost

2208.00

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Extra Hours and Overtime Costs

1617

1179.59

Discretionary
3000-3999: Employee Benefits
Clerical Benefits

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide opportunities for parents to complete the California Healthy Kids Survey with technology and translation support available during morning and evening parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Classified Extra Help for translations - See Goal #3, Activity #1 for extra help allocation
	Babysitting - See Goal #3, Activity #1 for babysitting allocation
	Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be provided with a folder in grades K-3, and/or agenda in grades 2-8 for daily home/school communication.

Proposed Expenditures for this Strategy/Activity

1618

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal #1, Activity #31 for folder/agenda funding allocation

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal last year focused on increasing attendance at school events. While we did see a general increase, we found that to be challenging to track. We saw increased participation when students were involved (holiday programs, academic nights) compared to parent meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the parent workshops had low attendance, so they weren't offered with as much regularity as originally planned. Other than that, our expenditures were accurate for 18/19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We changed the metric with this goal to gain more parent feedback in the 19/20 year. Based on parent input regarding this metric, gathering of this information can be done in tandem with other parent events, such as ELAC or a Coffee with the Principal event.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,852.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$291,757.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$95,831.00
Title III	\$24,021.00

Subtotal of additional federal funds included for this school: \$119,852.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
Discretionary	\$53,745.00
District Funded	\$0.00
LCFF - Intervention	\$53,734.00
LCFF - Targeted	\$64,426.00

Subtotal of state or local funds included for this school: \$171,905.00

Total of federal, state, and/or local funds for this school: \$291,757.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	53,745.00	0.00
Title I	95,831.00	0.00
Title III	24,021.00	0.00
LCFF - Targeted	64,426.00	0.00
LCFF - Intervention	53,734.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	53,745.00
District Funded	0.00
LCFF - Intervention	53,734.00
LCFF - Targeted	64,426.00
Title I	95,831.00
Title III	24,021.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Discretionary	250.00
2000-2999: Classified Personnel Salaries	Discretionary	7,608.00
3000-3999: Employee Benefits	Discretionary	2,291.11
4000-4999: Books And Supplies	Discretionary	39,184.89
5000-5999: Services And Other Operating Expenditures	Discretionary	3,636.00

1621

5800: Professional/Consulting Services And Operating Expenditures	Discretionary	475.00
5900: Communications	Discretionary	300.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,996.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	17,965.00
3000-3999: Employee Benefits	LCFF - Intervention	10,248.58
4000-4999: Books And Supplies	LCFF - Intervention	1,524.42
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12,582.00
3000-3999: Employee Benefits	LCFF - Targeted	2,593.15
4000-4999: Books And Supplies	LCFF - Targeted	26,066.85
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	9,970.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	13,214.00
1000-1999: Certificated Personnel Salaries	Title I	21,878.00
2000-2999: Classified Personnel Salaries	Title I	10,300.00
3000-3999: Employee Benefits	Title I	4,853.66
4000-4999: Books And Supplies	Title I	16,963.34
5000-5999: Services And Other Operating Expenditures	Title I	17,045.00
5700-5799: Transfers Of Direct Costs	Title I	8,530.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,261.00
2000-2999: Classified Personnel Salaries	Title III	18,536.00
3000-3999: Employee Benefits	Title III	5,485.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	265,495.86
Goal 2	17,214.36
Goal 3	9,046.78

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sally Wennes	Principal
Irma Cahue	Classroom Teacher
Randi Culver	Classroom Teacher
Shannon Torgeson	Classroom Teacher
Elva Gonzales Nares	Other School Staff
Maria Aspera	Parent or Community Member
Elsa Garcia	Parent or Community Member
Rosa Maria Torres	Parent or Community Member
Guadalupe Perez	Parent or Community Member
Mirna Tellez	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature

Committee or Advisory Group Name



School Site Council

English Learner Advisory Committee

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 October 14, 2019.

Attested:



Principal, Sally Wennes on 10/14/19

SSC Chairperson, Randi Culver on 10/14/19

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinna Elementary School	56725386055354	October 15, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. In addition to weekly collaboration opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. All grade level teams are committed to the PLC Guiding Goals to improve first instruction: Universal/Essential Understandings, Commitments, Agreements -- Every grade level, every class, every student, every day:

- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage Teaching & Learning practices school wide to increase student achievement
- We will teach, model, & reinforce school wide expectations & social-emotional strategies to increase self-regulation, resilience & peaceful problem solving.
- We will commit to Standards Based teaching & learning around balanced literacy, science, social science and math.
- We will focus on strategic teaching of writing across all content areas: literacy & ELD, math, science, social studies, social –emotional

- We will focus on the development of academic language through Oracy strategies, integrating strategic scaffolds & supports within teaching & learning across all content areas

The School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement program. The McKinna School Site Council meets regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The 2018-19 school year marked the launch of the Dual Language Immersion Pathway at McKinna, which began with Kindergarten and is now being offered in 1st grade for the 2019-20 school year. Throughout last year, kindergarten teachers benefited from professional development through the District's partnership with Teaching for Biliteracy Foundation. Emphasis was placed on the following areas and observed through ongoing learning walks through classrooms as essential elements of teaching and learning within DLI to emphasize during the 1st year of the launch:

1. Language allocation & separation by space & time, organized in 3 linguistic spaces: English (blue), Spanish (green), Bridge (green & blue).
2. Supports for content, literacy & language;
3. Scaffolds include graphic, sensory & interactive supports, including sentence frames to support student use of language;
4. Instruction includes strategies that develop oracy & make grade level content comprehensible for linguistically diverse learners.

To align with these essential practices for DLI and to support McKinna's English Learner population which is 80% of 700 K-5th graders, McKinna teachers are committed to incorporating oracy scaffolds & strategies across all content areas during the 2019-20 school year. Language scaffolds will be integrated throughout the day and across content areas, beyond designated ELD time frames. PD to support this area was provided in 2018-19 with the support of the Director of EL Services and the EL TOSA on research based effective strategies to increase language participation and develop academic language during instruction. During informal learning walks through math instructional times and at staff PLCs where math practices were discussed, teachers shared how they were integrating language scaffolds and supports to reinforce oracy development during math instruction. McKinna will build on these practices during the 2019-20 school year.

Through learning walks within kindergarten DLI classrooms, effective use of the following strategies was noted: 1. The use of charts 2. Strategic use of color and language, 3. Clear separation of language, 4. Language rich environments, 5. Language support for Science, 6. Variety of student grouping, 7. Evidence of student writing, and 8. Grade level appropriate academic language

Based on all the positive traits we were able to observe, we are ready to build upon our strengths and grow in other areas. During the 2019-20 school year, as a site & district, we will be focusing on the following areas:

- Purposeful academic language scaffolding
- Understanding and deconstructing standards
- Balanced literacy
- Incorporating Reading and Writing into Social Science and Science

* Oracy: Using sensory, graphic and interactive supports in every lesson to foster development of academic language.

McKinna established school wide focus for the 2019-20 school year to strengthen first instruction adhering to the Oxnard School District's literacy/biliteracy pedagogy. Emphasis will be placed on standards based teaching and learning and the strategic teaching of writing across all content areas

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including math, science, social studies & ELD, as well as the continued integration of oracy to foster academic language across all content areas.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction. During the 2019-20 Leadership Retreat and opening SIP day, teachers reviewed CAASPP preliminary results for grade 3-5 in both reading and math using the "4 R Process:" Research, Recall, Reflect, & Respond. This process encouraged the objective evaluation of data, noting trends and reflecting on strategies for achieving results and improving results. During the reflection process, we determined that the administration of IABs and integration of oracy and writing for math & literacy instruction impacted student learning. Teachers emphasized the teaching and learning around math problem solving strategies and processes, encouraging students to show and explain their thinking. In addition to CAASPP data, McKinna utilizes STAR assessments administered 5 times during the school year to monitor student progress. Grade level teams also integrate formative writing & math assessments throughout the year to both inform and refine teaching and learning. Throughout the year, grade level teams review STAR results and other formative assessments to monitor student growth and to identify instructional and intervention needs.

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

McKinna's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for literacy and math. Grade level teams identify writing focus for every unit to include the first 3 writing anchor standards: opinion, informative and narrative writing. Teachers administer writing pre-tests to help plan instructional needs collaboratively. Rubrics and graphic organizers are utilized for explicit scaffolding leading up to the post-test which teachers calibrate utilizing the rubrics. These assessments help inform instructional focus during the next unit. Teachers will have an opportunity to participate in organized gallery walks to observe writing across content and grade levels as well as learning walks across grade levels to evaluate writing progressions. Opportunities for cross grade level articulation within PLCs will be integrated throughout the year to inform and refine teaching & learning in writing across content areas.

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Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. In addition to weekly collaboration opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. All grade level teams are committed to the PLC Guiding Goals to improve first instruction: Universal/Essential Understandings, Commitments, Agreements -- Every grade level, every class, every student, every day

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- We will focus on the development of academic language through Oracy strategies, integrating strategic scaffolds & supports within teaching & learning across all content areas

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

McKinna is a large elementary school within the Oxnard School District that serves approximately 711 students in TK/K through 5th grade. October 2018 CALPADS report shows McKinna's primary ethnic group as 96.5% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 4.7% Mixteco. Spring CALPADS report also shows 79.3% English Learners, and 85.2% identified as Socioeconomically Disadvantaged. 10.1% of McKinna students are classified as 'homeless,' 4.6% as 'migrant,' and 5.9% with disabilities. At time of publication of the SPSA for 2019-20 school year, McKinna K-5th grade is at 674 with 80% identified as English Learners. 92% of the English Learners identify Spanish as their primary language, 6.5% Mixteco and 1% Zapateco. 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. The high percentage of Socioeconomically Disadvantaged and English Learner, homeless sub groups are considered historically under-served, under-performing and/or at risk populations. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

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 in to 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. Students receive differentiated instruction and progress is closely monitored. The classes remain at 25 maximum with a teacher and instructional assistant to support small group, targeted instruction.

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 and 1st grade students in a 50/50 model which means students receive instruction in both English and Spanish daily through teacher teaming model that protects the language of instruction. Every year over the next 4 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 1st grade 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

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academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

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 2019-20 school year, McKinna continues to implement the Transitional Bilingual Program for grades 2nd & 3rd grade.. This program utilizes Spanish instruction to assist students in their transition to English instruction across all content areas. In addition, all English Learners in K-5th grade are supported with highly trained teachers and support staff who develop academic language through oracy 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. Students in grades 2-5 have access to 1:1 mobile technology during the school day as well as for home use, while K-1 students have access to IPADS within the classrooms. The staff is committed to the integration of technology into the curriculum to increase student engagement and help differentiate instruction. McKinna's goal is to move students from consumers to creators utilizing 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. This is especially important in a school like McKinna with a high percentage of students who come from under-served high risks sub groups. 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 2019-20 school year, the PBIS Leadership Team will receive training and lead site PDs 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 and school wide expectations for success, essential approaches for fostering social-emotional development in children. Students and families will continue to receive support through District funded support staff which includes the

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receives training and guidance to ensure trauma informed practices are embedded throughout the school community.

In the spring of 2020, students and staff will be moving in to the new McKinna building marking the completion of phase 1 of the new construction. Monthly meetings are taking place with District leadership to prepare for the transition to the new school site. Staff will be trained on effective use of the new technology as well as flexible seating that exists within the 21st century new campus. McKinna families are updated on the progress of the project as well the benefits of the state of the art new facility.

Evidence-based educational practices to raise student achievement

The staff will continue to engage in ongoing professional development and collaboration that strengthens first instruction around math, language and literacy across all grade levels throughout the day. McKinna staff utilizes research based educational 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. For example, teachers focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. During the 2019-20 school year, 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 through scaffolding and supports for oracy and writing development in literacy & ELD, math, science and social science.

Teachers 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 is fostered through PLCs, including Teaching- Learning, and Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform & refine teaching & learning practices around ELA/literacy and math. Teachers 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 is 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. During the 2019-20 school year, supplemental funding is allocated to compensate teachers for extended collaboration time to help improve student achievement.

Parental Engagement

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

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. In addition, McKinna offers family literacy, math, STEM and cultural nights to strengthen the home-school connection. McKinna also partners 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.

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

McKinna has 3 leadership teams that meet monthly to review school wide goals which are aligned with the District LCAP goals in Teaching & Learning, Culture & Climate and Family Engagement. The practice of ongoing data review informs teaching and learning with action steps and funding listed within the SPSA. The SPSA is reviewed with staff as well as families SSC & ELAC meetings.

Funding

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

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 K-5 as a supplement to targeted small group 1st instruction in literacy and math throughout the day. Bilingual instructional assistants (IAs) are district funded in K for 90 minutes per classroom. The District also funds bilingual instructional assistants within the Newcomer classes. Additional site funds are used to support students in grades K-1 to help bolster small group instruction in literacy, language & math.

Title 1, III & LCFF funds will also be utilized to build in opportunities for grade level/cross grade level PLCs for ongoing professional development and collaboration time to strengthen teaching & learning and culture & climate practices school wide. Focus for 2019-20 is improving 1st instruction with a focus on standards based instruction, as well as oracy (strategies to develop academic language) and writing across content areas. Both K and 1st grade DLI teams have increased opportunities for collaboration funded through school and district wide PLCs to help implement the new DLI curricular maps.

To improve reading achievement, the district has created a new position called "Reading Specialist."

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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. At this time, McKinna has a reading specialist who provides support in ELA. McKinna is slated to have a part time bilingual reading specialist to support SLA.

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 McKinna and Frank Newcomer teachers and students to improve student achievement and connect families to resources.

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 2019-20 school year, the PBIS Leadership Team will receive District funded PD 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 participated in special Disaster Preparedness training in the following areas: medical, student reunification and search and rescue during the 2018-19 school year. Through this special training and team collaboration, school safety will continue to improve during the 2019-20 school year.

Title 1, 111 and LCFF funds are utilized to provide resources to support all goals stated above.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site based leadership teams and the School Site Council. This review process included full staff reflection through the "Good to Great" survey to help identify strengths and needs around all 3 SPSA goals within the 2018-19 school year in order to build on these areas for the 2019-20 school year. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement leadership teams

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attended the District Leadership Retreat in August of 2019 to review available data from state testing, discipline & attendance. This additional information was utilized to determine school wide focus and goals for ongoing improvement for the 2019-20 school year. The Leadership teams shared this information with the full staff on SIP day in August to help frame the work for the year ahead. In addition, the information was reviewed and discussed with School Site Council and ELAC members in September and again in October prior to the final review and approval of McKinna's SPSA for 2019-20. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs with the SSC & ELAC members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

McKinna has identified resource inequities as well as plans for addressing inequities to ensure equitable support for all students.

During the 2018-19 school year, McKinna launched their DLI pathway beginning in Kindergarten where all K students received instruction in both English and Spanish daily within a 50/50 model. One of the inequities discovered during this transition centered around personnel. The para positions assigned to kindergarten classrooms for 90 minutes daily to support instruction in both English and Spanish were not posted through HR as bilingual positions. Unfilled and inconsistent bilingual para placements created a barrier with personnel assigned to support within Spanish DLI classrooms. In addition, the District created and funded reading specialist positions to support both ELA and SLA in K-2. McKinna's reading specialist provided support for ELA. The position for a bilingual reading specialist to be shared with McKinna and another site was never filled during the 2018-19 school year. This created another resource inequity for the Spanish DLI classrooms at McKinna.

To address these issues of inequities, the District approved funding for bilingual paras for the Kindergarten classrooms at McKinna for the 2019-20 school year. In addition, the District is still trying to fill the bilingual reading specialist position to be shared with McKinna and other DLI sites where the reading specialist is not bilingual. McKinna has allocated resources to hire 2 bilingual ISPs who will provide intervention support for ELA and SLA, assisting in K-4th grade classrooms.

Trauma is another 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. McKinna has over 80 students identified as McKinney Vento. In addition, the students within the Newcomer Program often enter school with significant gaps in schooling, housing and other essential resources. Many of the Newcomer students and their families have experienced trauma in their countries of origin.

To address these challenges, McKinna considers it essential 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

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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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.0%			
African American	0.3%	0.55%	0.4%	2	4	3
Asian	0.1%	%	0.1%	1		1
Filipino	0.6%	0.55%	0.4%	4	4	3
Hispanic/Latino	97.1%	96.42%	96.5%	701	700	686
Pacific Islander	0.3%	0.41%	0.4%	2	3	3
White	1.7%	1.65%	1.5%	12	12	11
Multiple/No Response	%	%	0.6%			4
Total Enrollment				722	726	711

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	154	155	164
Grade 1	136	109	107
Grade 2	107	116	97
Grade 3	104	125	111
Grade 4	127	97	125
Grade 5	94	124	107
Total Enrollment	722	726	711

Conclusions based on this data:

The data above is based on CALPADS report from October of the 2018-19 school year. Although enrollment has declined from 726 students in 2017-18 to 711 students in 2018-19, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 711 students or 686 students classified as Hispanic/Latino within the 2018-19 school year. 95% of this subgroup identifies Spanish as their primary language and 4.7% Mixteco. Of the 686 students classified as Hispanic/Latino, 79.3% or 564 students are classified as English Learners based on October 2018-19 CALPADS report. With the exception of the white subgroup with 11 out of 711 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 95.4% of McKinna's 711 students or 606 students are classified as Socioeconomically Disadvantaged, 10.1% as homeless (72 students), 4.6% migrant (33 students), and 5.9% with disabilities (42 students). The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. At time of publication of the SPSA for 2019-20, McKinna's Pre-K-5 student count is 723 with 674 K-5 students. 80% of the K-5 students are English Learners with 92% identifying Spanish as their primary language, 6.5% Mixteco, and 1% Zapateco. McKinna is committed to

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full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	585		564	81.0%		79.3
Fluent English Proficient (FEP)	36			5.0%		
Reclassified Fluent English Proficient (RFEP)	33		18	6.1%		2.5

Conclusions based on this data:

The data listed above is from CALPADs report from October of 2018 as listed on Data Quest. It does not reflect the 52 students in grades 3-5 who were reclassified as RFEP students during the 2018-19 school year based on CAASPP and STAR data or reclassified through the IEP process. Although reclassification rates increased in the 2018-19 school year, reclassification criteria will increase for 2019-20 school year and current CAASPP data shows low percentages of students who met or exceeded proficiency expectations for ELA and math. To be reclassified during 2019-20, students will need an overall 4 on ELPAC in addition to demonstrating proficiency through CAASPP and/or STAR.

Review of the 2018-19 preliminary CAASPP data, shows only an average of 12% of McKinna's 3rd-5th graders have met or exceeded the standards for math and 17% of 3-5th graders met or exceeded grade level standards for ELA. . Because 79.3% 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. 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 did increase during the 2018-19 school year with a total of 52 3rd through 5th grade students reclassified. 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.

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 (79.3%) and Socioeconomically Disadvantaged students (85.2%) which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2019-20 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 for 2-5th grade, and for ELD with daily Designated English Language Development instruction (embedded within DLI English portion of the day for K & 1, and 45 minutes for grades 2-5). The Newcomer students receive English Language Development throughout the day through all content areas. Content is strategically scaffolded to develop academic English language. For Designated ELD, for grades 2-5 within the general education classes, 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 utilizes 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 K-4th 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.

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McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards based teaching and learning, writing and oracy across content areas including math where emphasis will be placed on teaching & learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	126	121	98	115	111	98	115	111	90.7	91.3	91.7
Grade 4	137	100	130	122	92	115	122	92	115	89.1	92	88.5
Grade 5	99	127	112	86	121	94	86	121	94	86.9	95.3	83.9
All Grades	344	353	363	306	328	320	306	328	320	89	92.9	88.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2324.	2330.	2350.	2.04	1.74	1.80	7.14	11.30	15.32	17.35	18.26	22.52	73.47	68.70	60.36
Grade 4	2379.	2368.	2370.	4.92	4.35	5.22	11.48	8.70	11.30	13.11	13.04	15.65	70.49	73.91	67.83
Grade 5	2402.	2409.	2419.	4.65	6.61	4.26	8.14	9.09	12.77	23.26	16.53	23.40	63.95	67.77	59.57
All Grades	N/A	N/A	N/A	3.92	4.27	3.75	9.15	9.76	13.13	17.32	16.16	20.31	69.61	69.82	62.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.02	4.35	2.70	26.53	33.04	45.05	72.45	62.61	52.25
Grade 4	5.74	5.43	6.09	36.07	30.43	31.30	58.20	64.13	62.61
Grade 5	5.81	6.61	8.51	30.23	33.06	32.98	63.95	60.33	58.51
All Grades	4.25	5.49	5.63	31.37	32.32	36.56	64.38	62.20	57.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.06	2.61	4.50	26.53	23.48	36.94	70.41	73.91	58.56
Grade 4	2.46	0.00	2.61	31.97	27.17	33.04	65.57	72.83	64.35
Grade 5	4.65	4.96	3.19	27.91	27.27	42.55	67.44	67.77	54.26
All Grades	3.27	2.74	3.44	29.08	25.91	37.19	67.65	71.34	59.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.08	6.09	3.60	51.02	48.70	61.26	44.90	45.22	35.14
Grade 4	3.28	5.43	5.22	52.46	44.57	48.70	44.26	50.00	46.09
Grade 5	3.49	6.61	4.26	55.81	46.28	54.26	40.70	47.11	41.49
All Grades	3.59	6.10	4.38	52.94	46.65	54.69	43.46	47.26	40.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.06	3.48	3.60	27.55	32.17	36.04	69.39	64.35	60.36
Grade 4	11.48	5.43	5.22	37.70	36.96	33.91	50.82	57.61	60.87
Grade 5	9.30	8.26	9.57	30.23	41.32	31.91	60.47	50.41	58.51
All Grades	8.17	5.79	5.94	32.35	36.89	34.06	59.48	57.32	60.00

Conclusions based on this data:

Progress was made in the English Language Arts CAASPP assessment based on 2017-18 scores. In 2017-18 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. It is evident in CAASPP data that students need additional strategic focus on strengthening reading and writing - demonstrating understanding of literary and non-fictional text, and producing clear and purposeful writing.

The preliminary CAASPP results for 2018-19 show growth in the percentage of students who meet or exceed proficiency in ELA. 3rd graders scored 17%, and increase from 2017-18 from 13% proficient. 4th graders scored 16% proficient, an increase from 13% proficient in 2017-18. 5th grade shows slight increase from 16 to 17% proficient in ELA. Slow growth in ELA is also evident in percentages of students demonstrating proficiency by grade level cohorts. 3rd grade students in 2016 increased from 9% as 3rd graders, to 13% as 4th graders, and 17% proficient as 5th graders in 2018-19. In the 2018-19 SPSA, projected overall growth in ELA for 3-5 was 6% increase of students demonstrating proficiency on CAASPP. Although 3-5th grade did make growth from 14% to 17% overall growth, McKinna projected the overall growth would be 20%.

During the 2018-19 school year, 3rd through 5th grade teachers, utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth as well as the administration of IABs and writing assessments which grade level teams calibrated and utilized to inform and refine instructional needs. 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. School wide emphasis will be following the DLI pedagogy for inquiry based learning within a balanced literacy model. Standards based teaching & learning with an emphasis on oracy and writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	126	121	108	120	112	108	120	112	100	95.2	92.6
Grade 4	137	100	130	135	97	116	135	97	116	98.5	97	89.2
Grade 5	99	127	112	98	124	97	98	124	97	99	97.6	86.6
All Grades	344	353	363	341	341	325	341	341	325	99.1	96.6	89.5

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2347.	2328.	2366.	2.78	0.83	1.79	9.26	4.17	15.18	18.52	20.83	22.32	69.44	74.17	60.71
Grade 4	2391.	2379.	2381.	4.44	4.12	3.45	8.15	13.40	9.48	27.41	11.34	21.55	60.00	71.13	65.52
Grade 5	2398.	2413.	2413.	1.02	4.03	3.09	6.12	7.26	4.12	17.35	12.90	23.71	75.51	75.81	69.07
All Grades	N/A	N/A	N/A	2.93	2.93	2.77	7.92	7.92	9.85	21.70	15.25	22.46	67.45	73.90	64.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.48	2.50	7.14	19.44	18.33	26.79	74.07	79.17	66.07
Grade 4	9.63	11.34	6.90	20.74	11.34	15.52	69.63	77.32	77.59
Grade 5	5.10	5.65	4.12	11.22	15.32	19.59	83.67	79.03	76.29
All Grades	7.33	6.16	6.15	17.60	15.25	20.62	75.07	78.59	73.23

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.63	1.67	8.04	27.78	20.83	39.29	67.59	77.50	52.68
Grade 4	7.41	4.12	5.17	25.93	27.84	19.83	66.67	68.04	75.00
Grade 5	2.04	6.45	2.06	23.47	16.94	28.87	74.49	76.61	69.07
All Grades	4.99	4.11	5.23	25.81	21.41	29.23	69.21	74.49	65.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.63	1.67	3.57	36.11	34.17	46.43	59.26	64.17	50.00
Grade 4	5.93	5.15	6.90	27.41	22.68	26.72	66.67	72.16	66.38
Grade 5	1.02	4.84	2.06	35.71	29.03	32.99	63.27	66.13	64.95
All Grades	4.11	3.81	4.31	32.55	29.03	35.38	63.34	67.16	60.31

Conclusions based on this data:

The overall math CAASPP data documented above shows that there has not been consistent progress as measured by this summative assessment between 2015-16 and 2017-18. 3rd grade proficiency results went from 14% in 2015-16 to 12% in 16-17 and 5% in 17-18. In 2018-19 preliminary scores, 3rd grade made significant increase of 12 points to 17% proficiency results. 4th grade math made gains from 15-16 from 7% to 12% to 18% proficient over the 3 year period with gains of 9% points between 15-16 and 17-18. The preliminary math results for 2018-19 show a slip of 6% points back to 12%. However, this cohort of 4th graders did make an increase from their 3rd grade scores of 5% points from the previous year. 5th grade overall math proficiency hovers around low proficiency levels of 7% to 11%, with the 2018-19 scores to proficiency of 7% like 2016-17. The overall proficient percentage for 3-5 for 2018-19 is 12%. Although this is a slight increase from 2017-18 overall score, it falls shore of the projected growth of 6% points to 17% proficiency. In closer analysis and reflection of CAASPP claims and targets, this may be due to difficulty students have adequately explaining in writing the process of problem solving and methods used to get answers. Through an action research project we are doing at the moment, we can see that many students know the algorithms, but are not able to explain their work in writing. We are using action research to implement new teaching strategies that will address this problem that include an emphasis on teaching students strategies for problem solving, focus on math practices and emphasis on collaborative problem solving, explaining process and conveying thinking in writing. In addition, growth mindset and Jo Boaler approaches to mathematical problem solving will be emphasized during the 2019-20 school year. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis.

3rd through 5th grade teachers, will continue to utilize data to inform and differentiate instruction for math by teaming and grouping students based on their instructional needs. This collaborative model will be shared at PLC gatherings, grade level and staff meetings. Standards based teaching & learning with an emphasis on oracy and writing across all content areas, including math are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on math claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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Conclusions based on this data:

The need for ongoing academic English language development is 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. 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 worked 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 showed promise of growth in this area with 52 3rd through 5th graders qualifying for reclassification based upon ELPAC and CAASPP or STAR 360 proficiency status.

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 strategies with scaffolds and supports to foster academic 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 2019-20 school year on grade level & cross grade level collaboration, teaming & flexible grouping based on data informed instructional practices. Emphasis will be placed upon strengthening oracy with academic language, reading & writing across content areas, including math, social studies and science instruction. In the DLI K & 1 classrooms, teachers team with language partner, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standard's based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
726	94.5%	79.1%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	574	79.1%
Homeless	62	8.5%
Socioeconomically Disadvantaged	686	94.5%
Students with Disabilities	45	6.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6%
Filipino	4	0.6%
Hispanic	700	96.4%
Two or More Races	3	0.4%
Pacific Islander	3	0.4%
White	12	1.7%






Conclusions based on this data:

The data above is based on CALPADS report from 2017-18. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 726 students or 700 students classified as Hispanic/Latino. 95% of this subgroup identifies Spanish as their primary language and 4.7% Mixteco. Of the 700 students classified as Hispanic/Latino, 79.1% or 574 students are classified as English Learners. With the exception of the white subgroup with 12 out of 726 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 94.5% of McKinna's 726 students in 17-18 or 686 students are classified as Socioeconomically Disadvantaged, 8.5% as homeless (62 students), 4.6% migrant (33 students), and 6.2% with disabilities (45 students). The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

The overall Dashboard detail for the fall of 2018 demonstrates that McKinna has significant room for growth in academic student performance areas. Academic performance as measured by CAASPP assessment in the 2017-18 school year show that McKinna is performing in the red, which means there is significant distance between student performance in the spring of 2018 and the necessary growth to demonstrate proficiency in math and reading. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regards to student performance around absenteeism and suspension, the Dashboard shows McKinna has a high percentage of chronic absenteeism and a low percentage of suspensions. Actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team reviews this data by sub group with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.

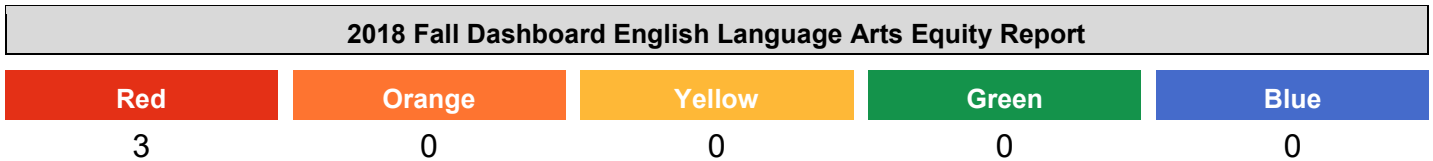
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 97.1 points below standard Maintained 0.5 points 315 students	<p>English Learners</p>  Red 101.1 points below standard Maintained -0.3 points 270 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 149.1 points below standard Declined -5.1 points 36 students	<p>Socioeconomically Disadvantaged</p>  Red 97.5 points below standard Maintained 1.5 points 297 students	<p>Students with Disabilities</p>  No Performance Color 142.3 points below standard Increased 14.9 points 25 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.2 points below standard Maintained -2.3 points 306 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.5 points below standard Declined -7 points 203 students	24.1 points below standard Declined -42.7 points 67 students	72.8 points below standard Maintained 2.3 points 45 students

Conclusions based on this data:

The above data shows that all McKinna's significant sub groups performed in the red between 97 and 101 points below the standard for proficiency on the 2018 CAASPP for English Language Arts, similar to "All Students," who tested in the spring of 2018. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 67 Reclassified English Learners, the 45 English Only group, and the 203 current English Learners in 2018. The RFEP student group demonstrates they are 24 points below the standard while current English Learners were 126.5 points below standard in ELA. In addition, this data shows that all 3 areas demonstrate either no growth or decline in distance from proficiency.

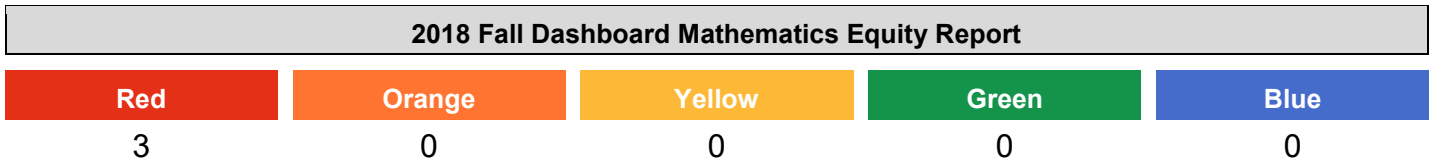
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 104.9 points below standard Declined -14.2 points 317 students	<p>English Learners</p>  Red 105.4 points below standard Declined -13.3 points 272 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 155.4 points below standard Declined -30.7 points 36 students	<p>Socioeconomically Disadvantaged</p>  Red 105.2 points below standard Declined -13.5 points 299 students	<p>Students with Disabilities</p>  No Performance Color 147.3 points below standard Maintained 2.8 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.7 points below standard Declined -16.4 points 308 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.8 points below standard Declined -18.9 points 205 students	46 points below standard Declined -42.9 points 67 students	101.9 points below standard Declined -21.5 points 45 students

Conclusions based on this data:

The above data shows that all McKinna's significant sub groups performed in the red at about 105 points below the standard for proficiency on the 2018 CAASPP for math, consistent to "All Students," who tested in 2018. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 46 Reclassified English Learners, the 45 English Only group, and the 205 current English Learners in 2018. The RFEP student group demonstrates they are 46 points below the standard while current English Learners were 124.8 points below standard and EOs performed 101.9 points below the standard in ELA based on the 2018 CAASPP assessment. In addition, this data shows that all 3 areas demonstrate a decline in distance from proficiency from previous testing.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math emphasizing both oracy and writing. 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. 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.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
549	16.8%	31.9%	25.5%	25.9%

Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the ELAP overall scores on the 2018 test. Out of the 549 McKinna EL students who were assessed, 48.7% scored level 3 or 4 and 51.4% scored level 1 or 2. This information can be further examined to target areas of need by looking at overall scores in reading, writing, speaking and listening. The ELPAC scores are used to group students for designated ELD as well as determine instructional needs for English Learners during designated and integrated ELD. The number of students reclassified by spring of 2019 was 52 students in grades 3-5, based on ELPAC scores of 3, and SBAC or 2 or STAR 360 in reading above 25%. This number includes students reclassified based upon their IEP needs & goals as well. The fall reclassification numbers for 2019 are 16 students based on a higher ELPAC requirement of 4 overall, and the same SBAC and/or STAR percentages. Continued emphasis in reading & writing is essential for students to increase academic achievement in both ELA and math as demonstrated through SBAC and ELPAC scores for 2019-20 school year. Elevations shows fall of 2019 percentages of EL students and EL levels based upon ELPAC scores as follows: 558 students out of 675 are classified as English Learners, 83% of the students. 155 are level 1, 175 are level 2, 166 are level 3 and 62 are level 4. 81 students currently in grades 2-4 scored a 3 on the ELPAC in 2018-19.

The school wide focus for 2019-20 is oracy and writing across content areas. 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. 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. 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.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

No data available. Not applicable to elementary school setting

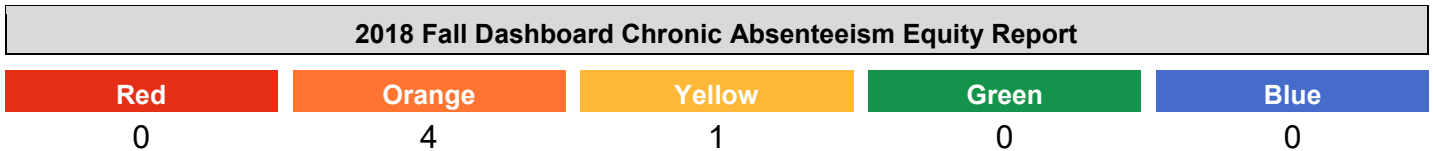
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.2% chronically absent Increased 1.6% 776 students	<p>English Learners</p>  Yellow 7.5% chronically absent Maintained 0.3% 614 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  Orange 18.9% chronically absent Maintained 0.1% 95 students	<p>Socioeconomically Disadvantaged</p>  Orange 9.4% chronically absent Increased 1% 742 students	<p>Students with Disabilities</p>  Orange 17.5% chronically absent Increased 13.7% 63 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.1% chronically absent Increased 1.8% 749 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Declined 13.3% 13 students

Conclusions based on this data:

The 2018 Dashboard demonstrates chronic absenteeism based on sub groups. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows a significant discrepancy between all students and various sub groups. While the overall student body is in the orange with 10.2% marked as chronically absent, of the 95 homeless sub group, 18.9% are chronically absent. According to the data, 7.5% of the 614 English Learners are chronically absent while 10.1% of Hispanic students were chronically absent in 2018. The high numbers in each sub group signal a need to be pro-active with students and families to promote positive attendance, educating families of the connection of attendance to student performance. McKinna will also continue with interventions like family meetings and SARBs to connect families with resources when students are truant.

School and Student Performance Data

Academic Engagement Graduation Rate

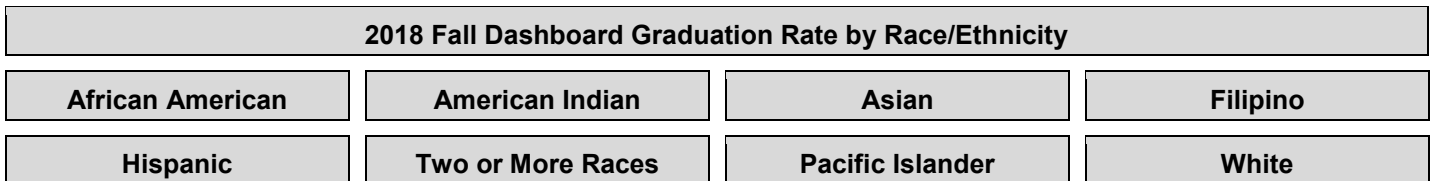
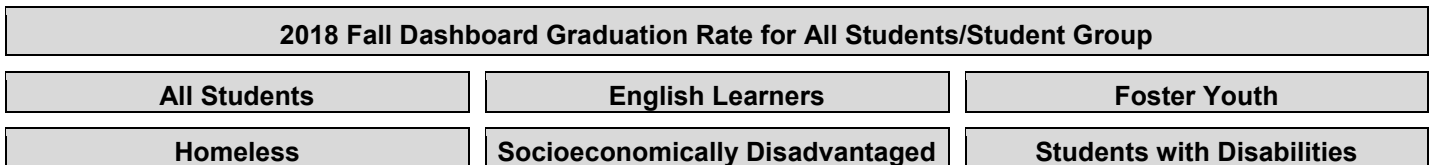
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

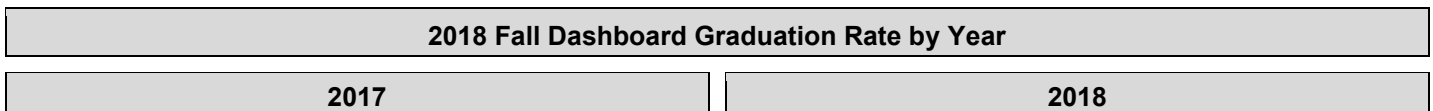
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

No data available, Non applicable

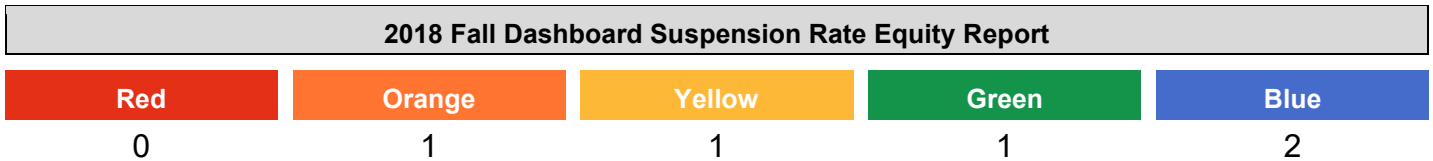
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.2% suspended at least once Maintained 0.1% 814 students	<p>English Learners</p>  Blue 0.2% suspended at least once Maintained 0.2% 646 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  Yellow 1% suspended at least once Increased 1% 97 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.3% suspended at least once Maintained 0.1% 772 students	<p>Students with Disabilities</p>  Orange 3% suspended at least once Increased 1.1% 67 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3% suspended at least once Increased 0.3% 786 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Declined -5.3% 13 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0.1% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

In this category, overall students fall in the blue as measured on the 2018 Dashboard. Socioeconomically disadvantaged, Hispanic students and English Learners all fall within this category. Homeless and students with disabilities are 2 sub groups that fell in the orange on the Dashboard. 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 2019-20 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP-ELA & math-Grade 3	CAASPP Results for 2018-19: Grade 3 Met and Exceeded Combined : ELA/Literacy - 17%; Math -- 17% Nearly Met: ELA/Literacy - 23%; Math – 23% Not Met: ELA/Literacy - 60%; Math – 60%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in 3rd grade for 2019-20. The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in math in 3rd grade for 2019-20.
CAASPP-ELA & math-Grade 4	CAASPP Results for 2018-19: Grade 4 Met and Exceeded Combined : ELA/Literacy -16%; Math -- 12% Nearly Met:	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA/Literacy – 16%; Math – 22% Not Met: ELA/Literacy - 68%; Math – 66%	by 10% in ELA/Literacy in grade 4 in 19-20. The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in math in grade 4 in 19-20.
CAASPP-ELA & math-Grade 5	CAASPP Results for 2018-19: Grade 5 Met and Exceeded Combined : ELA/Literacy - 17%; Math -- 7% Nearly Met: ELA/Literacy - 24%; Math – 24% Not Met: ELA/Literacy - 59%; Math – 69%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in grade 5 in 2019-20. The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in grade 5 in 19-20.
STAR 360 Reading - Fall of 2019 Data shows percentage of students in K-1 who are "At or above Benchmark" in Early Literacy STAR Reading per district benchmarks of 40% proficiency. In K & 1 DLI, assessments in Spanish & English; 2nd grade TBE- STAR in English & Spanish Data shows percentage of students is 2-5 grade who are "At or above Benchmark" in STAR 360 Reading per CAASPP benchmarks of 70% proficiency.	K: At or above benchmark: 37 students or 31% of 118 students tested; On watch: 20 students or 17% 1: At or above benchmark: 23 students or 23% of 102 students tested; On watch: 16 students or 16% 2: At or above benchmark (level 4 & 3) : 15 students or 18% of 85 students tested; Level 1 & 2: 70 students or 82% 3: At or above benchmark (level 4 & 3) : 10 students or 12% of 85 students tested;	STAR 360 Reading - Spring 2019 20% Increase percentage of students "At or Above Benchmark," (Transitional or Probable) in English & Spanish for K-1 in Early Literacy per District benchmark and/or Level 3 & 4 proficiency per CAASPP benchmark in STAR Reading by 20% during the 2019-20 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 1 & 2: 75 students or 88%</p> <p>4: At or above benchmark (level 4 & 3) : 10 students or 11% of 94 students tested; Level 1 & 2: 84 students or 89%</p> <p>5: At or above benchmark (level 4 & 3) : 19 students or 22% of 88 students tested; Level 1 & 2: 81 students or 92%</p>	
<p>STAR 360 Math - Fall of 2019 Data shows percentage of students in grades 1-5 who are "At or above Benchmark" (level 4 & 3) in math based on STAR 360 district benchmarks.</p>	<p>K: Does not take math in fall</p> <p>1: Level 3 & 4 proficiency : 22 students or 21% of 107 students tested; Level 1 & 2: 85 students or 79%</p> <p>2: Level 3 & 4 proficiency : 20 students or 24% of 85 students tested; Level 1 & 2: 65 students or 76%</p> <p>3: Level 3 & 4 proficiency : 17 students or 20% of 87 students tested; Level 1 & 2: 70 students or 80%</p> <p>4: Level 3 & 4 proficiency : 14 students or 15% of 94 students tested; Level 1 & 2: 80 students or 85%</p> <p>5: Level 3 & 4 proficiency : 7 students or 8% of 88 students tested; Level 1 & 2: 81 students or 92%</p>	<p>STAR 360 Math - Spring 2020 20% Increase percentage of students at Level 3 & 4 proficiency in math per CAASPP benchmark during the 2019-20 school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELPAC Assessment for grades 3-5 based on reclassification criteria: Overall 4 on ELPAC, 2 or greater on SBAC or 25% or greater on STAR reading.</p>	<p>ELPAC Data from 2018-19</p> <p>Fall 2019-20 reclassification for 3-5th grade - 16 students met criteria of overall 4 on ELPAC , and 2 or greater on SBAC from 2018-19, or 25% or greater on STAR 360 for reading from the fall of 2019. Only 1 additional student has potential to reclassify in 2019-20 based on overall 4 on ELPAC, needing 25% or better on STAR 360.</p> <p>81 students in grades 2-4 scored with a 3 on the ELPAC during the 2018-19 testing.</p>	<p>2019-20 Goal: Given the new criteria established by the state, for the 19-20 school year, we will increase the number of reclassified students to 20 of the 81 students (25% of 81 students) reclassifying next school year as 3-5th graders.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students listed above

Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources & district adopted resources, assessments (STAR 360, ELD, IABs, curriculum embedded assessments) and technology with all students within DLI, SEI, TBE and the Newcomer programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 4000-4999: Books And Supplies Curriculum and assessments
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary:Reading Specialist, K-2 & salary for Newcomer Academy TOSA
0.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance support
1,980.00	Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support DLI & TBE)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 (OOPY ONLY) funds, LCFF & Title 111 funds will be utilized for grade level and cross grade level supplemental collaboration, PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning & refining high leverage teaching & learning practices to include oracy and writing across content areas school wide within science, social studies, math, ELD and literacy. In addition, funds will be used to support professional development in technology and 21st century learning to support the transition to the new McKinna. In addition to the weekly PLCs designated for cross grade level or grade level collaboration, funding has been allocated for an additional 2-3 hours per month per teacher for grade level or cross grade level collaboration. The DLI teachers in grades K & 1 meet together as a DLI team, in language alike teams, and with their DLI partners to effectively implement the DLI units of study, review student assessments, and refine teaching and learning. Grade level teams in 2-5th grade utilize the supplemental grade and cross grade level collaboration to plan writing units of study, calibrate writing, and analyze other assessments to help inform and refine instruction and intervention. PLC agendas and notes are uploaded to google shared documents for cross grade level reference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)	Source(s)
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15,000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & benefits
3,000.00	Title III 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, tutoring & enrichment, hourly pay & benefits to support English Learners
3,092.00	LCFF - Targeted 3000-3999: Employee Benefits Benefits for teacher extra hours
625.00	Title III 3000-3999: Employee Benefits benefits for teacher extra hours
27,635.77	Title I 1000-1999: Certificated Personnel Salaries OOPY ONLY for supplemental grade level & cross grade level PLCs & professional development, tutoring & enrichment
4,946.00	Title I 3000-3999: Employee Benefits benefits from OOPY ONLY for supplemental PLCs & PDs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Two ISPs hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing & math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,996.00	Title I 1000-1999: Certificated Personnel Salaries

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	100% - Certificated salary for ISP
4,946.00	Title I 3000-3999: Employee Benefits benefits for ISP
21,596.4	Title I 1000-1999: Certificated Personnel Salaries 90% Certificated salary
2,399.6	LCFF - Intervention 1000-1999: Certificated Personnel Salaries 10% - Certificated salary for ISP
510.40	LCFF - Intervention 3000-3999: Employee Benefits 10% employee benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in grades 3-5 within the Newcomer program and all students within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA & SLA support within DLI programs in grades K-1, funding for 5 additional hours per week to supplement District funded bilingual para-educators. Instructional assistants will be utilized to support English Language Development and academic achievement the Newcomer students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1670

Amount(s)	Source(s)
14,000.00	Title III 2000-2999: Classified Personnel Salaries Classified salary and benefits for bilingual para-educator support
0.00	District Funded 2000-2999: Classified Personnel Salaries Classified salary & benefits for bilingual para-educator support within DLI K classes, 90 minutes per day per class
3,620.00	Title III 3000-3999: Employee Benefits Benefits for para -educators
6,456.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries bilingual paras extra site funded hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in grades K-2

Strategy/Activity

District funded K - 2 Reading Specialist to support struggling readers in K-2nd grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Reading intervention for K-2

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct student support meetings 2-3 times monthly including COST-SST, IEP & 504s to support student achievement and social-emotional TIER 2 & 3 needs. SST & IEP team meetings include the psychologist, RSP & Speech teachers, ORC, Principal, general education teacher & counselor & the parents. Social Worker and District behaviorist is invited as needed to further ensure wrap around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for 1st instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
0.00	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC
1,443.00	LCFF - Targeted 3000-3999: Employee Benefits benefits for substitute

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PD in academic language development, math, reading, writing, data analysis, and technology as well as language & literacy development through both designated and integrated ELD & SLD based on academic program of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	1672
0.00	District Funded	

	1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: DLI TOSA & EL TOSA for Newcomers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will promote independent reading through district funded resources like MyON, AR in support a balanced literacy approach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
District funded programs like MyOn &
Renaissance-AR

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team scheduled to examine data and develop and evaluate action plans around Teaching and Learning, Culture and Climate, and Family Engagement, including participation at the 2 day district leadership retreat.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher extra hours up to \$6.000 already
included in Goal 1

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use subscriptions and applications to support literacy, language, math, science, differentiation utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students and fill the skill and learning gaps for struggling readers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Subscriptions and apps, Lexia - year 1 of 3 year
license purchased during Pilot period in 2018-19

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional materials & supplies to enhance academic achievement, promote social-emotional development, and encourage home-school connection through family engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,164.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services
30,891.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
5,077.83	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classified staff will provide child care, extra support and assistance for special projects including supervision & translations for conferences, parent meetings, & outreach for families, trainings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,100.00	LCFF - Targeted 2000-2999: Classified Personnel Salaries Child care, translation, extra hours for ORC, clerical, campus supervisors
3,030.00	LCFF - Targeted 3000-3999: Employee Benefits

1675

Benefits for extra hours for classified support

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development.pertaining to English Language Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
Conference fees and travel expenses, Ventura County CABE

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000.00

Source(s)

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Transportation and entrance fees for field trips 1676

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students to support multi-media strand

Strategy/Activity

Students will utilize technology for research and to demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Computer supplies (headsets, cartridges for printers, software, dongles, cables, bulbs for projector lamps) will be purchased to support delivery of curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
computer supplies & software

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1677

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Enrolled students within ASP

Strategy/Activity

The After School Program will be offered to students in grades 1-5 & will provide enrichment for students through opportunities for collaborative learning & hands on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Program materials & operating costs

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Teacher liaison

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Web site will be maintained by Site Tech and computers and other technology will be maintained & updated to facilitate academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Site tech salary & district funded upgrades with technology

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1678

All students

Strategy/Activity

Equipment (Duplo, Copiers, Laminators) will be maintained and repaired, as necessary to support instruction for academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Maintenance agreements

0.00

District Funded
5000-5999: Services And Other Operating Expenditures
Copy machine

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring and enrichment opportunities for students to improve academic achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,618.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher salaries and benefits for extra hours, tutoring and enrichment

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1679

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

ASES

Teacher
Salary

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library books will be purchased to increase Spanish titles for DLI program with librarian tech guiding library program for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,980.00

Source(s)

Title III
4000-4999: Books And Supplies
Books

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1680

Strategy/Activity

Language and literacy development will be fostered through both designated ELD instruction (30-45 minutes daily) and Integrated ELD throughout the day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading & writing across content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded

Curriculum

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, including students designated special education and students designated as GATE

Strategy/Activity

Universal Access opportunities through teaming and small differentiated group instruction are incorporated daily for reading and math to ensure opportunities to extend and accelerate learning for students who have met or exceeded standards, and provide additional intervention for students who need additional scaffolding and support to access rigorous grade level standards. Designated UA opportunities will ensure this is enrichment and intervention that will supplement, not supplant first instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded

1000-1999: Certificated Personnel Salaries
teacher salaries

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1681

Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500.00

Source(s)

Discretionary
4000-4999: Books And Supplies
Incentives

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1 for academic achievement in reading and math focus for 2018-19 was aligned with the District & site goal focus. Effective strategies and actions for 2018-19 to improve student achievement in teaching & learning will continue throughout the 2019-20 school year to strengthen first instruction across grade levels. The 2018-19 school year marked the launch of the Dual Language Immersion Pathway at McKinna, which began with Kindergarten and is now being offered in 1st grade for the 2019-20 school year. Throughout last year, kindergarten teachers benefited from professional development through the District's partnership with Teaching for Biliteracy Institute, a practice that will continue in 2019-20. Emphasis will continue to be placed on the following areas and reviewed through ongoing learning walks through classrooms as essential elements of teaching and learning within DLI:

1. Language allocation & separation by space & time, organized in 3 linguistic spaces: English (blue), Spanish (green), Bridge (green & blue).
2. Supports for content, literacy & language;
3. Scaffolds include graphic, sensory & interactive supports, including sentence frames to support student use of language;
4. Instruction includes strategies that develop oracy & make grade level content comprehensible for linguistically diverse learners.

To align with these essential practices for DLI and to support McKinna's English Learner population which is 80% of 700 K-5th graders, McKinna teachers committed to incorporating oracy scaffolds & strategies across all classrooms & across all content areas to reinforce academic language. Language scaffolds were to be integrated throughout the day and across content areas, beyond designated ELD time frames. PD was provided with the support of the Director of EL Services and the EL TOSA on research based effective strategies to increase language participation and develop academic language during instruction. During informal learning walks through math

1682

instructional times and at staff PLCs where math practices were discussed, teachers shared how they were integrating language scaffolds and supports to reinforce oracy development during math instruction.

Through learning walks within kindergarten DLI classrooms, effective use of the following strategies was noted: 1. The use of charts 2. Strategic use of color and language, 3. Clear separation of language, 4. Language rich environments, 5. Language support for Science, 6. Variety of student grouping, 7. Evidence of student writing, and 8. Grade level appropriate academic language

Staff reviewed student progress and monitored student growth throughout the year through the use of district assessments like STAR 360 and and site assessments which included writing assessments.

Based on all the positive traits we were able to observe, we are ready to build upon our strengths and grow in other areas. During the 2019-20 school year, as a site & district, we will be focusing on the following areas:

- Purposeful language scaffolding
- Understanding and deconstructing standards
- Balanced literacy
- Incorporating Reading and Writing into Social Science and Science

* Oracy: Using sensory, graphic and interactive supports in every lesson to foster development of academic language.

McKinna established school wide focus for the 2019-20 school year to strengthen first instruction adhering to the Oxnard School District's Dual Language Immersion pedagogy. Emphasis will be placed on standards based teaching and learning and the strategic teaching of writing across all content areas including math, science, social studies & ELD, as well as the continued integration of oracy across all content areas.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. In spite of the commitment to school wide strategies & actions, McKinna's projected growth on SBAC fell short of the 6% growth goals projected for students in grades 3-5 in both reading & math with the exception of 3rd grade growth in math with 12% growth from the previous year's results (from 5 to 17% proficiency in math. The overall projected proficient for 3-5 in ELA was 16.7%, short of the overall 20% proficient projected for overall. In math, the overall 3-5th proficiency was 12, short the overall projected proficiency for 3-5 of 17% proficient in math for the 2018-19 school year. 4th grade students showed growth in math based on cohorts of students: As 3rd graders in 2017-18, 5% showed proficiency in math, while this same group of students, 12% showed proficiency as 4th graders in 2018-19. The 4th graders of 2017-18 showed a decline from 18% proficient to 7% proficient as 5th graders in math. On the SBAC ELA assessment, 3-5th graders showed minimal growth, with 3rd grade increasing proficiency from 13 to 17%, 4th grade from 13 to 16% and 5th grade from 16 to 17% proficient in 2018-19. This is consistent with growth in ELA demonstrated in 3-5th cohorts as measured SBAC. 1683 Between 2016-17 and 2018-19, 3rd graders grew from 9 to 13 to 17% proficient as 5th graders in

2018-19. 4th graders grew from 13 to 16% between 2017-18 and 2018-19 SBAC, decreasing the overall distance from proficiency in ELA.

In examination of STAR growth percentiles from 2018-19 school year, grades K-5 met the expected growth in reading and math in the winter assessments. Grades K-4 sustained the projected growth through spring assessments. In math, 1st grade growth measured by district benchmarks of 40% showed an increase from 54 to 70% proficient in the spring. 2nd grades growth in math was from 31 to 47% proficient in spring, 3rd grade showed 14% growth from 38 to 52%, and 4th grade showed 10% growth from 31 to 41% proficient in spring math STAR testing. ELA results showed the minimum 10% growth projected from fall to spring in grades K-2, with K at 35% increase in proficiency, 1st with 25% increase and 2nd grade with 14% increase in proficiency from fall to spring in STAR 360 for ELA. When McKinna staff reviewed STAR results in the spring of 2018-19, it was determined that rigor must increase throughout the year in order to sustain the projected growth necessary for students to become proficient based on STAR assessments. In addition, staff determined that PD and attention to SGP - Student Growth Percentile- will assist in strategic planning and differentiating instruction to meet student needs.

The number of students reclassified by spring of 2019 was 52 students in grades 3-5, based on ELPAC scores of 3, and SBAC or 2 or STAR 360 in reading above 25%. This number includes students reclassified based upon their IEP needs & goals as well. The fall reclassification numbers for 2019 are 16 students based on a higher ELPAC requirement of 4 overall, and the same SBAC and/or STAR percentages. Continued emphasis in reading & writing is essential for students to increase academic achievement in both ELA and math as demonstrated through SBAC and ELPAC scores for 2019-20 school year. Elevations shows current percentages of EL students and EL levels based upon ELPAC scores as follows: 558 students out of 675 are classified as English Learners, 83% of the students. 155 are level 1, 175 are level 2, 166 are level 3 and 62 are level 4. 81 students currently in grades 2-4 scored a 3 on the ELPAC in 2018-19.

During the 2019-20 Leadership Retreat and opening SIP day, teachers reviewed CAASPP preliminary results for grade 3-5 in both reading and math using the "4 R Process:" Research, Recall, Reflect, & Respond. This process encouraged the objective evaluation of data, noting trends and reflecting on strategies for achieving results and improving results. During the reflection process, we determined that the administration of IABs and integration of oracy and writing for math & literacy instruction impacted student learning. Because last year was the 1st time this focus was purposefully integrated, this year, McKinna teachers will build on these practices. Teachers emphasized the teaching and learning around math problem solving strategies and processes, encouraging students to show and explain their thinking. The leadership team determined that strategic integration of both oracy & writing across all content areas will lead to expected results for improving teaching and learning for all students. In addition to CAASPP data, McKinna will continue to utilize STAR assessments administered 5 times during the school year to monitor student progress. Grade level teams will continue to integrate formative writing & math assessments throughout the year to both inform and refine teaching and learning. Throughout the year, grade level teams review STAR results and other formative assessments to monitor student growth and to identify instructional and intervention needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. In addition to weekly collaboration

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opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. All grade level teams are committed to the PLC Guiding Goals to improve first instruction: Universal/Essential Understandings, Commitments, Agreements -- Every grade level, every class, every student, every day

- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage Teaching & Learning practices school wide to increase student achievement
- We will teach, model, & reinforce school wide expectations & social-emotional strategies to increase self-regulation, resilience & peaceful problem solving.
- We will commit to Standards Based teaching & learning
- We will focus on strategic teaching of writing across all content areas: math, science, social studies, ELD time, PE, social –emotional
- We will focus on Oracy – strategic scaffolds, strategies, supports integrated within teaching & learning across all content areas

McKinna will utilize state & district assessments, including SBAC, ELPAC, STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth. The McKinna leadership team and staff identified the high leverage practices stated above as a cycle of reflection utilizing data to improve and refine instruction. This is especially important in the areas of oracy & writing across grade levels and content areas. Goal 1 highlights a significant increase in opportunities for grade level collaboration to analyze student data and plan instruction to improve academic achievement. Goal 2 address strategies to strengthen social-emotional supports through PBIS framework. Goal 3 strategies focus on the home -school connection essential to maximize student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	<p>The average attendance for the 2018-19 school year is documented as 96%</p> <p>The percentage of chronic absentees for the 2018-19 school year is documented as 7.95% or 57 out of 713 students. This is a decrease from the previous year of 8.80% chronic absenteeism.</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>6 suspensions in 2018-19 or .82% of 734 students; includes .56% of 531 ELs, .79% of 636 students classified as SED</p>	<p>Continue to use alternative methods of discipline to limit out of school suspensions for 2019-20 school year through continued implementation of PBIS framework.</p>

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Average office referral - resolution time during instructional time: 15 minutes.	Utilize alternate forms of restorative discipline to decrease loss of instructional time for office referrals & 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.
California Healthy Kids Survey	Insufficient number of parent & student participants for valid CalSCHLS data.	Increase percentage of parent & student participants on CA Healthy Kids Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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:

1. PBIS-CHAMPS - School wide guidelines for student success
2. Toolbox Strategies
3. Alternative responses to discipline, including restorative practices & Conflict Mediation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Safe & Civil School Foundations Process &
Training through VCOE, site and district
support.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued training, implementation & student incentive to improve attendance & behavior, support PBIS and CHAMPS to teach self regulation and responsibility, including adding CHAMPS posters in common areas in English & Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Targeted
4000-4999: Books And Supplies
Student incentives for attendance & behavior &
CHAMPS resources

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Teacher extra hours for PBIS leadership team

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1688

Continued resources to support PBIS through CHAMPS, Toolbox Support System, a social-emotional program to teach student self-regulation, responsibility, peaceful problem solving and strengthen resiliency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Targeted
4000-4999: Books And Supplies
Resources to supplement program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
4000-4999: Books And Supplies
PBIS/CHAMPS resources, PD & leadership
funding for PBIS team provided through District

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Counselor, ORC, Social Worker & Other support
staff, See Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
2000-2999: Classified Personnel Salaries
Classified salaries & benefits: Campus
Supervisors

0.00

LCFF - Targeted
2000-2999: Classified Personnel Salaries
extra hours covered by site up to \$1,500,
already documented with Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

1690

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School wide incentives provided for attendance, academic growth, positive leadership, peaceful problem solving. Assemblies, rewards and leadership opportunities to promote positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives & Assemblies, Already budgeted in Goal 1 with LCFF targeted; No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies for PE, up to \$500, cost already documented in Goal 1 1691

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
None Specified
No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored on an ongoing basis to inform intervention needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1692

Strategy/Activity

Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. School digital sharing platform & guide to Common Sense Digital Safety training implemented school wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
None Specified
Ongoing PD

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher release time (sub expense included in Goal 1)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor, ORC, and Social Worker will train staff to strengthen trauma informed practices and provide support to students and families as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Counselor (see goal 1)
0.00	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
0.00	District Funded Social Worker, VCBH

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued use of and replacement purchase for walkies (4) to strengthen communication and support needs for students and staff to ensure safe school wide operations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies already documented in Goal 1 up to \$500

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Safety Team and community and district personnel will conduct training to strengthen crisis response preparedness and support school wide safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Common Sense Media Program (no cost), no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

1695

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

5th graders will take the Healthy Kids Survey within their classrooms with support of teachers, ORC & Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	no cost, Survey provided by the District

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's population includes at a high percentage of at risk groups such as homeless and SED which needs to be taken in to consideration when creating and reviewing the SPSA to positively impact student attendance, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional needs which strategies & activities in Goal 2 addresses. 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, 1696

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.

McKinna staff continues to 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. 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 received 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 helped to redirect and refocus students within the classroom and throughout the school in a positive discipline model which resulted in reduced loss of instructional minutes due to time spent out of the classroom for behavior. Attention to this area helped students develop resiliency, self-control, personal responsibility, and civic awareness. During the 2019-20 school year McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through restorative practices that foster social-emotional development in children. In addition, McKinna will continue working to strengthen the COST-SST process to support students dealing with trauma.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

McKinna made progress in building school wide systems to foster social-emotional development in the students during the 2018-19 school year by creating a systematic approach to improving school wide climate and culture. The District adopted approach of PBIS protocols were instrumental in guiding McKinna through steps to create & teach school wide expectations for positive behavior. McKinna had already begun this focus during the 2017-18 school year when CHAMPS posters were created and 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, during the 2017-18 school year McKinna adopted the Toolbox strategies as common language to help students develop self-regulation and peaceful problem solving skills. McKinna will continue these practices during the 2019-20 school year. McKinna also strengthened their COST-SST process

1697

during the 2018-19 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.

Although McKinna administered the Healthy Choice Survey to 5th graders and parents, there were not enough completed responses to have a valid benchmark assessment of school climate through this measurement tool. In the 2019-20 school year, McKinna staff will support the administration of the CA Healthy Kids Survey within the 5th grade classrooms and at family gatherings in order to obtain a valid benchmark assessment within CALPADS.

During the 2019-20 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.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The McKinna community will continue to work 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 2019-20 school year, the PBIS Leadership Team will receive additional 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, the school will host awards assemblies to recognize accomplishments in citizenship, academics, attendance and growth as well as assemblies on anti-bullying, and school wide expectations to foster a healthy learning environments. School wide activities like Red Ribbon Week, Read Across America, & Family Fridays, Multi-cultural events will also continue to build strong home-school connections.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events like SSC, ELAC, Workshops, Family Fridays	Sign ins for Family Fridays - average attendance 150 per month; Parent workshops- average attendance, 25 parents	2019-20 - Provide opportunities for monthly educational & social family involvement & school-home connections through web site resources, Social Media platforms, Family Fridays, Workshops, Project Inspire, SSC, ELAC & PTA & other family events. Promote attendance at Family Fridays & workshops & increase number of opportunities for Family Gatherings with 3 additional family nights: Literacy night, Math & Science night, Cultural Nights.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and venues like Family Friday & Project Inspire to promote LCAP-SPSA Goals around teaching & learning, culture and climate. Site Tech will maintain school website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded

Site Tech updates web site, highlighted in Goal 1

0.00

District Funded

Counselor, ORC, Social Worker provide workshops, Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to expand use of technology, school web site, social media and monthly newsletters to communicate with families about school events, programs & student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Promote literacy and school-home connection through monthly Family Fridays, parent workshops, STEAM & cultural family events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies

1701

1000.00

Discretionary

5000-5999: Services And Other Operating Expenditures
food and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Interpreters-translators, funding up to \$1,500
included in Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site support staff will provide workshops on parenting & child development including spearheading workshops through outside county agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
materials for workshops included in Goal 1

1702

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded

ORC (see goal 1), funding already documented in Goal 1

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Incoming parent meetings will be held to familiarize parents with transition from pre-K to Kindergarten and 5th grade to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF - Targeted

1000-1999: Certificated Personnel Salaries
Teacher extra pay already included in goal 1 (see goal 1)

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1703

All students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Covered in Goal 1, No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

ASES

Extra Hourly Time for Teachers,
Supplies,
Refreshments

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1704

Strategy/Activity

School Wide communication to staff and families, highlighting school goals, events, training, parent educational opportunities, through weekly McKinna Happenings bulletin, Parent Connect, Web site, Monthly newsletters, flyers, twitter, and class dojo.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	No additional cost, included in Goal 1 for materials & supplies
	.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1705

Provide parent leadership and PD opportunities through Project 2INSPIRE and the Newcomer Parent support meetings being held in conjunction with Frank as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded District workshops on relevant topics for Newcomer families and families of English learners; site resources included in Goal 1
0.00	LCFF - Targeted Child care & food for events, included in Goal 1

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Family Engagement is an area of strength within the McKinna community as documented in the SPSA. McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff cultivates 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 partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker, ORC and Newcomer TOSA. The average attendance at parent workshops have been 25 families and at monthly Family Fridays, 150 families. Special events like Back to School Night, the Multi-cultural fairs & PTA movie nights bring in an average of 300 families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

1706

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.

Although McKinna administered the Healthy Choice Survey to 5th graders and parents, there were not enough completed responses to have a valid benchmark assessment of school climate through this measurement tool. In the 2019-20 school year, McKinna staff will support the administration of the CA Healthy Kids Survey within the 5th grade classrooms and at family gatherings in order to obtain a valid benchmark assessment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

McKinna staff will continue to work 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 will offer multiple venues for family engagement including Family Fridays, 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. Parent workshops for math, literacy & technology will also be offered during the 2019-20 school year as well as parent workshops like Project 2INSPIRE to increase EL parent engagement and advocacy. At the time of publication of the SPSA, McKinna began hosting the Project Inspire event where over 50 families attended. McKinna will continue to offer monthly opportunities for parents to be involved in their child's education to strengthen the home-school connection throughout the 2019-20 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$114,403.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,607.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$88,198.00
Title III	\$26,205.00

Subtotal of additional federal funds included for this school: \$114,403.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Discretionary	\$43,664.00
District Funded	\$0.00
LCFF - Intervention	\$12,984.00
LCFF - Targeted	\$86,556.00

Subtotal of state or local funds included for this school: \$143,204.00

Total of federal, state, and/or local funds for this school: \$257,607.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	43,664.00	0.00
Title I	88,198.00	0.00
Title III	26,205.00	0.00
LCFF - Intervention	12,984.00	0.00
LCFF - Targeted	86,556.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Discretionary	43,664.00
District Funded	0.00
LCFF - Intervention	12,984.00
LCFF - Targeted	86,556.00
Title I	88,198.00
Title III	26,205.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
4000-4999: Books And Supplies	Discretionary	40,664.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,000.00
		1709

	District Funded	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,017.60
2000-2999: Classified Personnel Salaries	LCFF - Intervention	6,456.00
3000-3999: Employee Benefits	LCFF - Intervention	510.40
	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	22,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	10,100.00
3000-3999: Employee Benefits	LCFF - Targeted	7,565.00
4000-4999: Books And Supplies	LCFF - Targeted	35,891.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	73,228.17
3000-3999: Employee Benefits	Title I	9,892.00
4000-4999: Books And Supplies	Title I	5,077.83
1000-1999: Certificated Personnel Salaries	Title III	3,000.00
2000-2999: Classified Personnel Salaries	Title III	14,000.00
3000-3999: Employee Benefits	Title III	4,245.00
4000-4999: Books And Supplies	Title III	3,960.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,607.00
Goal 2	1,000.00
Goal 3	2,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Wendy Garner	Principal
Elvia Soto	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Nayeli Carrillo Soto	Classroom Teacher
Elena Salgado	Other School Staff
Ruth Rocha	Parent or Community Member
Susana Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Ricardo Alatore	Parent or Community Member
Ruby Tafolla	Parent or Community Member

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.

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[School Site Council Membership](#)

Current Section
Recommendations and Assurances

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[Instructions: Overview](#)

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature

Committee or Advisory Group Name

[Clear](#)

School Site Council



[Clear](#)

English Learner Advisory Committee



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 10/15/19

Attested:

[Clear](#)

Principal, Wendy Garner on



October 15, 2019

[Clear](#)

SSC Chairperson, Elena Salgado on



10/15/19

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	October 22, 2019	November 1, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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.

Ramona Elementary School is located on the south side of Oxnard, where the population is predominantly of Latino/Hispanic descent with a significant immigrant population. Our school is comprised of 99% Latino, 1% white, 98.3% socioeconomically disadvantaged, and 85.4% English Learners. Among the English Language Learners, we have dialects such as Mixtec and Zapotec, which comprise 8.85 percent of the English Language Learners. Although the odds are against our students, 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 a four percent improvement in grades three through five. In addition, our longitudinal data showed fifth-grade students with a significant gain of 13 percent. 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 learning that motivates students by their success creating a customized and personalized learning path. Lexia Core5 provides a systematic and structured approach to six critical areas of reading{ phonological awareness, phonics, structural analysis, automaticity/fluency vocabulary, and comprehension. ST-Math starts by teaching the foundational concepts visually and then connects the ideas to the symbols and language. ST Math is a standards-aligned program that creates opportunities to move away from digitized math drills and puts them in the mindset to think creatively. Challenging games help students explore non-routine problems and build numbers sense instead of memorizing disconnected facts. Both Lexia and ST Math programs create personalized learning paths for students of all abilities through adaptive placement and scaffolded activities that align with rigorous standards.

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 Commitment in mind, we at Ramona Elementary School work consistently and diligently improve upon our strong gains in student achievement. Hard work and dedication to our goals have shown an increase in student achievement, especially in the area of Language Arts, mathematics and with our English Language Learners.

We critically examine and determine what actions empower our students to achieve and which areas need further development to enable students to achieve greater success. Professional Learning Community, grade-level teams collaborate after each assessment to analyze data from both formative assessments such as Star 360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded assessments and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. 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 2019-2020 School Year, Ramona Elementary is providing parents the opportunity to enroll their children in a 50/50 Dual Immersion Program (DLI) starting in Kindergarten and first grade. 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 through fifth grade becomes DLI.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Site administration as well as member of the District Dual Immersion personnel and English Language Services visit classrooms throughout the year with the purpose to identify best practices and ensure implementation of expectations. Classroom observations provide information to develop goals, actions and services. Some of the expectations is for students to be aware of and understand the learning objective of the lesson, making sure that students are doing most of the talking, with conversations that are purposeful and academically focused. Ensure students have a clear understanding of the activity, participating in cooperative learning; problem solving, creative projects and a variety of high level thinking that engage and provide meaningful student participation. One area of focus of visits during the upcoming year, 2019-20, be on oracy, emphasizing communication, collaboration, critical thinking and creativity across all academics areas more specifically in the areas of writing and mathematics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Ramona has been and will continue to, use district and state assessments to inform and improve instruction and student learning. Additionally, the Department of Pupil Services provided results for the statewide Healthy Kids survey. Both state assessments and survey are given in the spring. The survey was given to 5th-grade students, parents and staff. Weekly meetings are held with staff to discuss local assessments, planning of instruction and revision of instruction. The local assessments are the STAR360 Reading and Math, IABs and teacher selected writing assessments with other supplemental program as Lexia CORE5 and ST-Math which support instruction.

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

In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level as PLC. The purpose of the PLC time is to increase student achievement and teacher awareness of students' level. Providing teachers an opportunity to backward map the year and plan the curriculum implementation. PLC meetings have been scheduled throughout the year after each assessment. Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. In addition, the teacher will track formative and summative data to support student learning, including the progress not only on assessments but also tools that provide students opportunities to address their individual educational needs through Lexia and ST Math programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

1720

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

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six-week-long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six-week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from the Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III levels intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Students are supported in class through small group instruction. The groups are flexible and based upon a student's needs. In addition, the Instructional Support Teachers supports students and teachers in order to reduce the ratio of teachers to students and provide targeted instruction. In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level PLC. The purpose of the PLC time to increase student achievement. This provided an opportunity for teachers to not only to backward map the year, but also to become familiar with the curriculum. In addition, PLC meetings have been strategically scheduled throughout the year after assessments.

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitoring through the use of pre and post-assessment data during six-week-long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six-week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III levels intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Researched based strategies as outlined in the reseach of Hatti's list of most effective and beneficial were reviewed and discussed by the admin and teachers. We have collectively agreed on the power of collective efficacy, with an effect size of 1.57. In addition teachers integrate evidence-based educational practices to raise student achievement for all students. This year in particular we are focusing on depth of knowledge questioning and the ability to move student and teacher on the continuum from one level to the next.

Parental Engagement

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

Ramona provides several opportunities for parents to become involved in their children's education. They 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 Night where students present Inquiry-Based Projects
Parent Book Club (The Four Agreements, Hijos Triunfadores)

Parents are encouraged to participate in school, district and community events, including, but not limited to:

VCBH Logrando Bienestar
MICOP, Viviendo con Amor
Class and field trip volunteers
PTA events
School Site Council
Englis Language Advisory Committee, ELAC
Parent Nutrition Classes
Parenting classes
Coffee with the Principal/Title 1 meetings
Awards Assemblies
Project 2INSPIRE

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

Ramona Elementary will continue to prioritize parent involvement during the 2019-20 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2019-20 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor 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. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

Title I, Title III and LCFF funds are dedicated to improving student academics by providing resources, enrichment, and interventions to all students with evidence based teacher teaching collaboration focused on analyzing and monitoring data to inform classroom and school-wide instructional programs and practices.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Ramona 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, SSC and Title I) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Throughout the year regular teacher substitutes continued to be a challenge by not having adequate teacher subs to cover classroom teachers during their absence. This had a ripple effect on the rest of the school as teachers take additional students making learning difficulty during that day for all students involved. In addition, teachers are overstressed due to the number of students they have to manage. Lack of substitute challenges is extended to other positions as well, where the principal, counselor or other available staff have to be taken out of their roles in order to ensure student's learning and safety. Another challenge was the hiring of an Instructional Support Teacher, ISP as many of the candidates were either no qualified or will take a permanent job elsewhere.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	98.5%	99.00%	%	608	592	
Pacific Islander	%	%	%			
White	1.5%	1.00%	%	9	6	
Multiple/No Response	%	%	%			
Total Enrollment				617	598	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	129	130	
Grade 1	98	90	
Grade 2	102	100	
Grade3	117	104	
Grade 4	69	106	
Grade 5	102	68	
Total Enrollment	617	598	

Conclusions based on this data:

Overall the student population at Ramona School has minimally changed from one year to the next. The Mixtec indigenous population represents the second greatest subgroup in the school as well as in the district. Currently we host about 70 families who speak Mixtec. but over all our student population remains largely unchanged from 99% latino to 1% White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	523			84.8%		
Fluent English Proficient (FEP)	45			7.3%		
Reclassified Fluent English Proficient (RFEP)	29			5.7%		

Conclusions based on this data:

The 2018-19 preliminary CAASPP data for students assessed are the following 85.4 are English Learners; 7.3% are Fluent English and 5.7 are Reclassified Fluent English Proficient (RFEP). The two main languages spoken at Ramona are Spanish and Mixtec language. The data represented shows an increase of students being Reclassified. for the year 2018-2019 we had a total of 82 students reclassified, primarily in third grade.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	107	96	111	106	95	111	106	95	99.1	99.1	99
Grade 4	70	105	97	70	105	97	70	105	97	100	100	100
Grade 5	105	66	103	105	66	103	105	66	103	100	100	100
All Grades	287	278	296	286	277	295	286	277	295	99.7	99.6	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2363.	2364.	1.80	3.77	5.26	18.92	17.92	16.84	18.02	19.81	28.42	61.26	58.49	49.47
Grade 4	2383.	2397.	2390.	2.86	9.52	2.06	11.43	15.24	17.53	15.71	14.29	21.65	70.00	60.95	58.76
Grade 5	2394.	2439.	2464.	0.95	1.52	6.80	10.48	24.24	32.04	21.90	19.70	24.27	66.67	54.55	36.89
All Grades	N/A	N/A	N/A	1.75	5.42	4.75	13.99	18.41	22.37	18.88	17.69	24.75	65.38	58.48	48.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.50	5.66	4.21	34.23	33.96	49.47	61.26	60.38	46.32
Grade 4	7.14	8.57	6.19	30.00	41.90	44.33	62.86	49.52	49.48
Grade 5	1.90	3.03	15.53	34.29	56.06	50.49	63.81	40.91	33.98
All Grades	4.20	6.14	8.81	33.22	42.24	48.14	62.59	51.62	43.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.60	3.77	3.16	43.24	38.68	47.37	53.15	57.55	49.47
Grade 4	4.29	6.67	5.15	38.57	33.33	38.14	57.14	60.00	56.70
Grade 5	4.76	9.09	11.65	33.33	43.94	56.31	61.90	46.97	32.04
All Grades	4.20	6.14	6.78	38.46	37.91	47.46	57.34	55.96	45.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.50	10.38	9.47	56.76	63.21	61.05	38.74	26.42	29.47
Grade 4	2.86	5.71	5.15	35.71	63.81	55.67	61.43	30.48	39.18
Grade 5	0.95	3.03	5.83	44.76	54.55	63.11	54.29	42.42	31.07
All Grades	2.80	6.86	6.78	47.20	61.37	60.00	50.00	31.77	33.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.31	9.43	6.32	45.05	41.51	50.53	48.65	49.06	43.16
Grade 4	4.29	11.43	3.09	48.57	40.00	36.08	47.14	48.57	60.82
Grade 5	4.76	9.09	15.53	27.62	48.48	48.54	67.62	42.42	35.92
All Grades	5.24	10.11	8.47	39.51	42.60	45.08	55.24	47.29	46.44

Conclusions based on this data:

ELA: From 2014-2015 the percentage of students who were not meeting standards decrease from 71-48.3. A 22.7% decrease. In the last couple of years, 2017-2018 to 2018-2019 went from 68% to 48.3 % with a 17.7 %, decrease in students not meeting standards. The percentage of students that were not meeting or nearly meeting standards in the last five years went from 90% to 73% a 17% decrease. With a decrease of 11.7% in the last couple of years. The number of students meeting or exceeding standards from 2014-2015 to 2018-2019 went from 10.3% to 27%, an increase of 16.7% with an increase of 11.7% in the last couple of years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	107	96	111	106	95	111	106	95	99.1	99.1	99
Grade 4	70	105	97	70	105	97	70	105	97	100	100	100
Grade 5	105	66	103	105	66	103	105	66	103	100	100	100
All Grades	287	278	296	286	277	295	286	277	295	99.7	99.6	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2374.	2368.	2387.	2.70	1.89	3.16	18.02	14.15	21.05	28.83	25.47	26.32	50.45	58.49	49.47
Grade 4	2398.	2400.	2407.	1.43	0.00	0.00	5.71	12.38	11.34	34.29	33.33	39.18	58.57	54.29	49.48
Grade 5	2394.	2391.	2426.	1.90	0.00	1.94	1.90	1.52	6.80	20.00	13.64	26.21	76.19	84.85	65.05
All Grades	N/A	N/A	N/A	2.10	0.72	1.69	9.09	10.47	12.88	26.92	25.63	30.51	61.89	63.18	54.92

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	11.71	4.72	14.74	30.63	33.96	25.26	57.66	61.32	60.00	
Grade 4	1.43	3.81	1.03	18.57	20.00	27.84	80.00	76.19	71.13	
Grade 5	0.00	0.00	2.91	15.24	9.09	19.42	84.76	90.91	77.67	
All Grades	4.90	3.25	6.10	22.03	22.74	24.07	73.08	74.01	69.83	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.21	5.66	6.32	39.64	31.13	42.11	53.15	63.21	51.58
Grade 4	4.29	2.86	4.12	35.71	38.10	37.11	60.00	59.05	58.76
Grade 5	3.81	0.00	0.97	14.29	21.21	39.81	81.90	78.79	59.22
All Grades	5.24	3.25	3.73	29.37	31.41	39.66	65.38	65.34	56.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.01	5.66	12.63	42.34	38.68	45.26	48.65	55.66	42.11
Grade 4	1.43	6.67	3.09	34.29	31.43	42.27	64.29	61.90	54.64
Grade 5	2.86	1.52	1.94	21.90	16.67	33.98	75.24	81.82	64.08
All Grades	4.90	5.05	5.76	32.87	30.69	40.34	62.24	64.26	53.90

Conclusions based on this data:

Math: From 2014-2015 the percentage of students who were not meeting standards decrease from 62.7 to 55 a 7.7% decrease. In the last couple of years, 2017-2018 to 2018-2019 went from 61.7% to 55.3 % with a 6.4 %, decrease in students not meeting standards. The percentage of students that were not meeting or nearly meeting standards in the last five years went from 91.3% to 85%, with a decrease of 6% in the last couple of years. The number of students meeting or exceeding standards from 2014-2015 to 2018-2019 went from 8.7% to 14.7%, an increase of 6.0% an increase of 4.4% in the last couple of years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

The 2018-19 preliminary CAASPP data for students assessed for English Language Learners on the CAASPP show an increase of student meeting or exceeding the standards. However, there is a clear indication that the other students require support in Reading and Writing Domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
598	98.3%	85.1%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	509	85.1%
Foster Youth	1	0.2%
Homeless	25	4.2%
Socioeconomically Disadvantaged	588	98.3%
Students with Disabilities	27	4.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	592	99.0%
White	6	1.0%






Conclusions based on this data:

The 2018-19 preliminary CAASPP data provided indicates Socially disadvantaged, English Learners and Hispanic students as significant subgroups. The language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. According to current data, Ramona's current population is 99.5 Hispanic or Latino and .5% White. The only two races represented.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Yellow</p>		
<p data-bbox="154 825 511 856">English Learner Progress</p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

Conclusions based on this data:

Ramona experienced increases academically in language arts and mathematics overall. Although the overall increases can be considered significant over the last couple of years,, much work needs to be done to address achievement overall.

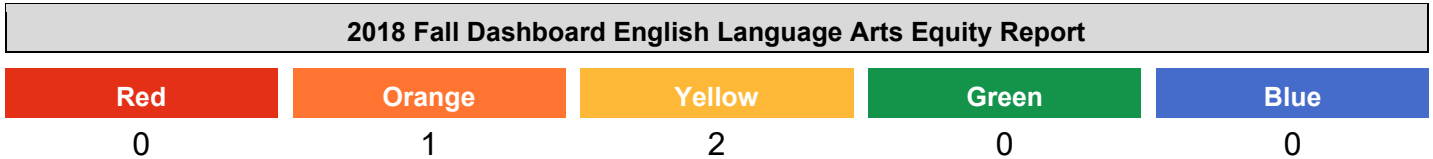
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 68.7 points below standard Increased 21.5 points 265 students	<p>English Learners</p>  Orange 70.2 points below standard Increased 19.6 points 247 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 87.2 points below standard 12 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69.1 points below standard Increased 21.4 points 263 students	<p>Students with Disabilities</p>  No Performance Color 129.1 points below standard Increased 23.3 points 26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69 points below standard Increased 21.2 points 264 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.9 points below standard Increased 3.7 points 165 students	6.4 points below standard Increased 8.5 points 82 students	47.4 points below standard Increased 46.5 points 18 students

Conclusions based on this data:

The preliminary data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, Students identified as Students with Disabilities rated as declining. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. The other groups have less than ten students and they are not reported on the Dashboard. Ramona's current population is 99.5% Hispanic/Latino with 0.5% white.

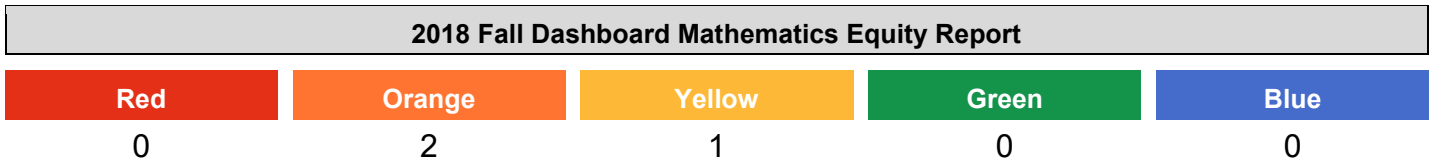
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 89.9 points below standard Increased 3 points 265 students	<p>English Learners</p>  Orange 91 points below standard Maintained 1.1 points 247 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 92.6 points below standard 12 students	<p>Socioeconomically Disadvantaged</p>  Orange 90.2 points below standard Maintained 2.9 points 263 students	<p>Students with Disabilities</p>  No Performance Color 145.4 points below standard Increased 5.9 points 26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 89.6 points below standard Increased 3.3 points 264 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.6 points below standard Declined -8.9 points 165 students	57.5 points below standard Increased 3.2 points 82 students	74.9 points below standard Increased 27.1 points 18 students

Conclusions based on this data:

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

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
481	23.5%	34.9%	27.4%	14.1%

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ramona Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

NA

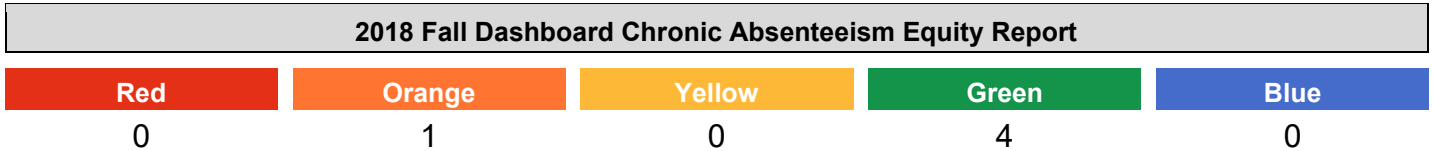
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.1% chronically absent</p> <p>Declined 1.3%</p> <p>624 students</p>	<p>English Learners</p>  <p>Green</p> <p>4.1% chronically absent</p> <p>Declined 1.7%</p> <p>535 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>Orange</p> <p>15.8% chronically absent</p> <p>Increased 2.9%</p> <p>38 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.2% chronically absent</p> <p>Declined 1.2%</p> <p>619 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.1% chronically absent</p> <p>Declined 5.7%</p> <p>42 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.2% chronically absent Declined 1.4% 618 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ramona Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will continue to meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

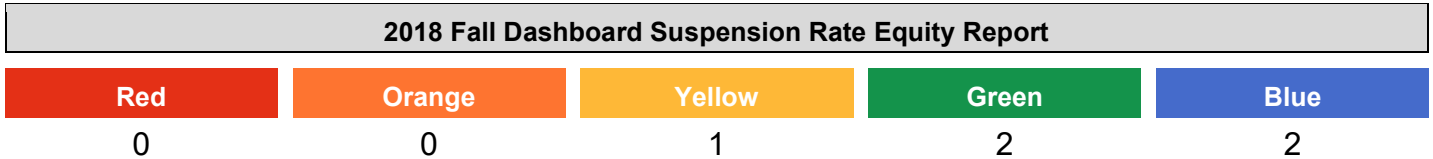
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.9% suspended at least once</p> <p>Maintained -0.2%</p> <p>645 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0.4% suspended at least once</p> <p>Declined -0.3%</p> <p>550 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>
<p>Homeless</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>40 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.9% suspended at least once</p> <p>Maintained -0.1%</p> <p>640 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>2.3% suspended at least once</p> <p>Maintained -0.2%</p> <p>44 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9% suspended at least once Declined -0.3% 638 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 6 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	1.2% suspended at least once	0.9% suspended at least once

Conclusions based on this data:

Based on 2018 and data from 2019 Q database Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ramona Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. In most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem-solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																				
CAASPP ELA Data	2018-19 CAASPP Data (All Students): 27.0 % Met/Exceeded 24.7% Nearly Met 48.3% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 37.0% Met/Exceeded 24.7% Nearly Met 38.3% Not Met																																				
CAASPP Math Data	2018-19 CAASPP Data (All Students): 14.7% Met/Exceeded 30.0% Nearly Met 55.0% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 24.7% Met/Exceeded 30.0% Nearly Met 45.0% Not Met																																				
STAR 360 Reading	<table border="0"> <tr> <td>Kinder Level</td> <td>Fall</td> </tr> <tr> <td>At/Above Benchmark</td> <td>13%</td> </tr> <tr> <td>On Watch</td> <td>11%</td> </tr> <tr> <td>Intervention</td> <td>32%</td> </tr> <tr> <td>Urgent Intervention</td> <td>43%</td> </tr> <tr> <td>First Grade Level</td> <td></td> </tr> <tr> <td>At/Above Benchmark</td> <td>28%</td> </tr> <tr> <td>On Watch</td> <td>25%</td> </tr> <tr> <td>Intervention</td> <td>24%</td> </tr> </table>	Kinder Level	Fall	At/Above Benchmark	13%	On Watch	11%	Intervention	32%	Urgent Intervention	43%	First Grade Level		At/Above Benchmark	28%	On Watch	25%	Intervention	24%	<table border="0"> <tr> <td>Kinder Reading Early Literacy Level</td> <td>Winter</td> </tr> <tr> <td>Spring</td> <td></td> </tr> <tr> <td>At/Above Benchmark</td> <td>22%</td> </tr> <tr> <td>Intervention</td> <td>32%</td> </tr> <tr> <td>On Watch</td> <td>18%</td> </tr> <tr> <td>Urgent Intervention</td> <td>23%</td> </tr> <tr> <td>Intervention</td> <td>22%</td> </tr> <tr> <td>Urgent Intervention</td> <td>43%</td> </tr> <tr> <td>On Watch</td> <td>38%</td> </tr> </table>	Kinder Reading Early Literacy Level	Winter	Spring		At/Above Benchmark	22%	Intervention	32%	On Watch	18%	Urgent Intervention	23%	Intervention	22%	Urgent Intervention	43%	On Watch	38%
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Intervention	22%																																					
Urgent Intervention	43%																																					
On Watch	38%																																					

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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Urgent Intervention 23%	First Reading Early Literacy Level Winter
	Second Grade Level Fall	Spring
	At/Above Benchmark 27%	At/Above Benchmark 38%
	On Watch 19%	48%
	Intervention 19%	On Watch 30%
	Urgent Intervention 34%	35%
	3rd Reading Level Fall	Intervention 19%
	At/Above Benchmark 25%	14%
	On Watch 21%	Urgent Intervention 18%
	Intervention 27%	13%
	Urgent Intervention 27%	2nd Reading Level Winter
	4th Reading Level Fall	Spring
	At/Above Benchmark 21%	At/Above Benchmark 32%
	On Watch 13%	37%
	Intervention 21%	On Watch 24%
	Urgent Intervention 46%	29%
	5th Reading Level Fall	Intervention 24%
	At/Above Benchmark 13%	29%
	On Watch 11%	Urgent Intervention 29%
	Intervention 32%	24%
	Urgent Intervention 43%	3rd Reading Level Winter
		Spring
		At/Above Benchmark 30%
		35%
		On Watch 26%
		31%
		Intervention 22%
		18%
		Urgent Intervention 22%
		18%
		4th Reading Level Winter
		Spring
		At/Above Benchmark 26%
		31%
		On Watch 18%
		23%
		Intervention 16%
		11%
		Urgent Intervention 41%
		36%
		5th Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Level Spring At/Above Benchmark 18% 23% On Watch 16% 21% Intervention 27% 22% Urgent Intervention 38% 33%
STAR 360 Math	1st Math Level Fall At/Above Benchmark 0% On Watch 15% Intervention 53% Urgent Intervention 32% 2nd Math Level Fall At/Above Benchmark 2% On Watch 18% Intervention 58% Urgent Intervention 22% 3rd Math Level Fall At/Above Benchmark 5% On Watch 22% Intervention 42% Urgent Intervention 31% 4th Math Level Fall At/Above Benchmark 1% On Watch 20% Intervention 40% Urgent Intervention 39% 5th Math Level Fall At/Above Benchmark 0% On Watch 3% Intervention 32% Urgent Intervention 65%	1st Math Level Winter Spring At/Above Benchmark 5% 10% On Watch 20% 25% Intervention 48% 43% Urgent Intervention 27% 22% 2nd Math Level Winter Spring At/Above Benchmark 7% 12% On Watch 23% 28% Intervention 53% 48% Urgent Intervention 17% 12% 3rd Math Level Winter Spring At/Above Benchmark 10% 15% On Watch 27% 37% Intervention 37% 32% Urgent Intervention 26% 31% 4th Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Level Spring At/Above Benchmark 6% 11% On Watch 25% 30% Intervention 35% 30% Urgent Intervention 34% 29%</p> <p>5th Math Level Winter Spring At/Above Benchmark 5% 10% On Watch 8% 13% Intervention 27% 22% Urgent Intervention 60% 55%</p>
English Language Learners	Based on 2018 ELPAC data: 113 students 21.6% of all students scored at Level 1 (Beginning Stage) 159 Students 30.4% of students scored at Level 2 (Somewhat Developed) 163 Students 31.2 of students scored at Level 3 (Moderately Developed) 88 Students 16.8% of students scored at Level 4 (Well Developed).	Decrease percentages of students scoring at Level 1 and Level 2 by ten percent
ST-Math	Syllabus Progress during the 2018-2019 School year TK----91.9% K ---- 69% 1st -- 60% 2nd -- 49% 3rd -- 44% 4th -- 52% 5th -- 32% School Average 54%	ST Math is a supplemental grade level math which reviews and reinforces grade-level standards and first instruction. The goal will be for Ramona school to be able to cover 75% of grade-level material according to ST Math Data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Writing	2019-2020 Will serve as baseline data	2019-20 Expected Outcomes for Grades K-5: 20% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Fall Writing benchmark assessment. 25% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Winter Writing benchmark assessment. 30% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Spring Writing benchmark assessment.
Lexia CORE 5 Language Arts	Lexia CORE5 results for the 2018-2019 School year; Fall: Reached End of the Year Benchmark: 4% On grade level: 30% One Grade Level below 39% Two or more Grades Below 27% Spring: Reached End of the Year Benchmark: 52% On grade level: 33% One Grade Level below 9% Two or more Grades Below 7%	The goal for the 2019-2020 school year is to have students meet usage and to have 75% of the students at student grade level or above. (goal is lower than what was accomplished last year 85% given that TK, K, and 1st grade no longer have a 1:1, reduced to 10 iPads per class. In addition, Dual Language Immersion classes are adjusting to the new academic units at their grade level.
Accelerated Reader	2018-20019 Number of students who met their comprehension and point goal 1st grade 1st Trimester 0.0 2nd Trimester 7	Increase the number of students Meeting their Accelerated Readers Goal (1st grade doesn't start AR until Second Trimester, 3rd trimester is shorter due to testing and iPad collection)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Trimester 27	1st grade
	2nd Grade	1st Trimester 0.0
	1st Trimester 19	2nd Trimester 12
	2nd Trimester 26	3rd Trimester 32
	3rd Trimester 39	
	3rd Grade	2nd Grade
	1st Trimester 19	1st Trimester 24
	2nd Trimester 44	2nd Trimester 31
	3rd Trimester 44	3rd Trimester 44
	4th Grade	3rd Grade
	1st Trimester 36	1st Trimester 24
	2nd Trimester 83	2nd Trimester 19
	3rd Trimester 78	3rd Trimester 44
	5th Grade	4th Grade
	1st Trimester 33	1st Trimester 41
	2nd Trimester 70	2nd Trimester 88
	3rd Trimester 65	3rd Trimester 82
		5th Grade
		1st Trimester 38
		2nd Trimester 75
		3rd Trimester 70

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1750

Amount(s)	Source(s)
	District Funded District adopted curriculum McGraw-Hill Wonders and Maravillas and My Math Programs.
2000	Title I Professional Development
15676	Discretionary Materials and supplies
10334	Discretionary Warehouse charges

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The STAR 360 Reading, Math, and Early Literacy assessments will be administered at least five 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I Materials and Supplies (Headphones/iPad Stands/privacy dividers)
2500	Title I Certificated extra pay (support during CAASPP testing)

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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use grade-level collaboration and Professional Learning Communities (PLCs) to plan and examine student assessments work samples to ensure students are mastering grade level standards. Teacher collaboration and observation will occur in order to best address the needs of all students and share best practices to evaluate and analyze formative assessment data on student achievement through PLCs to inform instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6600	Title I Certificated subs to cover grade level PLCs, extra pay for grade level collaboration
2959	Title I Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Math and Technology site 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Discretionary 1752

	Classified salary: Site Tech
300	LCFF - Targeted
	Certificated salary: Math Mentor
737	LCFF - Targeted
	Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of Transitional Bilingual Education (TBE) from 2nd 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 not meeting grade-level standards base on local assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	DLI Professional Development
1956	Title III
	Books and other materials
	District Funded
	Reading Specialist
14080	Title I
	Para Support for Transitional Kinder and Kinder

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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of the District Master Plan for English Language Learners.

Grade levels to differentiate instruction according to student English proficiency level during integrated and designated ELD. Classroom instruction to include SIOP strategies and written content and language objectives.

Teachers will work with the EL TOSA to support classroom ELD instruction.

Reclassification Assembly will be held to recognize individual student's language achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded EL TOSA
	District Funded Reclassification Medals
200	Title III Reclassification Recognition Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

In grade level and at staff development opportunities, teachers will focus on creating and implementing CCSS units to address grade-level STREAM strands, such as the unit for Astronomy where students will be studying the history and physics of space flight. learn basic forces involved such trust, gravity and friction and how they can affect the rocket's flight. They will be challenged to build a rocket that will fly as straight and high as possible. they will launch their rocket and record data to prove their hypothesis.

In addition, provide structure that will support teachers in the development and implementation of the Dual Immersion Units: Unpack, collect resources, review formative and summative

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assessments, develop best practices, coach and continue supporting the implementation the Dual Immersion Vision.

Students will be able to showcase their projects and findings to peers, parents and community members during STREAM nights

Provide opportunities for teachers to attend STREAM Professional Learning Development through the District, VCOE, and other organizations, such as the Symposium through CSUCI University.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2800	Title I Professional development
6000	LCFF - Targeted Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted Materials and Supplies (Makerspace)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1755

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

EL TOSA and Site Tech and Site Math Mentors will collaborate in order to address the needs of teachers and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services
	EL TOSA
	Title I
	Certificated salary: Site Math Mentor
	Title I
	Certificated salary: Site Tech Mentor

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will take field trips related to the focus STREAM strands (i.e. Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7200	LCFF - Targeted
	Admission fees Transportation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1756

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted

Professional Development

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF - Targeted

Academic Incentives for AR

District Funded

Renaissance-AR contract

District Funded

1757

	MyOn contract
	District Funded
	NewsELA

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Library Media Technician to support students literacy by creating a supportive environment which supports learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services
	Classified salary: Library Tech
1000	LCFF - Targeted
	Classified extra pay
1000	Title III
	Books, materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Media Tech and District IT department will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1758

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Site Tech

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Tech Mentor

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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, 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.

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.

BrainPOP is curriculum-based animated movies, learning games, interactive quizzes, primary source activities which teachers and students utilized to introduce lessons or reinforce learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8500	Title III LEXIA CORE5
1000	Title III STAR Fall
	LCFF - Targeted ST-Math (Subscription covered through 2019-2020 School year)
	Centralized Services NEWSELA
4550	Title III Brain POP

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide extra support to parents to fill out emergency information, parent compact, income forms and other paperwork after regular hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1760

Amount(s)

500

Source(s)

Title III

Classified extra pay

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use of laminator, Duplo and copy machines to make necessary copies to support instruction, along with a parent, teacher and school communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services

Site Copy Machines

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Intervention Service Provider (ISP) will provide the necessary interventions and enrichment for targeted services for students throughout the day in kindergarten to fifth grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

28800

Title I

Certificated Salary: ISP Teacher

28800

LCFF - Intervention

1761

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will have opportunities to access technology for intervention or enrichment through the WiFi Homework/Project Club which supports students who do not have access to WiFi outside the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1100

Source(s)

Title I

Certificated extra pay

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide site-based, district, county (VCOE) and other agency professional development in technology to promote student engagement and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Discretionary

Professional development (VCOE), Conference fees and expenses

1762

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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. Regular IEP meeting will be held to support students with IEPs and 504s in order to continue to monitor progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

LCFF - Targeted

Teacher Substitutes

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data to target specific educational needs of ELLs and foster youth students and provide appropriate support and interventions before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3969

Source(s)

Title III

Certificated extra pay

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1763

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Decrease the number of at-risk LTEL students by analyzing data and targeting students not meeting adequate progress and developing an LAT team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF - Intervention Certificated extra pay/tutoring
1000	LCFF - Intervention Materials and Supplies

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Professional Development

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1764

All Students

Strategy/Activity

The After School Program, ASP will be offered to students in grades 1st through 5th and will provide enrichment for students through collaboration and hands-on academic activity opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
After School Program

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
Teacher ASP Liaison

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site admin will attend professional development to continue to build capacity.

1765

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Administrative substitute (Teacher in Charge)
1000	Title I Travel and Conference

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership Team will meet to discuss, plan and monitor school development and school improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF - Targeted Certificated extra pay

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES Certificated salary: ASP Teacher Liaison

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Custodian and Clerical Staff will support school programs and events such as Back to School Night, Talent show, and STREAM Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450	Discretionary Classified extra pay

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Materials, supplies and warehouse charges

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4620	LCFF - Targeted 1767

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-20 school year, Ramona School will continue to emphasize the Power of Collective Efficacy. Students will be encouraged and supported to meet their Accelerated Reader, Lexia Core5, ST Math trimester goals. Teachers along with the Instructional Support Teacher and Reading Specialist will monitor students individualize and personalized goals for each student and provide support and encouragement as needed.

Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments.

Professional Learning Community, grade-level teams, will collaborate after each assessment to analyze data from both formative assessments such Star 360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded assessments and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2018-19 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Chronic absenteeism rate for the year 2018-2019 was 5.91%	Continue to decrease or maintain chronic absenteeism rate below by 1%.
Student Suspension rates	2018-2019 suspension rate 0.16%.	Decrease or maintain suspension rates at the 2018-2019 rate
California Healthy Kids Survey	School Connectedness, 2019-70%	Increase school Connectedness to or above 75% as measured by the 5th grade School Climate and Student Well-Being Survey
California Healthy Kids Survey	Caring Adults in School 2019-70%	Increase school Caring Adults in School to or above 80% as measured by the 5th grade School Climate and Student Well-Being Survey
California Healthy Kids Survey	Meaningful Participation 2019-42%	Increase school Meaningful Participation to or above 55% as measured by the 5th grade School Climate and Student Well-Being Survey

1769

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Discretionary

Materials and supplies, Walkies-Talkies/Batteries/Safety Supplies; School Safety

840

Discretionary

Ensure confidentiality and storage of students crucial documents and sensitive student information

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, or school evacuation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1770

All Staff- No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors will monitor students and support Positive Behavior before, during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCFF - Targeted

Campus Assistants, additional hours to compensate coverage

District Funded

Five Campus Assistants to increase supervision and safety

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

1771

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF - Targeted Attendance Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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 development of self-efficacy, grit, mindfulness, and resiliency, which will benefit student's well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional development (Certificated and Classified staff)
1500	LCFF - Targeted Materials and Supplies (Posters, Books and other Supplies)
1500	LCFF - Targeted Student incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students 1772

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Professional development

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Certificated Salary: Counselor

833

LCFF - Targeted
Counselor Extra hours

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1773

Strategy/Activity

Positive Behavior Intervention Support (PBIS) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Professional Development (district and county)
3000	LCFF - Targeted
	PBIS Silver Award Recognition Sacramento

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional and academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Outreach Consultant
	District Funded
	Counselor
	District Funded

	Special Education Teacher
	District Funded
	Psychologist

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF - Targeted
	Student incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School wide classroom lessons on bullying and bullying prevention will be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Counselor, teacher, ORC and Principal

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1775

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Regular social skills and discipline assemblies will be held throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Targeted
Admission fees Transportation

250

LCFF - Targeted
Materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1776

All Students

Strategy/Activity

Provide students access to outside services, such as dental care through Big Smiles or other agency

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Donation
	MOU

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunity to students to join extra curricular activities, such as Basketball, Cheer, Flag Football, and Track.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000	PTA/PTO League registrations and materials
500	PTA/PTO Uniforms
1000	PTA/PTO Ribbons, Medals, Trophies and Award Ceremony

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1777

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TUPE

Online Surveys through iPads

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ramona Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers that negatively impact student attendance.

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 administrators with clear guidelines for responding to student behavior at both the classroom and school levels. Our PBIS/School Safety Team meets regularly 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. Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1778

No major differences were identified. Ramona Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2018-19 SPSA, chronic absenteeism and suspension rate data, the Ramona Elementary PBIS committee will analyze student discipline data frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	Ninety percent attended parent conferences	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 30 parents.	Increase average attendance to 35 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2018-2019 school year was 10 parents.	Increase average attendance 15 parents per meeting

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to implement the school Parent Compact and Parent involvement Policy to strengthen home-school partnerships

1780

Title I meetings to inform parents of:

- Back to School Night
- Parent Involvement Policy
- Parent Compact
- Program improvement status to share school goals, programs, and activities.
- Coffee with the Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Discretionary

Replace Cafeteria chairs due to safety concerns

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monthly parent meetings including, but not limited to Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC) and (Parent Teacher Association (PTA).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

District Funded

Translation

Title I

Refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1781

All Students

Strategy/Activity

English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title III Classified extra pay (ORC)
300	Title III Classified extra pay (babysitting)
	District Funded Translation
500	Title III Refreshments

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach to assess and connect student and family needs with school and community services to support student well-being and academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will provide social-emotional support to students to encourage engagement and enhance academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi System of Support (MTSS), CST, Student Study Team(SST) and Individualized Education Plan (IEP) meetings to address student academic and social-emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Mixteco Translator

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will meet with staff regarding reclassification for English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No Cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Parent training workshops on various areas such as, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literature Nights
- Latino Family Literacy
- iPad Training
- Math Nights
- STREAM nights
- Parent Book Club
- School, district and community events; i.e., VCBH, Logrando Bienestar, MICOP, Viviendo con Amor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted Certificated extra pay
600	LCFF - Targeted Classified extra pay: babysitting
200	LCFF - Targeted Refreshments
1000	Title III

1784

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Communication:

- Fall and Spring Conferences will be held to share student opportunities for achievement and improvement.
- Ramona web-page, web-calendar through iPads, meal calendar, transportation, and other services
- Flyers
- Brochures
- Parent ConnectEd: Phone, text, email, social media
- Newsletter
- Agendas for 3rd-5th grades to increase communication
- Homework Folders

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I Materials and Supplies (agendas)
1800	Discretionary Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PTA will promote family engagement, facilitate communication and establish financial safeguards through various activities.

1785

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO
Events and activities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ready Set Go! Parent workshops to support the transition of incoming kindergarten students without Pre-K experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2200

Title I
Certificated extra pay

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.
Meet and greet parents of incoming Transitional Kindergarten/Kindergarten students.
Transition from elementary to middle school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

700

Title I

Certificated extra pay

100

Title I

Translators

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1350

Title I

Certificated Substitute Teachers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Collaborate with middle schools to inform students of expectations of social-academic opportunities and to assist the transition of special needs students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1787

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promotion Ceremony will be held to celebrate the transition from fifth to sixth grade and academic achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Discretionary Classified extra pay (Custodian)
100	Title I Materials and Supplies (decorations)
100	Title I Refreshments

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a parent-teacher meet and greet during the day prior to the first day of school and Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1788

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to awards assemblies for each trimester to celebrate student achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Discretionary

Materials and Supplies (medals, certificates and student incentives)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Cost

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent engagement is a critical component for students to be successful in their education. For this reason Ramona School provides ample opportunities for parents to engage and learn how to navigate the education system as well as to how to support their children's education and well-being. Engagement is provided through our English language Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC) in coordination with our Outreach Coordinator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2019-20 school year, Ramona Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2018-19 SPSA, parent needs assessments and parent requests, Ramona Elementary will continue to provide communication in the form of flyers. In addition, messages sent home through our parent connect will be done in English, Spanish and Mixtec dialect. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment to connect academic, social and emotional learning between the school and the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,864.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,954.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$74,889.00
Title III	\$23,975.00

Subtotal of additional federal funds included for this school: \$98,864.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$37,750.00
LCFF - Intervention	\$32,800.00
LCFF - Targeted	\$52,040.00
PTA/PTO	\$2,500.00

Subtotal of state or local funds included for this school: \$125,090.00

Total of federal, state, and/or local funds for this school: \$223,954.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,889.00	0.00
Title III	23,975.00	0.00
LCFF - Targeted	52,040.00	0.00
LCFF - Intervention	32,800.00	0.00
Discretionary	37,750.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	37,750.00
LCFF - Intervention	32,800.00
LCFF - Targeted	52,040.00
PTA/PTO	2,500.00
Title I	74,889.00
Title III	23,975.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	26,916.00
	Discretionary	10,834.00
	LCFF - Intervention	32,800.00
	LCFF - Targeted	23,540.00
	LCFF - Targeted	28,500.00
	PTA/PTO	2,500.00
	Title I	70,089.00
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	Title I	4,800.00
	Title III	14,975.00
	Title III	9,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	178,631.00
Goal 2	23,223.00
Goal 3	22,100.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

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
Simon Jijada Solano	Parent or Community Member

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


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 October 22, 2018.

Attested:

	Principal, Dr. Andres Duran on
	SSC Chairperson, Martha Amezcua on

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emilie Ritchen Elementary School	56725386110738	October 14, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As described within our Vision and Mission Statements, Emilie Ritchen Elementary School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2019-20 school year, Emilie Ritchen will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on

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building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Our over-arching academic goal is to raise achievement scores for all significant student subgroups. Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to 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 underperforming 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) process to receive Tier I-Level Intervention services by classroom teachers during daily core instruction in English Language Arts, Mathematics, Social Studies and Science. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, our Intervention Support Providers (ISPs) in small group settings, and/or our K-2 Reading Specialist, also within a small group setting. Our Reading Specialist supports struggling readers in grades Kindergarten, 1st and 2nd with the goal of having underperforming students reading at grade level by the time they enter 3rd grade. The Reading Specialist works directly with students, collaborates with teachers, and serves as a resource for reading instruction for both classroom teachers and ISPs.

Aligned to our Strand Focus centered on Science and Technology, 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 ability 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.

Here at Ritchen, 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

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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 "Ritchen 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 for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parental involvement, Emilie Ritchen Elementary School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Ongoing data from both formal and informal classroom observations conducted weekly in Preschool through 5th grades throughout the school year assisted with the development of the goals, actions, and services highlighted throughout the School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school utilizes data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams 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 classroom teacher, the K-2 Reading Specialist, and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order 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. Better 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 underperforming students.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six week long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III level intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

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

Ritchen Elementary provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Family nights focusing on Literacy, Math, and/or Science engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will 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 encouraged 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. Fiscal resources provided by the Ritchen Elementary PTA assists in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival to provide academic incentives and reward students for meeting their learning goals.

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

Ritchen Elementary will continue to prioritize parent involvement during the 2019-20 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2019-20 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor 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. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Ritchen Elementary, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Funding also supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Emilie Ritche Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on September 30th and October 14th to analyze 2018-19 summative and current 2019-20 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, providing social emotion support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on September 25th and October 16th and provided recommendations to the School Site Council, particularly in the areas of parent and family engagement and building English Learners' language proficiency skills to ensure academic success. 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to cuts to 2019-20 categorical funding, Ritche Elementary has had to eliminate one Intervention Support Provider (ISP) position and will now only be able to fund two, instead of three, ISP positions. Ritche Elementary has also had to eliminate the Technology Mentor and Math Mentor stipends, which not only eliminate those two positions, but also the professional development these positions provided to school staff. Instructional aides to support first grade intervention during Universal Access time, student assemblies and additional Leveled Literacy Intervention kits and materials have also been eliminated from the 2019-20 school budget. Campus supervision has also been negatively impacted by 2019-20 funding cuts, which created a reduction of one campus supervisor position resulting in a total of five campus supervisors instead of six. In addition, Ritche Elementary has experienced reduced categorical funding to support student field trips, before and after school tutoring, playground equipment, school supplies, and supplemental classroom instructional materials.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	%	1	1	
African American	1.7%	1.75%	%	11	11	
Asian	0.9%	0.95%	%	6	6	
Filipino	0.9%	1.11%	%	6	7	
Hispanic/Latino	89.1%	89.98%	%	569	566	
Pacific Islander	0.2%	%	%	1		
White	6.3%	5.72%	%	40	36	
Multiple/No Response	%	%	%			
Total Enrollment				639	629	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	140	123	
Grade 1	93	121	
Grade 2	91	91	
Grade3	93	91	
Grade 4	118	91	
Grade 5	104	112	
Total Enrollment	639	629	

Conclusions based on this data:

From 2016 to 2018, there have been only two significant subgroups of students (30 or more students) at Ritche Elementary: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment by grade level between 2016 and 2018, total enrollment has decreased by 10 students. It is important to note that this data reflects school enrollment from three (2016-17) and two (2017-18) years ago. Current Kinder through 5th grade enrollment for the 2019-20 school year is 571 not including Ritche Elementary's Transitional Kindergarten or Preschool programs. This reflects a further decrease of student enrollment since the 2017-18 school year. As a result, Ritche Elementary school staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	272			42.6%		
Fluent English Proficient (FEP)	27			4.2%		
Reclassified Fluent English Proficient (RFEP)	20			7.7%		

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the 2016-17 school year, 42.6% of Ritchen Elementary's total student population were English Learners. An additional 7.7% of Ritchen Elementary total student population during the 2016-17 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritchen Elementary's total student population in the 2016-17 school year. As a result, Ritchen Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	90	101	88	89	99	88	88	99	98.9	98.9	98
Grade 4	119	82	89	118	81	89	118	81	89	99.2	98.8	100
Grade 5	105	112	91	104	112	89	104	112	89	99	100	97.8
All Grades	313	284	281	310	282	277	310	281	277	99	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2372.	2377.	2390.	10.23	9.09	10.10	14.77	17.05	17.17	25.00	25.00	31.31	50.00	48.86	41.41
Grade 4	2395.	2425.	2425.	7.63	18.52	14.61	16.10	9.88	16.85	12.71	16.05	20.22	63.56	55.56	48.31
Grade 5	2424.	2439.	2463.	4.81	7.14	6.74	14.42	17.86	24.72	21.15	24.11	25.84	59.62	50.89	42.70
All Grades	N/A	N/A	N/A	7.42	11.03	10.47	15.16	15.30	19.49	19.03	22.06	25.99	58.39	51.60	44.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	9.09	13.13	29.55	44.32	44.44	56.82	46.59	42.42
Grade 4	10.17	17.28	13.48	38.14	39.51	47.19	51.69	43.21	39.33
Grade 5	7.69	8.04	14.61	34.62	41.07	40.45	57.69	50.89	44.94
All Grades	10.32	11.03	13.72	34.52	41.64	44.04	55.16	47.33	42.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	9.09	10.10	40.91	30.68	44.44	48.86	60.23	45.45
Grade 4	7.63	16.05	8.99	38.14	38.27	56.18	54.24	45.68	34.83
Grade 5	8.65	11.61	8.99	40.38	38.39	51.69	50.96	50.00	39.33
All Grades	8.71	12.10	9.39	39.68	35.94	50.54	51.61	51.96	40.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.36	10.23	13.13	57.95	63.64	62.63	30.68	26.14	24.24
Grade 4	5.08	7.41	8.99	49.15	62.96	66.29	45.76	29.63	24.72
Grade 5	8.65	4.46	7.87	51.92	53.57	62.92	39.42	41.96	29.21
All Grades	8.06	7.12	10.11	52.58	59.43	63.90	39.35	33.45	25.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	12.50	7.07	48.86	45.45	56.57	38.64	42.05	36.36
Grade 4	7.63	12.35	10.11	41.53	49.38	48.31	50.85	38.27	41.57
Grade 5	7.69	14.29	11.24	32.69	35.71	50.56	59.62	50.00	38.20
All Grades	9.03	13.17	9.39	40.65	42.70	51.99	50.32	44.13	38.63

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-5 at Ritchen Elementary have demonstrated improved student achievement outcomes between 2015 and 2018, with the total number of students who met or exceeded standard increasing from 19% in the 2015-16 school year to 26.33% in the 2017-18 school year. Although the percentage of students who nearly met standard also increased from 19% in the 2015-16 school year to 22.06% in the 2017-18 school year, the percentage of students who did not meet standard decreased from 62% in the 2015-16 school year to 51.6% in the 2017-18 school year. Analysis of data from the four CAASPP Claim areas shows that all students in grades 3-5 at Ritchen Elementary showed greatest gains in the Claims of Writing and Research/Inquiry between 2015 and 2018, with increases by 5.1 percentage points and 5.17 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all four Claims decreased between 2015 and 2018, with the greatest decrease occurring in the Reading Claim in which the percentage of students scoring below standard fell by 15.67 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	90	101	88	90	99	88	90	99	98.9	100	98
Grade 4	119	82	90	118	81	89	118	81	89	99.2	98.8	98.9
Grade 5	105	112	91	104	112	89	104	112	89	99	100	97.8
All Grades	313	284	282	310	283	277	310	283	277	99	99.6	98.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2392.	2405.	3.41	3.33	10.10	17.05	18.89	25.25	30.68	34.44	25.25	48.86	43.33	39.39
Grade 4	2399.	2425.	2433.	3.39	3.70	4.49	6.78	14.81	15.73	27.97	37.04	49.44	61.86	44.44	30.34
Grade 5	2401.	2417.	2450.	0.96	4.46	4.49	5.77	2.68	13.48	15.38	25.00	24.72	77.88	67.86	57.30
All Grades	N/A	N/A	N/A	2.58	3.89	6.50	9.35	11.31	18.41	24.52	31.45	32.85	63.55	53.36	42.24

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	9.09	13.33	14.14	27.27	34.44	41.41	63.64	52.22	44.44	
Grade 4	4.24	12.35	7.87	16.10	27.16	35.96	79.66	60.49	56.18	
Grade 5	0.96	5.36	6.74	13.46	15.18	26.97	85.58	79.46	66.29	
All Grades	4.52	9.89	9.75	18.39	24.73	35.02	77.10	65.37	55.23	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.23	10.00	15.15	42.05	45.56	47.47	47.73	44.44	37.37
Grade 4	5.08	9.88	8.99	26.27	43.21	42.70	68.64	46.91	48.31
Grade 5	2.88	3.57	4.49	22.12	29.46	35.96	75.00	66.96	59.55
All Grades	5.81	7.42	9.75	29.35	38.52	42.24	64.84	54.06	48.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.95	6.67	14.14	50.00	52.22	52.53	42.05	41.11	33.33
Grade 4	5.93	8.64	8.99	27.97	38.27	40.45	66.10	53.09	50.56
Grade 5	0.96	1.79	4.49	24.04	40.18	46.07	75.00	58.04	49.44
All Grades	4.84	5.30	9.39	32.90	43.46	46.57	62.26	51.24	44.04

Conclusions based on this data:

Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-5 at Ritche Elementary have demonstrated improved student achievement outcomes between 2015 and 2018, with the total number of students who met or exceeded standard increasing from 13% in the 2015-16 school year to 15.2% in the 2017-18 school year. Although the percentage of students who nearly met standard also increased from 29% in the 2015-16 school year to 31.45% in the 2017-18 school year, the percentage of students who did not meet standard decreased from 58% in the 2015-16 school year to 53.36% in the 2017-18 school year. Analysis of data from the three CAASPP Claim areas shows that all students in grades 3-5 at Ritche Elementary showed greatest gains in the Claims of Concepts and Procedures and Problem Solving and Modeling/Data Analysis between 2015 and 2018, with increases by 2.89 percentage points and 2.42 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all three Claims decreased between 2015 and 2018, with the greatest decrease occurring in the Problem Solving and Modeling/Data Analysis Claim in which the percentage of students scoring below standard fell by 11.94 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritche Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
629	77.4%	43.6%	1.0%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	274	43.6%
Foster Youth	6	1.0%
Homeless	16	2.5%
Socioeconomically Disadvantaged	487	77.4%
Students with Disabilities	61	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.7%
American Indian	1	0.2%
Asian	6	1.0%
Filipino	7	1.1%
Hispanic	566	90.0%
Two or More Races	2	0.3%
White	36	5.7%






Conclusions based on this data:

Based on Dashboard Student Population data, there were a total of three significant subgroups at Ritche Elementary during the 2017-18 school year: English Learners (43.6%), Socioeconomically Disadvantaged (77.4%), and Students with Disabilities (9.7%). In addition, there was one significant subgroup based on ethnicity during the 2017-18 school year: Hispanic (90%). Based on this data, Ritche Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on 2018 Dashboard Overall Performance data for all students, Ritche Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Since Overall Performance for all students within the Dashboard indicators of Chronic Absenteeism and Suspension Rate fell within the green range, Ritche Elementary will continue to monitor and address daily student tardies and absences, implement effective preventative programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action, while minimizing the need for student suspension. Both College/Career and Graduation Rate Dashboard indicators were both not applicable to Ritche Elementary School in 2018.

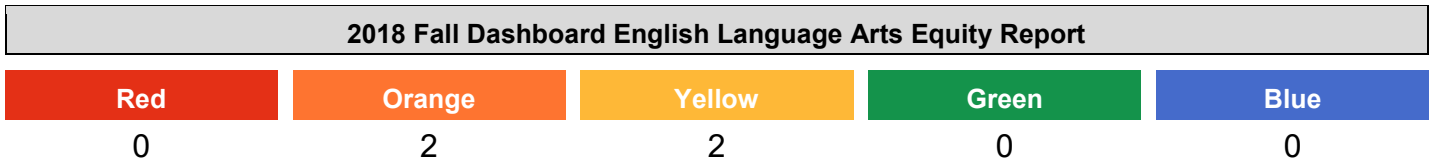
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 56.3 points below standard Increased 16.3 points 277 students	<p>English Learners</p>  Orange 72.6 points below standard Increased 11.6 points 134 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69 points below standard Increased 9.3 points 218 students	<p>Students with Disabilities</p>  Orange 118.1 points below standard Increased 12.9 points 41 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60 points below standard Increased 16.9 points 248 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 22.7 points below standard Declined -16.9 points 20 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.5 points below standard Declined -10.8 points 82 students	12.9 points below standard Declined -8.8 points 52 students	40.9 points below standard Increased 22.1 points 143 students

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

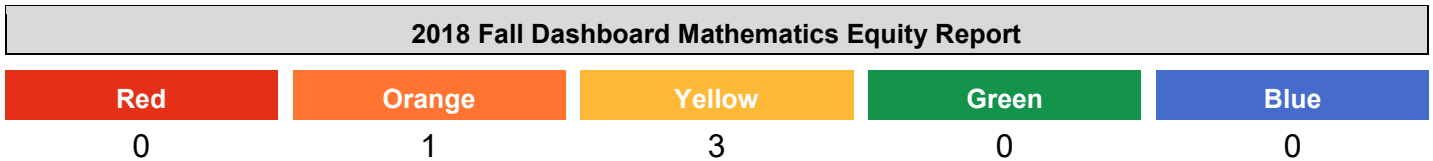
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 74.5 points below standard Increased 16.9 points 278 students	<p>English Learners</p>  Yellow 86.9 points below standard Increased 13.9 points 134 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Yellow 86.4 points below standard Increased 9 points 219 students	<p>Students with Disabilities</p>  Orange 127.2 points below standard Increased 16.5 points 42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 79 points below standard Increased 15.4 points 249 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 37.1 points below standard Increased 9.3 points 20 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.5 points below standard Increased 4.8 points 82 students	53 points below standard Declined -16.3 points 52 students	63 points below standard Increased 20.7 points 144 students

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
244	20.1%	38.1%	23.8%	18%

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritche Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

The College/Career Dashboard indicator was not applicable to Ritchen Elementary in 2018.

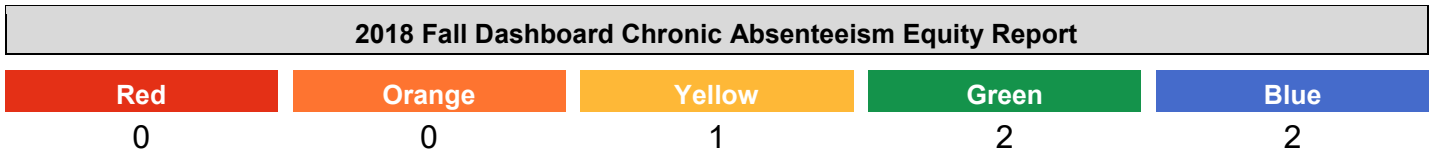
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	 No Performance Color
5.6% chronically absent	3.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 3%	Declined 3.2%	6 students
646 students	284 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Yellow
9.5% chronically absent	6.5% chronically absent	11.4% chronically absent
Declined 16.6%	Declined 2.7%	Declined 5.9%
21 students	523 students	88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Increased 1.4% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8% chronically absent Declined 2.8% 582 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 7.3% 37 students

Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritche Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

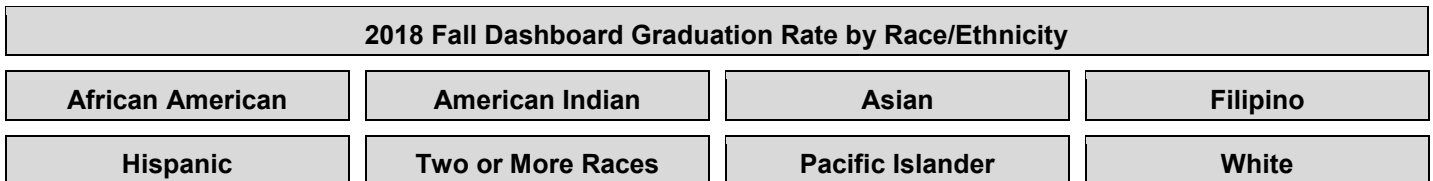
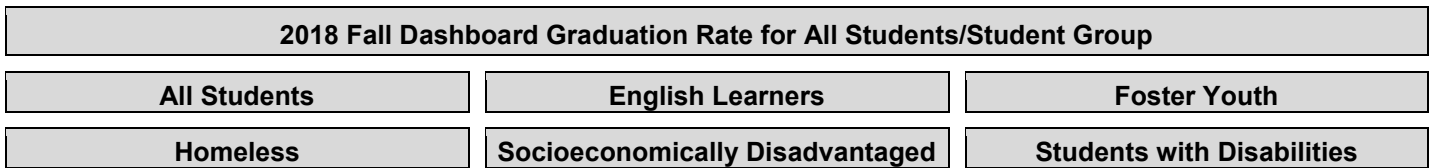
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

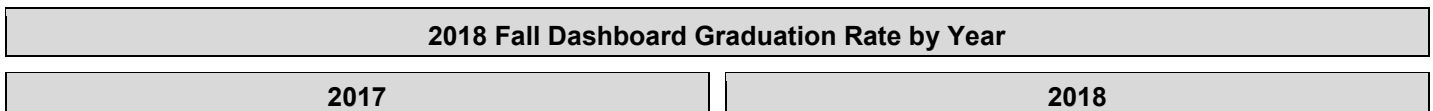
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

The Graduation Rate Dashboard indicator was not applicable to Ritchen Elementary in 2018.

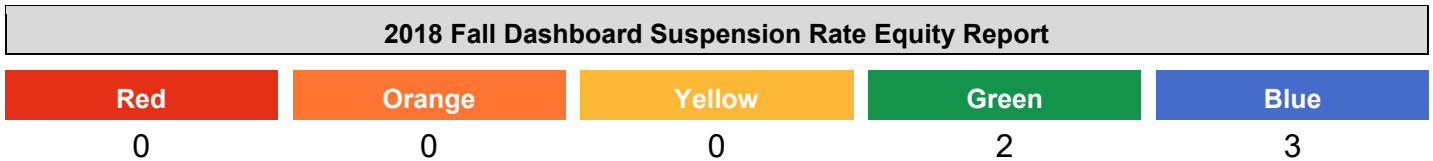
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.1% suspended at least once</p> <p>Declined -1.9%</p> <p>658 students</p>	<p>English Learners</p>  <p>Blue</p> <p>1% suspended at least once</p> <p>Declined -2.1%</p> <p>289 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -8.7%</p> <p>21 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.3% suspended at least once</p> <p>Declined -2.2%</p> <p>532 students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -3.6%</p> <p>89 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -15.4% 12 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2% suspended at least once Declined -1.6% 589 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -2.4% 39 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	2.9% suspended at least once	1.1% suspended at least once

Conclusions based on this data:

Based on 2018 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP Data (All Students): 29.96% Met/Exceeded 25.99% Nearly Met 44.04% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 39.96% Met/Exceeded 25.99% Nearly Met 34.04% Not Met
CAASPP Math	2018-19 CAASPP Data (All Students): 24.91% Met/Exceeded 32.85% Nearly Met 42.24% Not Met	2019-20 CAASPP Expected Outcomes (All Students): 34.91% Met/Exceeded 32.85% Nearly Met 32.24% Not Met
ELPAC	Based on 2018 ELPAC data: 18% of all students scored at Level 1 (Beginning Stage) 23.8% of students scored at Level 2 (Somewhat Developed) 38.1% of students scored at Level 3 (Moderately Developed) 20.1% of students scored at Level 4 (Well Developed).	Decrease percentages of students scoring at Level 1 and Level 2 to 13% and 18% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2019-20 Baseline Data (September, 2019)	<p>Kindergarten Fall 2019 Baseline Data: 40% At/Above Benchmark 11% On Watch 26% Intervention 23% Urgent Intervention</p> <p>1st Grade Fall 2019 Baseline Data: 41% At/Above Benchmark 20% On Watch 20% Intervention 19% Urgent Intervention</p>	<p>Kindergarten 2019-20 Expected Outcomes: 50% (Winter); 60% (Spring) At/Above Benchmark 9% (Winter); 7% (Spring) On Watch 22% (Winter); 18% (Spring) Intervention 19% (Winter); 15% (Spring) Urgent Intervention</p> <p>1st Grade 2019-20 Expected Outcomes: 51% (Winter); 61% (Spring) At/Above Benchmark 18% (Winter); 16% (Spring) On Watch 16% (Winter); 12% (Spring) Intervention 15% (Winter); 11% (Spring) Urgent Intervention</p>
STAR 360 Reading 2019-20 Baseline Data (Fall, 2019)	<p>2nd Grade Fall 2019 Baseline Data: 19% Level 4 12% Level 3 44% Level 2 25% Level 1</p> <p>3rd Grade Fall 2019 Baseline Data: 8% Level 4 19% Level 3 36% Level 2 37% Level 1</p> <p>4th Grade Fall 2019 Baseline Data: 12% Level 4 21% Level 3 27% Level 2 40% Level 1</p> <p>5th Grade Fall 2019 Baseline Data: 6% Level 4 30% Level 3 36% Level 2 28% Level 1</p>	<p>2nd Grade 2019-20 Expected Outcomes: 24% (Winter); 29% (Spring) Level 4 17% (Winter); 22% (Spring) Level 3 39% (Winter); 34% (Spring) Level 2 20% (Winter); 15% (Spring) Level 1</p> <p>3rd Grade 2019-20 Expected Outcomes: 13% (Winter); 18% (Spring) Level 4 24% (Winter); 29% (Spring) Level 3 31% (Winter); 26% (Spring) Level 2 32% (Winter); 27% (Spring) Level 1</p> <p>4th Grade 2019-20 Expected Outcomes: 17% (Winter); 22% (Spring) Level 4</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>26% (Winter); 31% (Spring) Level 3 22% (Winter); 17% (Spring) Level 2 35% (Winter); 30% (Spring) Level 1</p> <p>5th Grade 2019-20 Expected Outcomes: 11% (Winter); 16% (Spring) Level 4 35% (Winter); 40% (Spring) Level 3 31% (Winter); 26% (Spring) Level 2 23% (Winter); 18% (Spring) Level 1</p>
<p>STAR 360 Math 2019-20 Baseline Data (Fall, 2019)</p>	<p>1st Grade Fall 2019 Baseline Data: 3% Level 4 21% Level 3 60% Level 2 16% Level 1</p> <p>2nd Grade Fall 2019 Baseline Data: 1% Level 4 33% Level 3 38% Level 2 28% Level 1</p> <p>3rd Grade Fall 2019 Baseline Data: 7% Level 4 27% Level 3 35% Level 2 31% Level 1</p> <p>4th Grade Fall 2019 Baseline Data: 5% Level 4 28% Level 3 44% Level 2 23% Level 1</p> <p>5th Grade Fall 2019 Baseline Data: 4% Level 4</p>	<p>1st Grade 2019-20 Expected Outcomes: 8% (Winter); 13% (Spring) Level 4 26% (Winter); 31% (Spring) Level 3 55% (Winter); 50% (Spring) Level 2 21% (Winter); 26% (Spring) Level 1</p> <p>2nd Grade 2019-20 Expected Outcomes: 6% (Winter); 11% (Spring) Level 4 38% (Winter); 43% (Spring) Level 3 33% (Winter); 28% (Spring) Level 2 23% (Winter); 18% (Spring) Level 1</p> <p>3rd Grade 2019-20 Expected Outcomes: 12% (Winter); 17% (Spring) Level 4 32% (Winter); 37% (Spring) Level 3 30% (Winter); 25% (Spring) Level 2</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7% Level 3 39% Level 2 49% Level 1	26% (Winter); 21% (Spring) Level 1 4th Grade 2019-20 Expected Outcomes: 10% (Winter); 15% (Spring) Level 4 33% (Winter); 38% (Spring) Level 3 39% (Winter); 34% (Spring) Level 2 28% (Winter); 33% (Spring) Level 1 5th Grade 2019-20 Expected Outcomes: 9% (Winter); 14% (Spring) Level 4 12% (Winter); 17% (Spring) Level 3 34% (Winter); 29% (Spring) Level 2 44% (Winter); 39% (Spring) Level 1
Writing	2019-20 will serve as baseline data	2019-20 Expected Outcomes for Grades K-5: 20% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Fall Writing benchmark assessment. 25% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Winter Writing benchmark assessment. 30% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Spring Writing benchmark assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will meet in grade level teams to collaborate and discuss ongoing assessment data and student needs on an ongoing basis in order to identify and implement instructional best practices in all core subjects and English Language Development, while designing evidence-based support services to address students' academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19594

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Data Analysis and
Collaboration meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20694

Discretionary
4000-4999: Books And Supplies
Warehouse charges, Publication Charges,
Materials and Supplies, Computer Supplies and
Software, and Equipment

250

Discretionary

1832

	5000-5999: Services And Other Operating Expenditures Travel and Conference
5991	LCFF - Targeted 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
1200	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Travel and Conference
8939	Title I 4000-4999: Books And Supplies Books, Materials and Supplies
281	Title III 4000-4999: Books And Supplies Books, Materials and Supplies
1088	Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3323

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release
to attend SST meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1833

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOP) and district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures Designated and Integrated ELD Professional Development
11288	Title III 1000-1999: Certificated Personnel Salaries ISP Certificated Salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional development and training materials
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1834

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional targeted assistance to Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10778

Title I
2000-2999: Classified Personnel Salaries
Classified Salaries: Instructional Assistants

653

Discretionary
2000-2999: Classified Personnel Salaries
Instructional Assistants Substitutes and Extra Help

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support transportation and entrance fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Field Trip Transportation Fees

1500

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Field Trip Expense Fees

1835

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2700

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Duplo Machine supplies and Copy Machines maintenance agreements

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

1836

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
District-wide Renaissance contract

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Library Tech Salary

2800

LCFF - Targeted
4000-4999: Books And Supplies
AR Rewards and Incentives

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1837

Special Education

Strategy/Activity

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8761

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitute teachers to release General Education and Special Education classroom teachers to hold annual and triennial IEP meetings

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in grades K-2

Strategy/Activity

Reading Specialist will provide targeted small group intervention in literacy for students in grades K - 2 who are identified as not meeting or are at-risk of 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
K-2 Reading Specialist Salary

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1838

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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) and support the school site's strand focus, while Kindergarten and 1st grade teachers will focus on implementing integrated units focused on Science and Technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Targeted
4000-4999: Books And Supplies
FOSS materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased using the school's existing Apple VPP credit funds in addition to categorical funding to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2550

District Funded
2000-2999: Classified Personnel Salaries
Site Computer Tech Salary

Title I
5800: Professional/Consulting Services And
Operating Expenditures
BrainPop and BrainPop Jr. site license

3850

Title I
5800: Professional/Consulting Services And
Operating Expenditures
CAPIT for Grades K-1

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE

Strategy/Activity

Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.

Proposed Expenditures for this Strategy/Activity

1840

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17399	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Certificated Salary
650	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Robotics Competition Registration Fees

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29287	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Certificated Salaries
5973	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring
6042	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1841

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Teacher Liaison

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-20 school year, Emilie Ritche will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams 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 classroom teacher, the K-2 Reading Specialist, and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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No major differences were identified. With increased student achievement results in 2018-19, Ritche Elementary is continuing to focus on building strong academic foundations for all students while tightening and being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2018-19 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Ritchen Elementary's Average Daily Attendance Rate for the start of the 2019-20 school year was 97.81%.	Maintain or exceed the targeted 97.5% attendance rate throughout the 2019-20 school year
Student Suspension Data	A total of 4 students were suspended during the 2018-19 school year (suspension rate = 0.64%).	Decrease total number of students suspended during the 2018-19 school year to 3 (suspension rate = .5%)
2018-19 California Healthy Kids Survey (CHKS)	Spring 2019 results from our Healthy Kids Survey taken by 5th grade students indicated that Ritchen Elementary made growth across all areas surveyed in 2019 compared to 2018. 2019 Ritchen Elementary CHKS results were above the State Average in the following areas: Low Violence Victimization and Social Emotional Learning Supports. Results were below the State Average in all other areas, including: School Connectedness, Caring	2020 Expected Outcomes for California Healthy Kids Survey results are to be at or above the State Average in 7 out of the 14 areas surveyed.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Relationships, High Expectations, Meaningful Participation, Perceived School Safety, Low Violence Perpetration, Fairness, Rule Clarity, Anti-Bullying Climate, Positive Behavior, Home High Expectations, and Parent Involvement in Schooling.	
Attendance Data	Chronic Absenteeism rates for the 2018-19 school year were: 11.54% for All Students (N=624) 15.02% for English Learners (N=213) 9.90% for SocioEconomically Disadvantaged Students (N=414) 13.00% for Special Education (N=100)	Reduce Chronic Absenteeism rates for the 2019-20 school year as follows: 9% for All Students 12% for English Learners 7% for SocioEconomically Disadvantaged Students 10% for Special Education

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

1845

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
PBIS Foundations Training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Salaries to support 5 Campus Supervisors for
student supervision throughout the campus
during the instructional day.

196

Discretionary
2000-2999: Classified Personnel Salaries
Campus Supervisor Extra Help

Strategy/Activity 4

1846

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1176	Discretionary 2000-2999: Classified Personnel Salaries Clerical and Custodial Extra Help and Overtime
2613	Discretionary 2000-2999: Classified Personnel Salaries Clerical Substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during weekly Eagle Assemblies and/or monthly Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Targeted 4000-4999: Books And Supplies Incentives and Rewards for Positive Behavior and Attendance

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1227

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release to attend SST meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1848

Strategy/Activity

Ensure administrative site coverage when Principal is absent or off site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

605

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries
Administrative Support / Extra Help

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students including Special Education

Strategy/Activity

Ensure confidentiality of documents and information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Contract for shredding services- Shred-It
(Cintas).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Discretionary
4000-4999: Books And Supplies
Playground/PE equipment expenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1850

Amount(s)

Source(s)

250

Discretionary
4000-4999: Books And Supplies
Purchase equipment necessary such as cones, bull horns, safety vests, etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ritchen Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

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

1851

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.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. With improved chronic absenteeism and suspension rates in 2018, Ritche Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2018-19 SPSA, chronic absenteeism and suspension rate data, the Ritche Elementary PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night in the 2018-19 school year.	Increase the percentage of parents attending Back to School Night in the 2019-20 school year to 87%.
PTA Membership	The total number of PTA Memberships during the 2018-19 school year was 274.	Increase the total number of PTA Memberships during the 2019-20 school year to 300.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2018-19 school year was 7.	Increase the average number of parents attending ELAC meetings during the 2019-20 school year to 10.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

1853

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
192	Discretionary 2000-2999: Classified Personnel Salaries Babysitting costs
262	Discretionary 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

262

Discretionary
2000-2999: Classified Personnel Salaries
Verbal Translation - Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule trimester "Ritchen Coffee Talk" meetings with parents to improve home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250

Discretionary
4000-4999: Books And Supplies
Coffee and snacks

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity

1855

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Discretionary 5700-5799: Transfers Of Direct Costs Transportation: ELAC Parent College Field Trip
200	Discretionary 2000-2999: Classified Personnel Salaries Babysitting costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
196	Discretionary 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage and provide direct support to 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 1856

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Offer extra clerical support to support the school in making positive and sustainable connections with students, parents, and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6859

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries
Classified Personnel Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours

1857

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent and family engagement 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 "Ritchen Coffee Talk" meetings, further support and foster parental engagement. Throughout the year, parents will 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 encouraged 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. Fiscal resources provided by the Ritchen Elementary PTA assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival to provide academic incentives and reward students for meeting their learning goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2019-20 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2018-19 SPSA and school outcomes, one area in which Ritchen Elementary staff will focus on is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$63,253.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,479.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$51,684.00
Title III	\$11,569.00

Subtotal of additional federal funds included for this school: \$63,253.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Discretionary	\$39,546.00
LCFF - Intervention	\$66,039.00
LCFF - Targeted	\$19,641.00

Subtotal of state or local funds included for this school: \$125,226.00

Total of federal, state, and/or local funds for this school: \$188,479.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	51,684.00	0.00
Title III	11,569.00	0.00
LCFF - Targeted	19,641.00	0.00
LCFF - Intervention	66,039.00	0.00
Discretionary	39,546.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	39,546.00
LCFF - Intervention	66,039.00
LCFF - Targeted	19,641.00
Title I	51,684.00
Title III	11,569.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	8,552.00
2000-2999: Classified Personnel Salaries	Discretionary	5,750.00
4000-4999: Books And Supplies	Discretionary	21,694.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,950.00
5700-5799: Transfers Of Direct Costs	Discretionary	250.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	350.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	66,039.00

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4000-4999: Books And Supplies	LCFF - Targeted	10,291.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1,200.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,150.00
1000-1999: Certificated Personnel Salaries	Title I	25,567.00
2000-2999: Classified Personnel Salaries	Title I	10,778.00
4000-4999: Books And Supplies	Title I	8,939.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,400.00
1000-1999: Certificated Personnel Salaries	Title III	11,288.00
4000-4999: Books And Supplies	Title III	281.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,591.00
Goal 2	7,417.00
Goal 3	8,471.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Andres Santamaria	Principal
Marina Wyatt	Parent or Community Member
Verenice Mendoza	Parent or Community Member
Sylvia Nunez	Parent or Community Member
Jessica Arciniega	Parent or Community Member
Vincent Ramos	Parent or Community Member
Alejo Perez	Classroom Teacher
Robin Steffenauer	Other School Staff
Emily Hilpert	Classroom Teacher
Manuel Hernandez	Classroom Teacher

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

Signature

Committee or Advisory Group Name

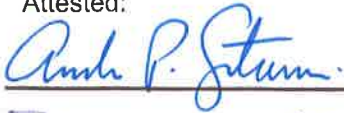
English Learner Advisory Committee

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.

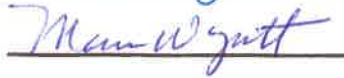
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 14, 2019.

Attested:



Principal, Dr. Andres Santamaria on 10/14/2019



SSC Chairperson, Marina Wyatt on 10/14/2019

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Linda Elementary School	56725386055388	Oct 25, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Sierra Linda, we are committed to developing a rigorous and supportive instructional program that prepares each child for college and/or career pathways.

The staff at Sierra Linda is working to ensure that our instructional program meets the academic needs of each student. Teachers meet in grade level teams regularly in order to plan together. They analyze data and plan rigorous standards-based lessons that support students' academic progress. The staff participates in district and site professional development to improve and implement instructional practices.

In all classes, ELD instruction is embedded throughout all subjects and explicitly taught during designated ELD instructional time. The EL students' progress are closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (MTSS) process. We use additional programs and tools in order to provide our all students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourage a love of reading. Math Facts in a Flash and IXL programs provide additional opportunities for students to revisit critical math skills. Teachers use various technical applications that support development of foundational reading and math skills. Every student in second through fifth grade has received an iPad for use at school and at home. TK through first grade classes have

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10 iPads to share among students. Teachers continue to receive training on the use of iPads and share ideas with each other on how to develop students knowledge of programs and applications. Students receive digital citizenship instruction. Parents are informed of the benefits of technology as it relates to the education of their students.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. All students receive differentiated instruction in reading in all grade levels four days a week. We have hired Intervention Service Provider teachers (ISP) in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on STAR Reading results. In addition, we have a Reading Specialist who is working with students from Kindergarten through Second grade. Reading Specialist targets specific reading skills in a small group environment. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Classroom teachers use STAR 360 data to focus on Reading and Math skills during regular classroom instruction.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues in order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Sierra Linda. We have regular CoST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents. Our positive behavior program is CHAMPS. All staff has been trained in and implements this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order for them to be able to make safe and rational decisions concerning their conduct. A full time counselor has been added to our staff. The counselor works with individual students and small groups in order to provide additional social-emotional support they may need in order to be successful.

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 have an opportunity to provide input for shared decision-making. Parents receive a weekly phone blast informing them of all school events and activities. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, text messages, Peach Jar and behavior charts (if necessary). Our Outreach Specialist and Counselor offer support by connecting families with necessary community services to address social-emotional needs. Parents participate in positive parenting programs like "Triple P". We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive to promote a school environment wherein our core values of equity, integrity, purpose, perseverance and compassion are evident in every interaction with students, community and each other. Thus, effectively meeting Every Student Succeeds Act (ESSA) requirements.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Students used academic language to explain how or why they got their answers. These strategies were used both in ELA and Math lessons. Increase of engagement strategies was beneficial for all students. Informal and formal classroom observations were conducted by peers and administration. Thus, discussions were focused on effectiveness and consistency of common best practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staff will collaborate, analyze and interpret data to modify instruction and improve all student achievement. The following assessment tools will be used:

STAR 360--Early Literacy, Reading and Math assessments

ELPAC

ELD Unit Assessments

IABs

BPSTs (basic literacy assessment)

Math and ELA curriculum assessments

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

Student academic progress is reviewed during grade level collaborations. Assessment results are used to modify instruction and create focus goals for ELA and Math. Tier 1 and Tier 2 interventions are determined by data results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Grade level collaboration is provided three times a month during our allocated Tuesday mornings. In addition, staff agreed to collaboration at least twice more a month. Instructional leadership committee (grade level leads) discuss and agree upon topics for collaboration.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

We use a Multi-Tier System of Supports to help our under performing students meet grade level standards. This is an instructional model that includes universal screening, multiple tiers of supports, data collection and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 4-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expect goals. If the student is showing little to no growth, then they are referred to Coordinated Service Team (CST) for further interventions, which can involve the Reading Specialist if the student is in (K-2) or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST). Parents are a crucial part to student success, thus they are informed of teachers concern since Tier 1. Parents are invited to SST meetings in order to create a successful plan for interventions. Those that are still not demonstrating adequate progress, may be referred to for a Special Education Evaluation if it is suspected that the student may have a learning disability that may be impeding their ability to perform at grade level. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist and/or district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first good instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating four target goals in ELA and Math to all students, providing opportunities for student engagement with content, monitor and checking for understanding, and providing corrective feedback.

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Parental Engagement

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

Parents are encouraged to participate and support Sierra Linda students by becoming involved with:

- *Class and field trip volunteers
- *PTA events, such as Jog-A-Thon
- *School Site Council
- *ELAC monthly meetings
- *Special Education Committee
- *Parent Nutrition Classes
- *Triple P parenting classes
- *Coffee with the Principal/Title 1 meetings
- *Awards Assemblies
- *Read-a-Across America (as readers)

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our Outreach Specialist and Counselor offer support by connecting families with necessary services to address social-emotional needs.

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

Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th grade students of programs offered in the middle school, such as AVID and pathways. In addition, principal and school counselor present A-G requirements for all 5th grade students and parents.

Funding

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

Title 1 and Title 3 funds were used to support small group interventions and programs for differentiation instruction to meet the needs of underperforming students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of underperforming students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

The following services were funded through Title 1 or Title 3 funds to enable underperforming students to meet the standards:

*Tutoring

Staff Collaboration

*Core 5 Lexia

Enrichment Field Trips

*Substitutes for Grade Level Collaborations and SST/IEP meetings

Intervention Support Provider (ISP)

*Babysitting for EL parents

Verbal Translation for any meeting with EL parents

*Overtime for Counselor, Outreach Specialist and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 achievements. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The School Site Council members review and revise SPSA during September and October. ELAC members review and give recommendation during the October meetings. All parent committees PTA, ELAC and Title I participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. Staff members review and revise SPSA during August through /October. All stake-holders are highly encouraged to provide feedback on strategies to improve student success. SPSA goals and strategies are the driving force for discussion at monthly parent meetings and staff collaboration. Therefore, updates on SPSA goals are calendared through out the year for all stake-holders.

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Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified as a result of the required needs assessments were:

*Site Math Mentor position vacant for 75% of the year,

- Need three ISPs in order to support EL students and early target academic interventions, late hiring of two of the three ISPs.

*Vacant Kindergarten Paraprofessional position for three months

- Substitute Shortage impacted Professional Collaboration, daily instruction and intervention.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.14%	%	1	1	
African American	1.8%	1.43%	0.6%	13	10	
Asian	0.4%	%	%	3		
Filipino	0.3%	0.72%	0.1%	2	5	
Hispanic/Latino	90.7%	91.82%	94%	665	640	
Pacific Islander	0.1%	%	%	1		
White	6.0%	5.45%	4.7%	44	38	
Multiple/No Response	%	%	%			
Total Enrollment				733	697	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	146	136	
Grade 1	112	121	
Grade 2	133	114	
Grade3	122	116	
Grade 4	100	114	
Grade 5	120	96	
Total Enrollment	733	697	

Conclusions based on this data:

Student enrollment decreased due to program choice offered at school sites, transitioning from a TBE and SEI instructional programs to an SEI only program. Sierra Linda served as an over-enrollment school for all students, thus some grade levels are higher in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	445			60.7%		
Fluent English Proficient (FEP)	45			6.1%		
Reclassified Fluent English Proficient (RFEP)	30			7.3%		

Conclusions based on this data:

Sierra Linda's overall English Learners population has decreased due to high cost of living in our area. However, we have increased in the number of students that have meet reclassification criteria. Based on test scores, we believe that EL students need extra support to better access the curriculum. EL Students benefit from a smaller group during instruction by a dedicated ISP teacher for grade level designated ELD. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners are clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. Teachers are purposeful in providing scaffolds during integrated ELD instruction. Thus, providing EL students support throughout every content area.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	117	106	117	117	106	117	117	106	100	100	100
Grade 4	98	113	104	98	110	104	98	110	104	100	97.3	100
Grade 5	119	95	106	119	94	105	119	94	105	100	98.9	99.1
All Grades	334	325	316	334	321	315	334	321	315	100	98.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2358.	2376.	6.84	2.56	9.43	6.84	10.26	16.04	29.06	32.48	26.42	57.26	54.70	48.11
Grade 4	2398.	2407.	2422.	2.04	8.18	12.50	14.29	15.45	21.15	22.45	23.64	19.23	61.22	52.73	47.12
Grade 5	2435.	2428.	2452.	5.88	3.19	8.57	23.53	20.21	18.10	17.65	19.15	26.67	52.94	57.45	46.67
All Grades	N/A	N/A	N/A	5.09	4.67	10.16	14.97	14.95	18.41	23.05	25.55	24.13	56.89	54.83	47.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.26	5.98	13.21	31.62	39.32	43.40	58.12	54.70	43.40
Grade 4	2.04	11.82	11.54	48.98	41.82	48.08	48.98	46.36	40.38
Grade 5	10.08	4.26	14.29	36.13	50.00	43.81	53.78	45.74	41.90
All Grades	7.78	7.48	13.02	38.32	43.30	45.08	53.89	49.22	41.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.98	1.71	1.89	31.62	35.90	46.23	62.39	62.39	51.89
Grade 4	7.14	9.09	6.73	41.84	37.27	48.08	51.02	53.64	45.19
Grade 5	10.92	7.45	8.57	37.82	37.23	45.71	51.26	55.32	45.71
All Grades	8.08	5.92	5.71	36.83	36.76	46.67	55.09	57.32	47.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.13	6.84	7.55	60.68	58.97	63.21	34.19	34.19	29.25
Grade 4	3.06	5.45	7.69	46.94	70.91	68.27	50.00	23.64	24.04
Grade 5	7.56	3.19	7.62	58.82	51.06	54.29	33.61	45.74	38.10
All Grades	5.39	5.30	7.62	55.99	60.75	61.90	38.62	33.96	30.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.84	4.27	11.32	39.32	50.43	48.11	53.85	45.30	40.57
Grade 4	6.12	7.27	10.58	53.06	50.00	49.04	40.82	42.73	40.38
Grade 5	13.45	8.51	14.29	34.45	43.62	44.76	52.10	47.87	40.95
All Grades	8.98	6.54	12.06	41.62	48.29	47.30	49.40	45.17	40.63

Conclusions based on this data:

We compared several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of students in the "at/above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met "DFM" by 17.8% in Language Arts. Our current 5th decreased distance from met by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry SBAC all grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the "above" standard area. Although, we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA. In the domain of Writing has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, the staff is committed to collaborate on best instructional practices to increase student engagement and address academic needs, like in writing. We will dedicate three Tuesday mornings a month to discuss best instructional practices, primarily in Writing, Language Arts and Math. Grade level teams will dedicate an additional two hours a month to continue reviewing student progress and daily instruction. There will be some common topics and some grade level specific topics discussed during collaboration time. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions can also be supported by small group instruction provided by Intervention Support Providers (ISP) and the Reading Specialist (K-2).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	117	106	117	117	106	117	117	106	100	100	100
Grade 4	98	113	104	98	110	103	98	110	103	100	97.3	99
Grade 5	119	95	106	119	94	105	119	94	105	100	98.9	99.1
All Grades	334	325	316	334	321	314	334	321	314	100	98.8	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.	2369.	2378.	4.27	4.27	3.77	15.38	11.11	19.81	23.93	28.21	25.47	56.41	56.41	50.94
Grade 4	2384.	2396.	2413.	0.00	0.91	2.91	4.08	6.36	14.56	29.59	34.55	33.98	66.33	58.18	48.54
Grade 5	2415.	2400.	2420.	1.68	0.00	1.90	6.72	4.26	5.71	22.69	11.70	22.86	68.91	84.04	69.52
All Grades	N/A	N/A	N/A	2.10	1.87	2.87	8.98	7.48	13.38	25.15	25.55	27.39	63.77	65.11	56.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	11.97	11.11	10.38	23.93	22.22	35.85	64.10	66.67	53.77	
Grade 4	2.04	1.82	7.77	12.24	17.27	27.18	85.71	80.91	65.05	
Grade 5	3.36	2.13	2.86	14.29	8.51	16.19	82.35	89.36	80.95	
All Grades	5.99	5.30	7.01	17.07	16.51	26.43	76.95	78.19	66.56	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	4.27	6.60	42.74	39.32	43.40	49.57	56.41	50.00
Grade 4	1.02	2.73	1.94	31.63	33.64	38.83	67.35	63.64	59.22
Grade 5	2.52	1.06	2.86	34.45	23.40	28.57	63.03	75.53	68.57
All Grades	3.89	2.80	3.82	36.53	32.71	36.94	59.58	64.49	59.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.84	5.98	9.43	44.44	41.88	44.34	48.72	52.14	46.23
Grade 4	1.02	3.64	6.80	29.59	37.27	44.66	69.39	59.09	48.54
Grade 5	3.36	2.13	1.90	30.25	23.40	41.90	66.39	74.47	56.19
All Grades	3.89	4.05	6.05	35.03	34.89	43.63	61.08	61.06	50.32

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of student in the "at or above" standard almost doubled between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met "DFM" by 10.4% in Math. Our current 5th decreased distance from met by 18.2% in Math. In three of the three domains of Concepts and Procedures, Problem Solving and Reasoning all grades decreased the percentage of students below standard. Although, we are extremely proud of the gains made by our students, it is also evident that 65% of our students demonstrated no movement in Math. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing. Therefore, we are committed to using math journals and Math talks within our daily instructional practices. Three times a month on Tuesday mornings we will focus on best instructional practices. Grade level teams have the opportunity to work together for an additional two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. In addition, staff has begun working with district Math Instructional Specialist and using resources from Jo Boaler to discuss best instructional practices in Math. In the area of mathematics, growth mindset concepts will be implemented into the daily routine. The teachers that went to the summer math training on growth mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by small group instruction provided by Intervention Support Providers (ISP).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
697	88.1%	59.7%	1.0%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	416	59.7%
Foster Youth	7	1.0%
Homeless	11	1.6%
Socioeconomically Disadvantaged	614	88.1%
Students with Disabilities	77	11.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.4%
American Indian	1	0.1%
Asian	0	0
Filipino	5	0.7%
Hispanic	640	91.8%
Two or More Races	3	0.4%
Pacific Islander	0	0
White	38	5.5%






Conclusions based on this data:

Sierra Linda's student population is 91% Latinos, with 59.7% of the Latinos being English Learners. We will continue providing designated and integrated ELD to ensure language acquisition and increase ELPAC test results. Over 88% of our student population qualify for free or reduced meals. School-wide we participate in 100% free meals for all students. We have a large number of students that qualify for Special Education services due to our three Special Day Classes and our two Resource class. Our Outreach Specialist ensures that our homeless and socially disadvantaged youths are offered weekend food backpacks. Families are connected to community agencies for housing, food, tutoring and clothing.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 535">Red</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 508 844 535">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1258 508 1315 535">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="203 903 462 930">No Performance Color</p>		

Conclusions based on this data:

Sierra Linda's students improved in CAASPP Language Arts and Math results. Third through fifth grade students improved 3%-12% in Language Arts. They improved 4%-11% in Math. We are very proud of the results. However, we remain with an average of 27%, third through fifth in the top two levels. In math our average of at or exceeds standards is 15%. Thus, Math is our area of most need and the area wherein we will focus our grade level collaboration. We will continue to focus on improving student achievement in ELA and Math. Through the CHAMPS initiative we have been able to improve our student attendance and also support our students with their social-emotional needs. We will continue to provide

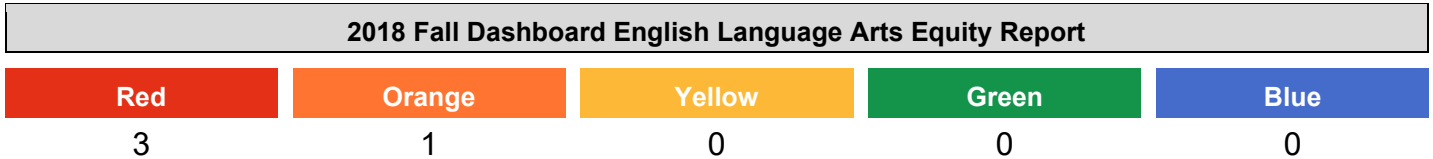
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 70.8 points below standard Maintained 0.9 points 308 students	<p>English Learners</p>  Red 77.3 points below standard Declined -3.9 points 199 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Red 72.1 points below standard Maintained 1.7 points 283 students	<p>Students with Disabilities</p>  Orange 137 points below standard Increased 3.4 points 45 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 71.9 points below standard Maintained -2.1 points 288 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 55 points below standard Increased 10.6 points 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.5 points below standard Declined -17.4 points 133 students	8.4 points below standard Declined -24.2 points 66 students	60.8 points below standard Increased 8.4 points 105 students

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of student in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met "DFM" by 17.8% in Language Arts.. Our current 5th decreased distance from met by 17.5% in Language Arts In three of the four domains of Reading, Listening and Research & Inquiry SBAC all grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. Although, we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA . In the domain of Writing for the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any overall growth and Writing, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing. Three times a month on Tuesday mornings we will focus on best instructional practices, specifically in the areas of Writing. Grade level teams will have the opportunity to collaborate for an additional two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by small group

instruction provided by Intervention Support Providers (ISP) and the Reading Specialist (K-2). In addition, classroom teachers are purposeful when providing small group intervention and initial lessons.

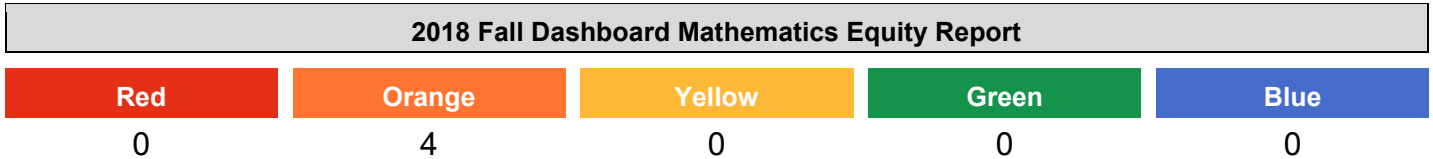
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 91.9 points below standard Maintained 1.7 points 308 students	<p>English Learners</p>  Orange 91.5 points below standard Maintained 1.9 points 199 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Orange 92 points below standard Maintained 2.5 points 283 students	<p>Students with Disabilities</p>  Orange 155.5 points below standard Increased 14.1 points 45 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 92 points below standard Maintained -0.9 points 288 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 70.8 points below standard Increased 48.6 points 12 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.3 points below standard Maintained -2 points 133 students	63.8 points below standard Declined -12.5 points 66 students	94.4 points below standard Maintained 1.6 points 105 students

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of students in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met "DFM" by 10.4% in Math. Our current 5th decreased distance from met by 18.2% in Math. In all three of the Math domains every grade level doubled the percent of students that were at or above standard for the 2018-19 academic year, demonstrating positive growth. Although, we are extremely proud of the gains made by our students, it is also evident that 36% of our students demonstrated no movement in Math. In the domain of "Communication and Reasoning" for the 2018-19 academic school year, Sierra Linda's students made the least growth. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and improve "Communication and Reasoning". Three times a month on Tuesday mornings we will focus on best instructional practices. Grade level teams will also collaborate for an additional minimum of two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by instruction from classroom teachers that is purposeful.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
386	31.1%	33.2%	20.2%	15.5%

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Sierra Linda Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

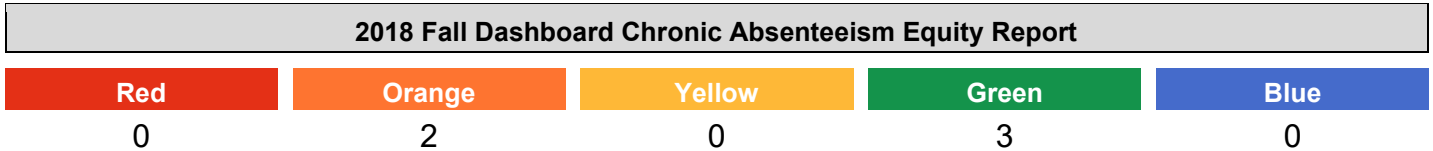
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>8.7% chronically absent</p> <p>Declined 0.9%</p> <p>736 students</p>	<p>English Learners</p>  <p>Green</p> <p>5.2% chronically absent</p> <p>Declined 1.5%</p> <p>441 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>33.3% chronically absent</p> <p>Maintained 0%</p> <p>21 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.7% chronically absent</p> <p>Declined 0.8%</p> <p>668 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>18% chronically absent</p> <p>Increased 6%</p> <p>100 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.4% chronically absent Declined 0.6% 677 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 15.4% chronically absent Increased 4% 39 students

Conclusions based on this data:

Students at Sierra Linda with perfect attendance receive incentives for attending school regularly. This has decreased chronic absenteeism across all sub groups. Students who are continually absent are placed on a mini-SARB contact and join our breakfast club. Staff, in particular the Outreach Specialist and the attendance clerk conduct home visits. Our goal is to support the family, thus improve student attendance.

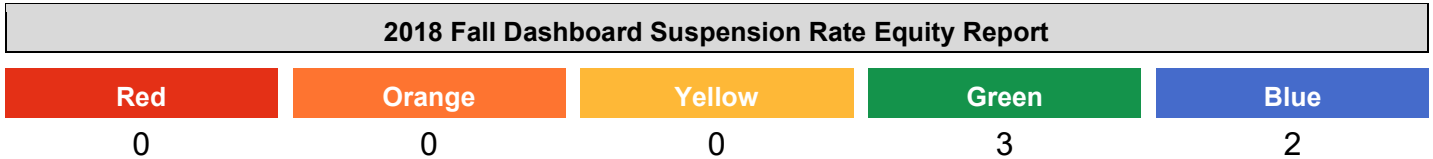
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.7% suspended at least once Declined -1% 759 students	<p>English Learners</p>  Green 0.7% suspended at least once Declined -0.6% 450 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10 students
<p>Homeless</p>  No Performance Color 4.2% suspended at least once Declined -0.4% 24 students	<p>Socioeconomically Disadvantaged</p>  Green 0.7% suspended at least once Declined -0.9% 688 students	<p>Students with Disabilities</p>  Green 2% suspended at least once Declined -2.9% 101 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.6% suspended at least once Declined -1% 699 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -4% 40 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.5% suspended at least once	1.7% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

Student suspension rates declined across all sub-groups due to continual implementation of CHAMPS, which is a Positive Behavior Intervention System (PBIS). CHAMPS consists of a multi-tiered system of interventions (MTSS) for students that are demonstrating disruptive behaviors. Students are suspended when all other means of correction have been tried or behavior falls into the five state mandated reasons. Our school staff works diligently to provide a safe school environment wherein students can decompress and reflect on their behavior. Parents and staff work together to address students social-emotional needs, so that students learn appropriate methods of dealing with sadness, anger or frustration. Our school counselor is available to instruct and support students by teaching character traits and coping skills to either individuals, small groups or whole classes. The schoolwide CHAMPS team is represented by one member of each grade level, a campus assistant and our school counselor. The CHAMPS team will meet monthly to address full implementation of procedures and protocols that support students' in making positive choices. Sierra Linda staff is committed to teaching students alternatives to becoming aggressive towards self or others. Thus, before we suspend a student, they have been given several opportunities to learn how to cope with emotions, stressors or frustrations. There are several other pieces to CHAMPS that staff is planning to implement, for example, various ways for students to become involved and develop their peer leadership skills. We recognize that when students have a positive connection to their peers and staff their behavior improves, thus promoting a safer and positive school environment for all.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate thus improving teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	<p>An average of 28.6% of our third through fifth graders Met or Exceeded standards on the ELA CAASPP.</p> <p>The 2018-19 baseline scores are:</p> <p>25% of 3rd graders Met or Exceeded</p> <p>34% of 4th graders Met or Exceeded</p> <p>27% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> • 49.2 points for 4th graders • 46.8 points for 5th graders 	<p>Increase the number of students that meet or exceed grade level standards by 10% or more.</p> <p>Reduce the distance from met, DFM, by 20 points for each grade level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	<p>An average of 16.6% of our third through fifth grade students Met or Exceeded standards on the Math CAASPP.</p> <p>The 2018-19 baseline scores are:</p> <p>24% of 3rd graders Met or Exceeded</p> <p>18% of 4th graders Met or Exceeded</p> <p>8% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> • 69.8 points for 4th graders • 107.5 points for 5th graders 	<p>Increase the number of students that meet or exceed grade level standards by 10% or more</p> <p>Reduce the distance from met, DFM, by 20 points for each grade level</p>
STAR 360 Reading	<p>End of year STAR 360 Reading percentage of students that were at or above grade level are:</p> <p>1st--69.6%</p> <p>2nd--69.8% average growth percentage (SGP) is 41 points</p> <p>3rd--70.5% average growth percentage (SGP) is 51 points</p> <p>4th-- 40.4% average growth percentage (SGP) is 43 points</p> <p>5th--32.9% average growth percentage (SGP) is 44 points</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p> <p>Increase student growth percentage (SGP) to 66 points or more in each grade level.</p>
STAR 360 Early Literacy	<p>End of year STAR 360 Early Literacy percentage is:</p> <p>TK & K--46% at/above benchmark</p> <p>First grade 48.7% at/above benchmark</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math	End of year STAR 360 Math percentage of students by grade level that were at or above grade level: 1st--54.3% 2nd--26.4% 3rd--35.7% 4th-- 62.6.% 5th--21.6%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.
English Learners Reclassification Rate (3rd-5th grade)	42% of our English Learners in 3rd thru 5th grade were reclassified	Increase reclassification rate by 10% or more in grades 3rd-5th.
CAASSP Writing Data	9.2 of our current fourth and fifth graders were at or above standard on claim #2, Writing, of the CAASSP assessment. 4th--2.1% of our current fourth graders are proficient on CAASSP 5th--7.1% of our current fifth graders are proficient on CAASSP	Increase student outcome on writing domain by 10% or more on CAASSP results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers and administrator will support delivery of best instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating, discussing and analyzing data and lesson delivery. School leadership team (teachers and administrator) will ensure that there are clear expectations for collaboration time and will provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

1896

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,405.00	Title I 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration--extra hours plus benefits
4,441.41	Title I 3000-3999: Employee Benefits certificated benefits
2,000.00	Discretionary 1000-1999: Certificated Personnel Salaries Leadership Team collaboration time
412.20	Discretionary 3000-3999: Employee Benefits certificated benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that are support mastery of standards/skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

1897

Tutoring opportunities for tutoring focused on skills measured on ELPAC/ELD and STAR 360. Data will be used to monitor EL students' progress towards mastering of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1,243.01	Title III 3000-3999: Employee Benefits certificated benefits
4,000.00	Title I 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
824.40	Title I 3000-3999: Employee Benefits certificated benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level standards/skills and identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries Subs for 2 days of data chats
103.05	Title I 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The STAR 360 Reading, STAR Math and Early Literacy assessment will be administered five times a year. This data will be used to discuss mastery of skills and intervention groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
Renaissance contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Teacher collaboration with district Math Instructional Specialist to review best practices such as Jo Boaler trainings and math talks. Two hours with whole staff and two hours per grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Instructional Specialist salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implementation of systematic instruction on writing process (K-5th grade) based on writing standards. Grade levels will create rubrics for writing and ensure students understand rubrics. Each grade level will expose students to writing standards for their grade level and the three writing

1899

types through out the year. Writing will be imbedded into all curricular areas including Math, ELA and Science. Grade levels will discuss and decide writing rubrics at grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Part of collaboration time already noted in strategy #1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Site Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Centralized Services
2000-2999: Classified Personnel Salaries
Technology Technician

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Underperforming students in all subgroups: Special Education, English Learners, Migrant, SET, Foster, Homeless and African American.

Strategy/Activity

Student data will be shared with students and parents thus creating goals that will be monitored throughout the year. These goals will be discussed during parent/teacher conferences, IEPs, 504s, SSTs and IEPs. Substitutes will be made available in order to accomodate parents' schedules.

Proposed Expenditures for this Strategy/Activity

1900

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries cost of subs
3,092.00	LCFF - Targeted 3000-3999: Employee Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Teachers will use engagement strategies and Depth of Knowledge to enrich daily instruction. Time during grade level collaboration will be allocated for discussion of engagement and DOK.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part of collaboration time already noted in strategy #1

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All students will access reading materials at their level through classroom libraries, school library, Accelerated Reader and MyOn programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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0	Centralized Services 2000-2999: Classified Personnel Salaries Library Technician
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader contract
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract
1,000	Discretionary 4000-4999: Books And Supplies purchase reading books for AR program

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies and copies).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,127.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies
3,858.00	Title I 4000-4999: Books And Supplies Materials and Supplies
1,256.00	Title III 4000-4999: Books And Supplies Materials and Supplies
3,278.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
200.00	Discretionary 3000-3999: Employee Benefits cables to connect laptops and/or iPad

1902

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Staff will have use of the laminator, Duplo copy machines and Xerox copy machines in order to enrich instruction and provide students access to CCSS in all subjects

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,571.00

Source(s)

Discretionary
6000-6999: Capital Outlay
Maintenance Agreements

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Kinder through Second grade

Strategy/Activity

Reading Specialist: 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Staff member paid through district funds to improve reading achievement

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1903

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Daily implementation of ELA, Math and ELD that is targeted to all groups to reinforce language arts and math standards-based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	District Funded curriculum
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Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Order subscriptions and applications for use with technology in all curricular programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,500.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Subscription to IXL (Math and ELA) for 3rd through 5th and ESGI (K and 1st)
3,450.00	Title III 5700-5799: Transfers Of Direct Costs Subscription to Rosetta Stone
11,223.60	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Subscription to Core 5/Lexia, Starfall and Math Facts in a Flash
1,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

1904

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Health and Arts).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Admissions
4,000.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Transportation

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Integrate the Wonders/Maravillas adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum to art and Health. Provide opportunities for writing, listening, speaking and reading within health and art lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I goal #1; strategy #1

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Collaboration time for school wide leadership team to discuss professional development, SPSA, budget, data and assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Discretionary
goal #1; strategy #1

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Understanding and implement Next Generation Science Standards by attending district-wide training for all grade levels usage of mystery science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Purchase materials to support Strand Focus of Health and Art.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Discretionary Materials and supplies: goal #1; strategy #12

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide art enrichment opportunities for students through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek and Focus on the Masters).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,500.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Program contracts

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Leadership team will attend year 3 of the CAPS training through VCOE, which is focused on improving academic achievement and instructional through professional collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Title I 1000-1999: Certificated Personnel Salaries subs for three teachers

1907

309.15	Title I 3000-3999: Employee Benefits
2,000.00	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures registration for three teachers and principal

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will implement district adopted ELD curriculum. Teachers will receiving training once a year on district's Master Plan for EL students and reclassification criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded No additional cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will collaborate to discuss and review ELPAC data, that will be used to group students for Designated ELD time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I 1908

see goal #1, action #1

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Lexia/Core5 will be used on a daily for 20 minutes to facilitate the acquisition of English for all students. Program adjust skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Targeted

goal #1; strategy #16

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Program adjust activities based on student skill level thus targeting needs of English Learners, Migrant, Special Education, African-American and GATE students.

Strategy/Activity

Math Facts in a Flash will be used on a daily for 15 minutes in grades first through third to facilitate the acquisition of basic math skills for all students. Program adjust skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

goal #1; strategy #16

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

1909

Strategy/Activity

Student incentives for improvement in classroom and district ELA and Math assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Discretionary

Materials and supplies for classroom instruction and motivation: goal #1; action #12

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, homeless and African-American students.

Strategy/Activity

After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students that participate in ASP. Students chosen based on being an English Learners and having academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

ASES

District funded --After School Program (ASP)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

After-School Liaison will collaborate with After-School Program Manager and staff to monitor students' academic growth. ASP Liaison will conduct trainings on CHAMPS, Math and Language Arts as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
District Funded--Certificated Salary: Teacher Liaison

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Participate in district sponsored enrichment programs (i.e. Drum Bus)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Programs

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Teachers will collaborate three full days throughtout the school year in order to plan for each trimester by reviewing curriculum, agreeing on critical skills and best practices to increase student outcome.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,500.00

Discretionary
1000-1999: Certificated Personnel Salaries

1911

	substitutes
721.35	Discretionary 3000-3999: Employee Benefits certificated benefits

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Librarian to collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students English Language skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

--

Source(s)

Centralized Services

Librarian collaboration with staff to ensure we have books that can be used during Accelerated Reader, etc

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Trimester student incentives for reaching AR goals and achieving at/above grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

PTA/PTO

Incentives

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Incentives for students for improving one proficiency level in ELPAC and reclassifying.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Title III
4000-4999: Books And Supplies
Incentives

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Classroom Teachers and Intervention Support Provides (ISPs) will 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP #1
4,946.40	LCFF - Intervention 3000-3999: Employee Benefits
24,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP #2
4,946.40	Title I 3000-3999: Employee Benefits

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in third through fifth grade

Strategy/Activity

On-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) three times a year for third through fifth grade. Teachers will collaborate to discuss and plan instruction, delivery of lesson and data results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title I goal #1; strategy #1
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on measurable outcomes the overall implementation of our agreed strategies was successful. All grade levels increased in Math and ELA achievement based on STAR 360 reports.

1914

On the CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 12% in ELA and 9% in Math. Fourth grade increased by 11% in ELA and increased by 11% in Math. Fifth grade increased 3% in ELA and 4% in Math. Most grade levels met their goal and others made progress towards goal in both STAR 360 Reading and Math assessments. Overall our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Money was allocated to purchase apps the support our academic goals; however, many of the apps were underutilized. As a result data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended. Thus we decided to eliminate some APPS and reduce licenses in others.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school, we developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL ELA for K-1). We prioritized preferred apps by grade level, compared them to school-wide needs, and purchased accordingly. Additionally, we analyzed the data connected to academic progress provided by the ISP that took place during Universal Access time. This guided our decision to eliminate one position. We are also providing new opportunities for English Learner academic development, which include after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, math mindset and NGSS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	<p>Attendance rate is an area of growth. End of year average monthly attendance per grade level:</p> <p>TK--93.71% K--95.29% 1st--97.49% 2nd--95.90% 3rd--96.67% 4th--96.56% 5th--97.19%</p> <p>Average school-wide yearly attendance was 96.05%</p> <p>38 Students had perfect attendance for the 2018-2019 school year.</p> <p>72 students' attendance was monitored by Attendance Clerk, ORC, Teachers, School Counselor and Principal</p>	<p>Maintain a monthly average attendance rate of 97% or higher in each grade level, an increase of 1.5% overall.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5 students were referred to School Attendance Review Board (SARB) in 18-19	
Suspension/Expulsion Data	<p>1% of our student population was suspended for 2018-2019 school year.</p> <p>No students were expelled</p>	<p>Reduce suspension rate by 50% by providing students appropriate support to be successful at school.</p> <p>Maintain a 0% expulsion rate</p>
California Healthy Kids Survey	<p>65% of 5th grade students that took the CA Healthy Kids Survey felt connected to school/staff. (That is 5% below district average.)</p> <p>84% of 5th grade students that took the CA Healthy Kids Survey felt that school/staff had high expectations for them. (That is 1% above district average.)</p> <p>43% of 5th grade students that took the CA Healthy Kids Survey felt that they had meaningful participation at school. (That is 1% above district average.)</p> <p>74% of 5th grade students that took the CA Healthy Kids Survey felt safe at school. (That is 1% above district average.)</p> <p>57% of 5th grade students that took the CA Healthy Kids Survey reported having been hit or pushed. (That is 13% above district average.)</p> <p>82% of 5th grade students that took the CA Healthy Kids Survey felt respected by adults and peers at school.(That is 1% below district average.)</p>	<p>Increase the number of students that felt connected, meaningful participation, felt safe and had high expectations by 10%</p> <p>Decrease the number of students that have been hit or pushed by 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referrals	<p>During the 2018-2019, there were over 400 office referrals generated by 125 students. The following are the top two reasons:</p> <p>43% of those referrals were in regard to students being physically aggressive towards others students and staff</p> <p>45% of the referrals were in regard to student not complying with directions or being defiant.</p>	Through a consistent implementation of CHAMPS we will reduce physical aggressions by 50% and teach students to comply with adults directions when feeling upset.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Staff will be fully trained in CHAMPS and implement the program for Positive Behavior Interventions and Support (PBIS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All staff: Specifically teachers, administrator, ORC and school counselor will work together to deliver positive behavior lessons as part of our PBIS program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
School Counselor

Centralized Services
2000-2999: Classified Personnel Salaries
Outreach Specialist

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

CHAMPS teams will conduct professional development for all staff on MTSS model to improve school safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services
School Counselor (see action 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will earn incentives for perfect attendance.

Proposed Expenditures for this Strategy/Activity

1919

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	PTA/PTO 4000-4999: Books And Supplies Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Students will earn character cards focused on CHAMPS school-wide expectations for behavior. They will be able to turn in character cards for prizes from the principal's store, at least once a month.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	PTA/PTO 4000-4999: Books And Supplies Incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Conduct monthly Mini-Sarbs (parent meetings) based on attendance data on A2A program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Outreach Specialist, Attendance Clerk using attendance program

1920

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Make attendance a topic at ELAC, Coffee with the Principal, Student Assemblies, IEPS and SSTs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

--

Source(s)

District Funded

ORC and Principal

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Bi-Monthly Professional Development for Campus Supervisors on CHAMPS and positive behavior supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

147.16

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Classified extra pay

Discretionary
3000-3999: Employee Benefits
classified benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Safety Team to revise and fully implement Comprehensive Safe School Plan

- Monthly fire drill
- Lockdown drills 1 & 2
- Earthquake drill
- Annual evacuation drill
- Professional development for first aid and safety

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I
1000-1999: Certificated Personnel Salaries
extra hours

103.05

Title I
3000-3999: Employee Benefits
extra hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide on-site counseling and support services for students through school counselor and/or outside agencies.

1922

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Centralized Services
Counselor (see goal 2, action 2)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Service agreement to shred extra copies of student documents like SSTs, IEP, attendance thus keeping student information confidential.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600.00

Source(s)

Discretionary
6000-6999: Capital Outlay
shred confidential student documents

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Provide structured activities and board games during recess to support students in making positive and healthy choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

PTA/PTO
4000-4999: Books And Supplies

1923

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services

Counselor (see goal 2, action 2)

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students that are having a difficult time with socio-emotional skills in each of the sub-groups.

Strategy/Activity

Staff will use procedure and protocol for CoST and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement CHAMPS procedures and protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Outreach Specialist and School Counselor

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1924

Strategy/Activity

CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries extra hours
103.05	Title I 3000-3999: Employee Benefits extra hours

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Collaboration between After School Program staff, ASP Liaison, school principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES After School Program

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

The Safety Committee will monitor the Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
goal #2; action #5

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Counselor and ORC will organize and lead a Student Leadership Team to ensure student participation in building a positive school culture and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO
4000-4999: Books And Supplies
Materials and Supplies (t-shirts)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

All fifth graders to complete California Healthy Kids Survey. This data used by CHAMPS team to create supportive procedures and protocols for a safe school environment for all.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1926

District Funded

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Posters will be made of CHAMPS procedures and Guidelines for Success for all classrooms and common areas. In addition, copies of Sierra Linda's parent/student handbook will be made for every student ensuring that positive and safe school expectations will be shared with all students and parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Discretionary
4000-4999: Books And Supplies
copies of CHAMPS materials/procedures

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Clerical substitutes to support families and students with navigating school system and communicating between parents and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
substitutes for office staff

147.29

Discretionary
3000-3999: Employee Benefits

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1927

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Safety of all students

Strategy/Activity

Pay classroom teachers, when they support extra students, if a substitute is not available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Title I 1000-1999: Certificated Personnel Salaries
279.49	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Linda works hard at providing a safe school environment. Based on discipline referrals and CHKS students need more activities during recess to help them make positive choices. In addition, we need to think about increasing our incentives for student attendance. CHAMPS meet about once a trimester. We will set a monthly schedule of meetings to discuss professional collaboration and implementation of CHAMPS procedures and routines. We also need to create incentives that praise every child's increase attendance and not simply those with monthly perfect attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The money that was budgeted for attendance activities was sufficient to cover the planned activities. However not all the activities or incentives were done consistently. Our attendance rate was not positively impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities will be revised and added to increase attendance awareness for parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance we will be implementing monitoring protocols on a monthly basis. In order to increase positive and safe school environment, CHAMPS team will meet once a month. We will monitor student disciplinary actions and provide socio-emotional supports as needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	An average of 10 parents attended monthly ELAC meetings.	Double attendance to at least 20 parents per meeting
PTA membership	158 staff and parents were official members of PTA.	Increase membership by 50 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attended monthly Coffee with the Principal meetings.	Increase attendance by 10 parents
Parent Teacher Conference and Back to School nights attendance	50% of parents attended parent teacher conferences	Increase attendance to over 75% per class
Parent Participation in CA Healthy Kids Survey	13 parents participated in CaHKS (that is less than 12% of our 5th grade parents) 80% state school seeks the input of parents 80% state that the academic success for all students 80% strongly	Double parent participation in completing CHKS to at least over 50 parents

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	80% agree that teachers communicate with parents about learning expectations 80% strongly agree that the school promotes academic success for all students 40% strongly agree that school staff treat all students with respect, while the other 60% agree that staff treat all students with respect.	
Special Education Parent Committee attendance	An average of 10 parents attended our three	At least 15 parents per meeting

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student data will be monitored through conferences and data chats between teachers, parents, students and administrator. Goals will be set to support students' social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Targeted

goal #1; strategy #9

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

1931

Strategy/Activity

Attendance will be a topic for at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 meetings and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Academic Programs will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Triple P training for parents of at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Safety Plan will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Black Board Connect in both Spanish and English to all parents. Consistent usage of Peachjar app and update school website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded

Blackboard connect, Peachjar, website

1933

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation during parent/teacher conferences, SSTs, 504s and IEPs. In addition, during Back to school night, PTA and student awards ceremonies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title III 2000-2999: Classified Personnel Salaries extra pay
147.16	Title III 3000-3999: Employee Benefits extra pay

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide babysitting in order to allow parents to participate in committee meetings and trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries Classified extra pay
294.31	Title III 3000-3999: Employee Benefits classified benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

1935

ORC and Counselor will provide parent trainings and/or meet with working parents after hours to review school systems and connect families to resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries extra time for ORC and counselor (\$500 for each)
250.21	Title III 3000-3999: Employee Benefits staff benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Collaborate with outside agencies in order to provide wrap around services to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Outreach Specialist and School Counselor

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure effective communication between school staff and parents via Class Dojo, email, home visits or telephone.

1936

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Monthly ELAC meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

Title III
4000-4999: Books And Supplies
Refreshments only for ELAC meeting

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Collaborate with community partners in order to provide parent education classes and information on community services for Special Education, English Learners, healthy food choices, academic and socio-emotional resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Organize parents to attend district workshops/events (i.e. "Strengthening Our Families" and Ventura County CABE conference).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Outreach Specialist

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide EL parents the opportunity to attend local and state CABE workshops/trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300.00

Title III

5800: Professional/Consulting Services And Operating Expenditures
CABE entrance ees

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1938

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Collaborate with community partners to provide "Big Smiles Dental" to all students in need of dental care.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Outreach Specialist

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education and English Learners

Strategy/Activity

IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year. Include translated materials and verbal translation for English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

translators

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide parent education classes on the following topics: Padres Promotores & Mother/Daughter Project.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Extra clerical time to support parents' communication with staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

Title III
2000-2999: Classified Personnel Salaries
extra pay

294.31

Title III
3000-3999: Employee Benefits
extra pay

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Each of the following parent committees will meet a minimum of six times throughout the school year.

*ELAC

*SSC

1940

*PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

no extra cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All parents and specifically Special Education

Strategy/Activity

Special Education and Coffee with the Principal committees will meet at least three times this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

no extra cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we increased parent participation at ELAC and PTA by double the numbers. In addition, parents of English Learners who are also Special Education have become more involved at monthly meetings. However, not many parents participated in the California Healthy Kids Survey. This is an area for improvement. Some of our parents followed Oxnard District's volunteer, thus participated in classroom activities and in field trips.

1941

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget allocated for parent involvement was sufficient.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sierra Linda we will send home a monthly calendar of events. We will also be more consistent about updating website.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$87,808.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$224,774.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$69,873.00
Title III	\$17,935.00

Subtotal of additional federal funds included for this school: **\$87,808.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
ASES	\$0.00
Centralized Services	\$0.00
Discretionary	\$41,426.00
District Funded	\$0.00
LCFF - Intervention	\$40,170.00
LCFF - Targeted	\$52,370.00
PTA/PTO	\$3,000.00

Subtotal of state or local funds included for this school: **\$136,966.00**

Total of federal, state, and/or local funds for this school: **\$224,774.00**

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Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	69,873.00	0.00
Title III	17,935.00	0.00
Discretionary	41,426.00	0.00
LCFF - Targeted	52,370.00	0.00
LCFF - Intervention	40,170.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ASES	0.00
Centralized Services	0.00
Discretionary	41,426.00
District Funded	0.00
LCFF - Intervention	40,170.00
LCFF - Targeted	52,370.00
PTA/PTO	3,000.00
Title I	69,873.00
Title III	17,935.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ASES	0.00
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,500.00

1944

2000-2999: Classified Personnel Salaries	Discretionary	1,000.00
3000-3999: Employee Benefits	Discretionary	1,628.00
4000-4999: Books And Supplies	Discretionary	31,127.00
6000-6999: Capital Outlay	Discretionary	2,171.00
	District Funded	0.00
	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	24,000.00
3000-3999: Employee Benefits	LCFF - Intervention	4,946.40
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	11,223.60
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,000.00
3000-3999: Employee Benefits	LCFF - Targeted	3,092.00
4000-4999: Books And Supplies	LCFF - Targeted	3,278.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	31,000.00
	PTA/PTO	2,000.00
4000-4999: Books And Supplies	PTA/PTO	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	53,905.00
3000-3999: Employee Benefits	Title I	11,110.00
4000-4999: Books And Supplies	Title I	3,858.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	3,500.00
3000-3999: Employee Benefits	Title III	2,229.00
4000-4999: Books And Supplies	Title III	2,456.00
5700-5799: Transfers Of Direct Costs	Title III	3,450.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,107.97
Goal 2	6,880.04
Goal 3	5,785.99

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sheri Anderson (2nd year-Secretary)	Classroom Teacher
Georganna "Lynn" Pauley (2nd year-President)	Classroom Teacher
Melissa Turner (2nd year)	Other School Staff
Rosana Valdez (1st year)	Parent or Community Member
Lisa Postas (2nd year-Vice President)	Parent or Community Member
Susana Vasquez (1st year)	Parent or Community Member
Abel Vasquez (1st year)	Parent or Community Member
Pearle Diaz (1st year)	Parent or Community Member
Melissa Bakody (1st year)	Classroom Teacher
Carmen L Serrano	Principal

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:

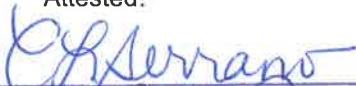
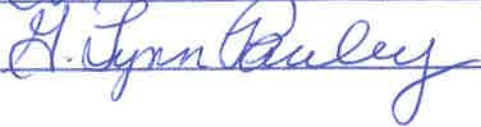
Signature	Committee or Advisory Group Name
	School Site Council <i>Lisa Leigh Postus</i>
	English Learner Advisory Committee <i>Ms. Elizabeth Perez, chair</i>

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 10/25/19.

Attested:

	Principal, Ms. Carmen L. Serrano on 10/25/19
	SSC Chairperson, Ms. Georganna "Lynn" Pauley on 10/25/19



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	October 22, 2019	November 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marina West School will focus in the area of teaching and learning to successfully meet the needs of all students. The staff has been transitioning and dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades 2-5; including supporting instructional apps such as NearPod, STAR360, ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK) and Wonders (K-5). We are currently piloting Next Generation Science Standards (NGSS) and FOSS kits. In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, WonderWorks Systems, DIBELS, and Read Naturally. The teaching staff at Marina West 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 Language Arts and ELD 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 after the monthly assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the

Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, and Twitter.

Marina West Mission: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.

Marina West Vision: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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

During the 2018-2019 school year, Marina West began to implement Professional Learning Communities and Grade Level Collaboration throughout all grades. Teachers participated in district wide professional development in English Language Arts and Math. There was a focus on Growth Mindset in grades 4-5 with teacher led professional development. This area was observed and focused on during informal walk-throughs by administrators and during collaboration time. As part of the focus, teachers used Judy Bowers and You Cubed materials in their daily instruction. As we move into the 2019-2020 school year, we will also focus on writing across all content areas during informal walk-throughs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through grade level collaborations (PLCs) teachers will analyze and interpret data through the use of the following assessment tools to improve student achievement. The following tools will be used:
Star 360 Early Literacy, STAR360 Math and Star360 Reading
ELPAC
CAASPP
IAB's
Teacher curriculum benchmarks
DIBELS for fluency in Grades 4-5

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

Teachers meet bi-monthly for Professional Learning Communities (PLC)/Collaboration time. Student progress is monitored via curriculum and STAR360 assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and interventions. Data from STAR360, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

All teachers attend Bi-Monthly collaboration and planning meetings after school on Tuesdays. All grade levels (K- 5) team for designated ELD. Grades 1st-5th team for ELA. Several grade levels team for other enrichment opportunities.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

District funded Reading Specialist provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will, through Professional Learning Communities, collaborate bi-weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

Parental Engagement

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

Parents are invited to participate at Marina West through a variety of educational and advisory opportunities throughout the year. Our School Site Council is made up of 5 parents who have direct input into our SPSA. The English Learner Advisory Committee also provides recommendations to our SSC related to our English Learners to include in the SPSA. Parents are invited to our monthly School Site Council meeting, ELAC meeting, and Coffee with the Principal meetings to stay informed and provide input on programs provided to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the school programs at Marina West. Parent Workshops and training's (Triple P, Reading and Math Family Nights, 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.

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

Marina West will continue to prioritize parent involvement during the 2019-20 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a biennial basis. School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2019-20 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor 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. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

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

The following services will be funded to enable under performing students to meet the standards:

- Kindergarten Paraprofessional Support
- Music
- STEAM Lab
- Intervention tutoring before and after school
- Staff Teaming and Collaboration
- Enrichment Field Trips
- Substitutes for Grade Level Collaborations and SST/IEP meetings
- Librarian
- Professional Development and Conferences
- ORC Parent Nights

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Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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. The School Leadership Team and School Principal worked in writing, planning and updating the SPSA. The English Learners Advisory Committee provided input and feedback to the school Leadership Team and SSC during the end of the year meeting in June 2019 and new school year September 2019. School Site Council reviewed and updated the SPSA before approving the SPSA at its October 2019 meeting. Constant review of district data through STAR 360 and CAASPP results were used in guiding the direction and allocation of funds to support student success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified as a result of the required needs assessments were:
Outreach Specialist hours decreased to 7 hours
Budgeted for one ISP as compared to two from 2018-2019 school year
Substitute Shortage impacted Teaming and Collaboration
Reduction in Campus Supervisor hours

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	3.8%	4.05%	%	25	25	
Asian	0.3%	0.49%	%	2	3	
Filipino	1.1%	0.81%	%	7	5	
Hispanic/Latino	90.2%	89.48%	%	598	553	
Pacific Islander	0.3%	0.16%	%	2	1	
White	3.8%	4.21%	%	25	26	
Multiple/No Response	%	%	%			
Total Enrollment				663	618	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	149	127	
Grade 1	125	104	
Grade 2	92	111	
Grade3	93	94	
Grade 4	102	78	
Grade 5	102	104	
Total Enrollment	663	618	

Conclusions based on this data:

Based on the above data, we have noticed a decrease in enrollment in Kinder, 1st, 2nd, 3rd, and 5th Grades from the previous year with 4th Grade staying nearly the same for the 2019-2020 school year. Student enrollment decreased due to program choices offered at school sites and transitioning from a TBE/SEI instructional program to an SEI only program. High cost of living in our county/community also affected our enrollment. Our African-American population stayed the same as the previous year. At Marina West, we will focus on providing services to all our sub-groups even though they do not qualify as a significant sub-group on the CAASPP Dashboard. All sub-groups will be served through intervention in Tier 1 in the classroom by the classroom teacher. The use of Intervention Service Provider (ISP) will provide Tier 2 intervention to all sub-groups based on STAR360 data. Our Outreach Coordinator will help ensure attendance by monitoring student attendance and focusing on our sub-group attendance.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	342			51.6%		
Fluent English Proficient (FEP)	37			5.6%		
Reclassified Fluent English Proficient (RFEP)	22			6.6%		

Conclusions based on this data:

Marina West had an increase in the number of students being reclassified compared to the previous school year. We will be monitoring reclassification as new requirements are being implemented for the 2019-2020 school year. There is a new requirement of scoring a 4 on ELPAC in addition to demonstrating proficiency on either the CAASPP ELA or STAR360 assessment. We will continue to use Title III funds to provide after-school tutoring to English Learners to help maintain and increase student achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	76	86	98	76	86	99	98.7	100
Grade 5	98	104	76	97	104	76	97	104	76	99	100	100
All Grades	287	281	272	285	279	272	285	279	272	99.3	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2351.	2383.	2386.	5.56	11.11	10.00	14.44	20.20	17.27	20.00	24.24	33.64	60.00	44.44	39.09
Grade 4	2392.	2365.	2388.	7.14	3.95	3.49	7.14	10.53	12.79	19.39	15.79	18.60	66.33	69.74	65.12
Grade 5	2419.	2432.	2442.	3.09	3.85	6.58	14.43	15.38	19.74	24.74	25.00	22.37	57.73	55.77	51.32
All Grades	N/A	N/A	N/A	5.26	6.45	6.99	11.93	15.77	16.54	21.40	22.22	25.74	61.40	55.56	50.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	13.13	10.00	32.22	48.48	50.91	60.00	38.38	39.09
Grade 4	8.16	2.63	3.49	36.73	40.79	44.19	55.10	56.58	52.33
Grade 5	7.22	8.65	17.11	35.05	39.42	30.26	57.73	51.92	52.63
All Grades	7.72	8.60	9.93	34.74	43.01	43.01	57.54	48.39	47.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.11	6.36	27.78	31.31	53.64	62.22	57.58	40.00
Grade 4	7.14	7.89	4.65	34.69	30.26	41.86	58.16	61.84	53.49
Grade 5	6.19	6.73	9.21	34.02	45.19	51.32	59.79	48.08	39.47
All Grades	7.72	8.60	6.62	32.28	36.20	49.26	60.00	55.20	44.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.22	8.08	9.09	65.56	63.64	62.73	32.22	28.28	28.18
Grade 4	6.12	3.95	6.98	50.00	55.26	51.16	43.88	40.79	41.86
Grade 5	9.28	2.88	5.26	54.64	50.96	60.53	36.08	46.15	34.21
All Grades	5.96	5.02	7.35	56.49	56.63	58.46	37.54	38.35	34.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	12.12	14.55	37.78	51.52	48.18	55.56	36.36	37.27
Grade 4	5.10	2.63	6.98	40.82	34.21	37.21	54.08	63.16	55.81
Grade 5	6.19	7.69	15.79	36.08	42.31	39.47	57.73	50.00	44.74
All Grades	5.96	7.89	12.50	38.25	43.37	42.28	55.79	48.75	45.22

Conclusions based on this data:

Marina West's preliminary data shows that we have made progress in decreasing the percentage of students not meeting state standards from 55.56% in 2017-2018 to 50.3% for the 2018-2019 school year, a gain of 5.26% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards as they progress through the grades. Our ELA CAASPP cohort preliminary data shows that 27% of 3rd Grade students scored in the Met or Exceeded, a drop of 4% from the previous year. Our 4th Grade cohort data shows an increase from 14% in 2017-2018 to 16% in 2018-2019 school year, a growth of 2%. Our 5th Grade cohort data shows an increase from 19% in 2017-2018 to 26% in 2018-2019, an increase of 7% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The drop can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. or the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	100	110	90	99	110	90	99	110	100	99	100
Grade 4	99	77	86	98	77	86	98	77	86	99	100	100
Grade 5	97	104	76	96	103	76	96	103	76	99	99	100
All Grades	286	281	272	284	279	272	284	279	272	99.3	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2386.	2404.	5.56	4.04	15.45	14.44	16.16	20.00	24.44	32.32	26.36	55.56	47.47	38.18
Grade 4	2409.	2387.	2397.	4.08	1.30	2.33	13.27	9.09	6.98	33.67	29.87	38.37	48.98	59.74	52.33
Grade 5	2419.	2428.	2428.	1.04	4.85	5.26	7.29	3.88	9.21	25.00	25.24	22.37	66.67	66.02	63.16
All Grades	N/A	N/A	N/A	3.52	3.58	8.46	11.62	9.68	12.87	27.82	29.03	29.04	57.04	57.71	49.63

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	7.78	10.10	30.00	28.89	28.28	28.18	63.33	61.62	41.82	
Grade 4	8.16	5.19	3.49	24.49	27.27	18.60	67.35	67.53	77.91	
Grade 5	3.13	4.85	6.58	20.83	17.48	19.74	76.04	77.67	73.68	
All Grades	6.34	6.81	15.07	24.65	24.01	22.79	69.01	69.18	62.13	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	10.10	20.00	36.67	36.36	46.36	57.78	53.54	33.64
Grade 4	9.18	2.60	3.49	39.80	35.06	34.88	51.02	62.34	61.63
Grade 5	2.08	5.83	6.58	28.13	30.10	43.42	69.79	64.08	50.00
All Grades	5.63	6.45	11.03	34.86	33.69	41.91	59.51	59.86	47.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	6.06	18.18	48.89	53.54	41.82	42.22	40.40	40.00
Grade 4	5.10	7.79	4.65	32.65	25.97	32.56	62.24	66.23	62.79
Grade 5	1.04	3.88	3.95	34.38	38.83	36.84	64.58	57.28	59.21
All Grades	4.93	5.73	9.93	38.38	40.50	37.50	56.69	53.76	52.57

Conclusions based on this data:

Marina West's preliminary data shows that we have made progress in decreasing the percentage of students not meeting state standards from 57.71% in 2017-2018 to 44.9% for the 2018-2019 school year, a gain of 12.8% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards increasing as they progress through the grades. Our Math CAASPP cohort preliminary data shows an increase in the number of students that scored Met or Exceeded in 3rd Grade from 20% in 2017-2018 to 35% in 2018-2019, an increase of 15%. Our 4th Grade cohort data shows a decrease from 10% in 2017-2018 to 9% in 2018-2019 school year, a decrease of 1%. Our 5th Grade cohort data shows an increase from 9% in 2017-2018 to 14% in 2018-2019, an increase of 5% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 60% of students taking the CAASPP. The increase can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year. For the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding. Our goal is to continue to make growth across all sub-groups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

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Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
618	87.1%	50.5%	1.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	312	50.5%
Foster Youth	8	1.3%
Homeless	8	1.3%
Socioeconomically Disadvantaged	538	87.1%
Students with Disabilities	78	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	4.0%
Asian	3	0.5%
Filipino	5	0.8%
Hispanic	553	89.5%
Two or More Races	5	0.8%
Pacific Islander	1	0.2%
White	26	4.2%

Conclusions based on this data:






The majority of our students at Marina West School are socioeconomic disadvantaged, with over half being English Language Learners, and an increase in our population of students with disabilities. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Marina West continue to focus on the needs of these students. We will be focusing on first instruction by teachers, Tier 1 intervention delivered by the classroom teacher, and Tier 2 intervention in small group delivered by the Intervention Service Provider. All students data will be taken into consideration when addressing student needs and sub-groups. Small group instruction will be based on teacher and STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title II funds to help provide after-school intervention to our English Learner population.

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School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the preliminary data for 2018-2019, Marina West has had a slight increase in Overall Student Performance. In Language Arts, Marina West students had an increase of 9.6 points. In Math, Marina West students had an increase of 5.1 points. Our Suspension Rate and Chronic Absenteeism has been close to no change. As part of our goals, we look forward to decreasing Suspension Rates and Chronic Absenteeism. We will be focusing on first instruction in Language Arts and Math by teachers, English Language Development will focus on student learning and oracy. Tier 1 intervention in Language Arts and Math will be delivered by the classroom teacher in all grades. Tier 2 intervention for Grades 1-5 will be in a small group delivered by the Intervention Service Provider with materials research based materials and guidance by the classroom teacher. All students assessment data will be taken into consideration when addressing student needs and sub-groups. STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title II funds to help provide after-school intervention to our English Learner population.

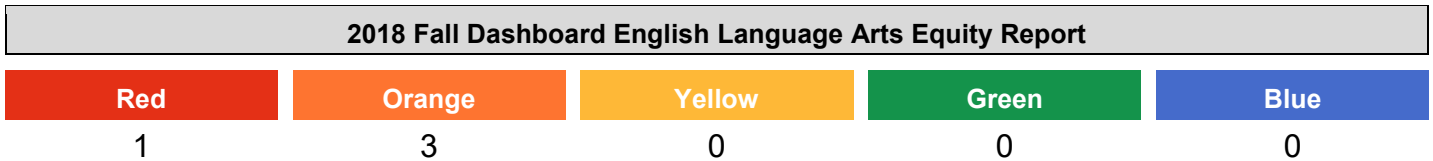
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 71.1 points below standard Increased 9.6 points 268 students	<p>English Learners</p>  Orange 74.4 points below standard Increased 11.9 points 149 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Socioeconomically Disadvantaged</p>  Orange 75.9 points below standard Increased 10.8 points 237 students	<p>Students with Disabilities</p>  Red 164.1 points below standard Declined -10.2 points 42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72.9 points below standard Increased 7.7 points 241 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 38.6 points below standard Increased 57.3 points 11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.1 points below standard Increased 10.3 points 87 students	45.5 points below standard Declined -38.2 points 62 students	68.2 points below standard Increased 9.5 points 115 students

Conclusions based on this data:

The Dashboard Data shows that most of our subgroups have shown an increase in performance as compared to the previous year with the exception of Students with Disabilities and Reclassified English Learners. Our English Learners and Socioeconomically Disadvantaged students showed a higher increase in points as compared to that of our over All Students. Our English Only students scored nearly the same as our students in the All Students dashboard. The drop of our Reclassified English Learners can be attributed to them not attending Designated ELD and our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. In 2018-2019, we also used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.

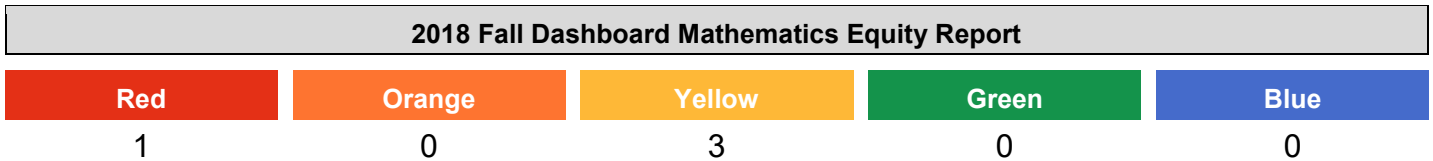
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 80.3 points below standard Increased 5.1 points 268 students	<p>English Learners</p>  Yellow 86.4 points below standard Increased 5.6 points 149 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Socioeconomically Disadvantaged</p>  Yellow 84.7 points below standard Increased 7.5 points 237 students	<p>Students with Disabilities</p>  Red 163 points below standard Maintained -2.7 points 42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 81.1 points below standard Increased 3.7 points 241 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 71.1 points below standard Increased 44 points 11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.1 points below standard Increased 8.3 points 87 students	70 points below standard Declined -37.8 points 62 students	72.7 points below standard Increased 6.4 points 115 students

Conclusions based on this data:

Our English Learners and Socioeconomically Disadvantaged students have shown an increase in Math Performance, our Students with Disabilities has maintained their performance. All other subgroups, though no considered significant on the dashboard, will continue to receive targeted instruction in mathematics through focus on 1st instruction and targeted interventions based on assessment data. In 2018-2019, we also used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Tittle III funds. We will also continue to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups. Our focus for the 2019-2020 school year will be to use writing in math with an emphasis on student learning.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
288	23.3%	41.7%	21.2%	13.9%

Conclusions based on this data:

Based on the data provided, at Marina West, 65% of students tested scored in the Level 3 or 4 on the ELPAC. This data is disaggregated and used in providing ELD instruction to students based on need during ELD time. Our focus during designated ELD will be on student learning and writing. Along with targeted instruction and interventions through-out the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

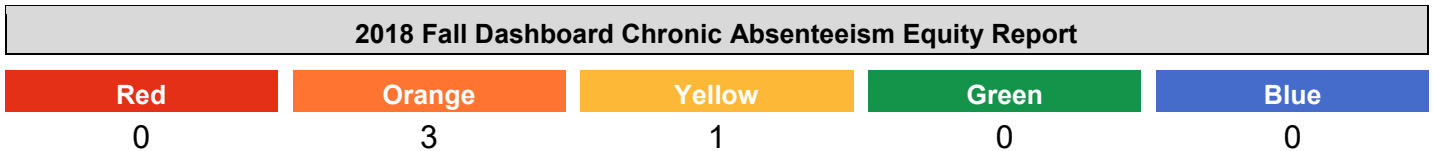
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
10.8% chronically absent	6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.5%	Increased 1.3%	10 students
656 students	331 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
26.3% chronically absent	10.4% chronically absent	14.4% chronically absent
Increased 7.3%	Maintained 0%	Declined 5.1%
19 students	589 students	104 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% chronically absent Declined 8% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.5% chronically absent Increased 0.7% 583 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 17.2% chronically absent Increased 5.7% 29 students

Conclusions based on this data:

The data above shows that Marina West had an overall Chronic Absenteeism of 10.8%. Of our significant sub-groups, our Hispanic, English Learners and Socioeconomically Disadvantaged were lower and our Students with Disabilities was higher. our White sub-group, even though it is not a significant sub-group, had the highest percentage with 17.2% chronically absent. We have implemented new goals for reducing Chronic Absenteeism by 3%. Our Outreach Specialist and Attendance Tech will implement a reward system for students with high absenteeism. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

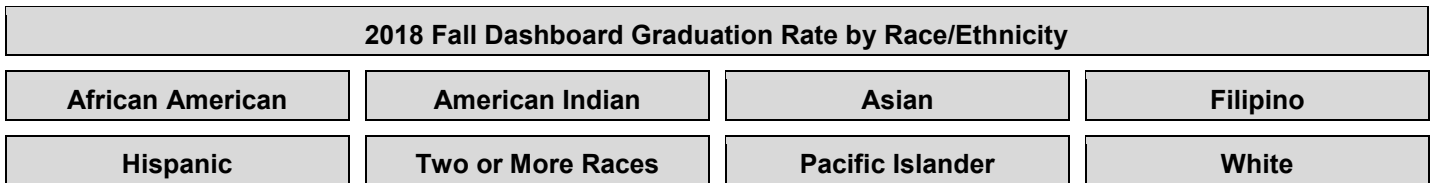
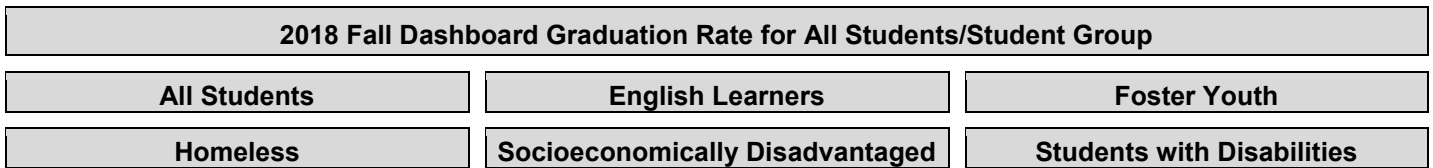
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

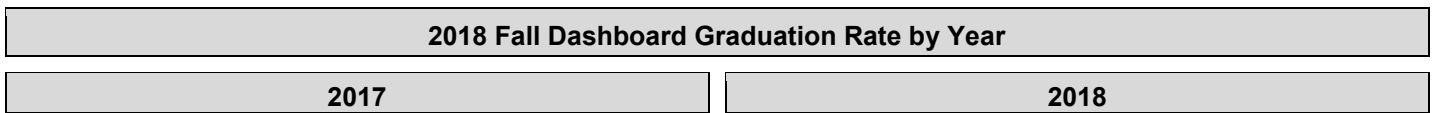
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

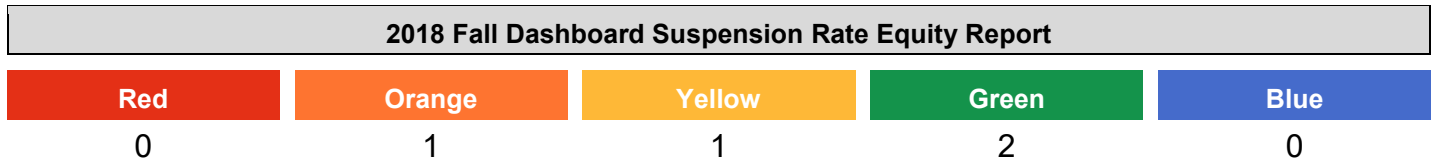
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.2% suspended at least once Maintained 0.1% 682 students	<p>English Learners</p>  Green 0.6% suspended at least once Maintained -0.2% 345 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 21 students	<p>Socioeconomically Disadvantaged</p>  Green 2% suspended at least once Declined -0.4% 609 students	<p>Students with Disabilities</p>  Orange 3.8% suspended at least once Increased 1.6% 106 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.9% suspended at least once Declined -0.8% 29 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.5% suspended at least once Maintained -0.2% 605 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 6.7% suspended at least once Increased 3.1% 30 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.7% suspended at least once	2.1% suspended at least once	2.2% suspended at least once

Conclusions based on this data:

The dashboard data for Suspension Rate for All Students and sub-groups show that we have maintained in the area of suspensions with the exception of Students with Disabilities. We began to implement PBIS and CHAMPS in the 2019-2019 school year. Our goal of continued implementation of PBIS and CHAMPS for the 2019-2020 school year should reduce the suspension rates of all students and sub-groups. Our PBIS /CHAMPS team will continue to review student expectations through grade level assemblies held by the Principal and in class presentations delivered by our school counselor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

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 opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	<p>2018-2019 CAASPP Data by Grade Level:</p> <p>Current 3rd Grade Students: 27% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 4th Grade Students: 16% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 5th Grade Students: 26% of students scored "Met Standard" or "Exceeded Standard"</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>37% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"</p> <p>26% of current 4th Grade students will score "Met Standard" or Exceeded Standard"</p> <p>36% of current 5th Grade students will score "Met Standard" or Exceeded Standard"</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	<p>2017-2018 CAASPP Data by Grade Level:</p> <p>Current 3rd Grade Students: 35% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 4th Grade Students: 9% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 5th Grade Students: 14% of students scored "Met Standard" or "Exceeded Standard"</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>45% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"</p> <p>19% of current 4th Grade students will score "Met Standard" or Exceeded Standard"</p> <p>24% of current 5th Grade students will score "Met Standard" or Exceeded Standard"</p>
STAR360 Reading Assessment	<p>Fall 2019-2020 STAR360 Baseline Data by Grade Level- At/Above District Benchmark (grades K/1) and CAASPP Benchmark (grades 2-5):</p> <p>Current Kindergarten Students: 23% scored At/Above District Benchmark.</p> <p>Current 1st Grade Students: 23% scored At/Above District Benchmark.</p> <p>Current 2nd Grade Students: 28% scored At/Above CAASPP Benchmark.</p> <p>Current 3rd Grade Students: 15% scored At/Above CAASPP Benchmark.</p> <p>Current 4th Grade Students: 24% scored At/Above CAASPP Benchmark.</p>	<p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 10% in each grade level.</p> <p>33% of Kindergarten students will score At/Above District Benchmark.</p> <p>33% of 1st Grade students will score At/Above District Benchmark.</p> <p>38 % of 2nd Grade students will score At/Above CAASPP Benchmark.</p> <p>25% of 3rd Grade students will score At/Above CAASPP Benchmark.</p> <p>35% of 4th Grade students will score At/Above CAASPP Benchmark.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current 5th Grade Students: 19% scored At/Above CAASPP Benchmark.	29% of 5th Grade students will score At/Above CAASPP Benchmark.
STAR360 Math Assessment	<p>Fall 2019-2020 STAR360 Baseline Data by Grade Level- At/Above District Benchmark:</p> <p>Current 1st Grade Students: 41% scored At/Above District Benchmark.</p> <p>Current 2nd Grade Students: 22% scored At/Above CAASPP Benchmark.</p> <p>Current 3rd Grade Students: 14% scored At/Above CAASPP Benchmark.</p> <p>Current 4th Grade Students: 30% scored At/Above CAASPP Benchmark.</p> <p>Current 5th Grade Students: 6% scored At/Above CAASPP Benchmark.</p>	<p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by at least 10% in each grade level.</p> <p>51% of 1st Grade students will score At/Above District Benchmark</p> <p>32% of 2nd Grade students will score At/Above CAASPP Benchmark</p> <p>25% of 3rd Grade students will score At/Above CAASPP Benchmark</p> <p>40% of 4th Grade students will score At/Above CAASPP Benchmark</p> <p>20% of 5th Grade students will score At/Above CAASPP Benchmark</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

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

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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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Certificated Salaries: Professional Development
0	District Funded Adopted Curriculum
0	District Funded Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Certificated Salaries
0	District Funded Adopted Curriculum

1982

0	District Funded Professional Development
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

3.All teachers will administer common Language Arts, Math,and IAB (Grades 3-5) assessments 6 times per year. ELD assessments will be administered 3 times per year. Data will be used to guide instruction during PLC/Collaboration meetings.Data will also be used to determine student growth, interventions, and ELD grouping.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Assessments
23000	Title I Certificated Salary
4605	Title I Certificated Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

4. Implementation of 2nd Grade Transitional Bilingual Education class following the district's EL Master Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, a: 1983 applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. All Teachers will team for Language Arts and ELD daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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. Library staff to purchase additional books for students to have a variety of Non-Fiction books at different reading levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
Renaissance Program

1984

0	District Funded myOn Program
1000	LCFF - Targeted Books for Library/Classroom
3000	LCFF - Targeted Academic Incentives
0	Centralized Services Classified Salaries: Library Tech

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Provide materials and supplies to all TK-5th Grade classes to support the base instructional program, supplemental programs, ELD, reading support and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7944	Discretionary Materials and Supplies
5954	Title I Materials and Supplies
3000	Title I Warehouse Charges
4444	Title III Materials and Supplies
19000	LCFF - Targeted Materials and Supplies
5000	LCFF - Targeted

1985

	Warehouse Charges
95	LCFF - Intervention
	Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Principal will conduct Language Arts and Math data conferences with teachers at least three times a year to discuss Language Arts, Math, and ELD assessment results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Discretionary Sub Cost
999	LCFF - Targeted Sub Cost
299	Discretionary Certificated Benefits
200	LCFF - Targeted Certificated Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Staff will review, evaluate, and analyze results from district and state assessments in Language Arts and Math. The data will be used to inform instructional decisions for all students in Language Arts, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18734	Title I Certificated Salaries (00PY/3010 only)
3862	Title I Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

10. Implement the district adopted Wonders ELD curriculum. Provide professional development for teachers to support ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

11. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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0

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

12. Implement and integrate ELD and SIOP strategies into all content areas throughout the day to support English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training, and at conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

No additional cost

4000

Discretionary

Travel and Conference

1988

0	District Funded Math Mentor
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4080	LCFF - Targeted Materials and Supplies- K-5 strand focus
0	LCFF - Targeted Materials and Supplies- no additional cost (See Goal 1 Action 7)
0	ASES After School Program will continue to support the Art Strand through guided activities.
0	ASES After School Liaison will help improve communication between the Art program during the school day and the ASP program.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, African-American, GATE, Homeless, Migrant

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	LCFF - Intervention Intervention Service Provider
5005	LCFF - Intervention Certificated Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Reading Specialist
0	LCFF - Intervention Intervention Service Provider-no additional cost
5000	Discretionary Classified Salaries
1400	Discretionary Classified benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

1990

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

17. The grade level representative, Principal, and Site Lab Tech will support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, etc) to facilitate parent communication on student academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services Classified Salaries: Site Tech
500	LCFF - Targeted Computer Software
0	LCFF - Targeted Materials and Supplies (See Goal 1 Action 7)- no additional cost
2000	Title I Computer Software

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2504	Discretionary Computer Supplies and Software
0	Title I Materials and Supplies- no additional cost
0	Title III Materials and Supplies- no additional cost
0	LCFF - Targeted Computer Supplies and Software- no additional cost
0	LCFF - Intervention Materials and Supplies- no additional cost
1500	LCFF - Targeted Online Subscriptions, Licenses, Apps
1000	LCFF - Targeted Computer Equipment (Computer/Printers)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Implement incentive programs for students to recognize academic achievement, behavior recognition, attendance incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services

School Counselor

0

District Funded

Classified Salaries: Office Staff

1992

0	Centralized Services Classified Salaries: ORC
3000	Discretionary Academic/ Attendance Incentives

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

20. Provide field trips and enrichment opportunities to support and enhance the academic focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Targeted Field Trips:Transportation
1000	LCFF - Targeted Field Trips: Admission

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and Duplo machines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Maintenance Agreements
0	District Funded Maintenance Agreements

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Warehouse Charges- no additional cost (See Goal 1 Action 7)
0	LCFF - Targeted Warehouse Charges- no additional cost (See Goal 1 Action 7)

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

23. Provide additional targeted after-school support for academically at-risk EL students through the use of After School Tutoring in the areas of Language Arts, ELD, and Math.

Proposed Expenditures for this Strategy/Activity

1994

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Title III Certificated Salaries: Teacher extra pay
1401	Title III Certificated Benefits
500	Discretionary Certificated Salaries: Teacher extra pay
101	Discretionary Certificated Benefits

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

24. Students will have opportunities to use technology for intervention, enrichment, and access to core curriculum (iPads, Chromebooks).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

25. Office staff extra hours to provide support to all staff and students throughout the day.

Proposed Expenditures for this Strategy/Activity

1995

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4463	Discretionary Classified Salaries
1250	Discretionary Classified Benefits

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, GATE, English Learners, African-American

Strategy/Activity

26. Site Technology Tech will provide support to teachers and students for extra-curricular technology activities with our STEAM Lab.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Classified Salaries
1120	LCFF - Targeted Classified Benefits

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

27. The district Science Specialist will work with Grade Level Teams to implement NGSS Standards and lessons throughout all grades. K-5 Teacher leaders will attend district sponsored professional development and work with Science Specialists to implement NGSS standards.

1996

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Science Specialist- District Funded
	District Funded Certificated Salaries- no additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

28.. School-wide art program to support enrichment and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Targeted No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will focus on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers will concentrate on building and implementing writing across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers will also focus on Math Mindset strategies to improve reasoning skills.

At Marina West, we will work as grade level teams during Professional Learning Community/ Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (STAR360 Early Literacy, STAR360 Reading, STAR360 Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data will be used to guide and modify instruction and intervention provided to all students to ensure access to the Common Core State Standards. Ongoing monitoring of student data will also enable grade levels to identify students in need of intensive, research based interventions that can be provided by the classroom teacher, K-2 Reading Specialist, and or ISP during grade specific Universal Access time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified in order to implement the strategies. Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of our 2018-2019 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We also will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Math Growth Mindset to continue to promote critical thinking skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP 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.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for 2018-2019 was 2.1%	Suspension Rate for the 2019-2020 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 2018-2019 CHKS data: 86% of students feel safe at school 80% of students report high levels of personal school contentedness. 89% 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 2019-2020 CHKS data: The number of students feeling safe at school will increase by 10% to 96%. The number of students reporting high levels of personal school contentedness will increase by 10% to 90%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 6% to 95%.
Attendance Data	2016-2017 attendance data identified attendance as an area for growth.	Attendance data for 2019-2020 will be monitored with the following goals: The number of students with Chronic Absenteeism will

1999

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11% of students had Chronic Absenteeism based on 2018-2019 attendance data. 18 students referred to the School Attendance Review Board (SARB) in the 2018-2019.	decrease by 3% to 8% based on 2019-2020 attendance data. The number of students referred to SARB in 2018-2019 will decrease to 10.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Continue the implementation of PBIS/CHAMPS model throughout the school. The PBIS Committee will identify next steps of implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Materials and Supplies (See Goal 1, Action 7)
0	LCFF - Targeted Materials and Supplies (See Goal 1, Action 7)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Continue to implement the Year 2 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. 2000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No Additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Implement and utilize district behavior plan and discipline matrix to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2001

Amount(s)

Source(s)

0	Discretionary Materials and Supplies- no additional cost (See Goal 1 action 19)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Provide CHAMPS, Restorative Justice, NCPI, and related professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Professional Development
0	Centralized Services Certificated Salary: School Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Provide attendance incentives to encourage daily and timely attendance by all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Targeted Attendance Incentives (see Goal 1, Action 7)- no additional cost

2002

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Employ multiple Campus Supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4924

Source(s)

Discretionary

Classified Salaries: Campus Supervisors

1379

Discretionary

Classified Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Utilize CST and SST processes to identify students' needs and develop strategies for supporting student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2003

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

School Counselor

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Monitor site discipline data, including referrals, suspensions, and teacher referrals to PBIS Committee to make data driven decisions to improve school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2004

11. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Ensure a successful transition from elementary school to middle school by helping coordinate with district middle schools visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Recognize students meeting school academic and behavior expectations through trimester awards and character trait awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. 2005

Amount(s)

Source(s)

0

Discretionary

Materials and Supplies (See Goal 1, Action 6)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. Provide extra-curricular activities to increase student connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

ASES

After School Program

0

LCFF - Targeted

no additional charge (see Goal 1 Action 26)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. School-wide behavior assemblies to support school safety and in class presentations on expectations and social-emotional support provided by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

2006

no additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Provide CHAMPS incentives to support positive student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted

No additional cost- (see Goal 1 Action 6)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Provide drug, alcohol, and tobacco prevention education (Red Ribbon Week).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted

No additional cost- (see Goal 1 Action 6)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

2007

Strategy/Activity

18. Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF - Targeted

no additional cost- (see Goal 1 Action 21)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Establish and implement Comprehensive School Safety Plan. (Fire Drills, Earthquake Drills, etc).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School students

Strategy/Activity

20.A designated Teacher Liaison will support the After School Program and communicate with appropriate staff.

Proposed Expenditures for this Strategy/Activity

2008

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ASES Certificated Salary

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade students

Strategy/Activity

21. 5th Grade students will be administered the California Healthy Kids Survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will continue to build on our PBIS/CHAMPS process by continuing to implement a school-wide behavior and school climate program. Our program will emphasis a proactive and positive behavior management program that will help address behavior before it occurs, collect data on student behavior and needs, and implement interventions. Teachers will focus on implementing CHAMPS strategies throughout their classrooms to establish clear expectations for students while promoting a caring and safe environment while keeping students highly motivated.

2009

Within our PBIS Committee, school level representatives will collaborate at monthly meetings and review student discipline data and provide feedback and suggestions to stakeholders to improve student responsibility and safety.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were noticed. In reviewing the California Healthy Kids Survey (CHKS) administered in 2018-2019, Marina West saw a positive increase in student connectedness and positive behavior. We will continue to focus on systematically improving our CHAMPS procedures throughout the school setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our CHKS for the 2018-2019 school year resulted in a need to improve High Parent Expectation and Parent Connectedness. At Marina West, we will provide parent professional development opportunities through Parent Nights with focus on student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2019-2020 school year.
ELAC Attendance	Based on Sign-In Rosters, average attendance at 2018-2019 meetings was 10.	Attendance to ELAC Meetings will increase to 30 based on 2019-2020 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 68%.	Parent attendance at Back to School Night will increase to 80% for 2019-2020..
Parent Workshops	An average of 13 Parents attended Parent Workshops.	Parent attendance at Parent Workshops will increase to an average of 20 parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

2011

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. ORC will organize and staff will provide workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Targeted Other Classified- Outreach
801	LCFF - Targeted Classified Benefits
500	Title III Classified salaries-Babysitting
140	Title III Classified Benefits
0	LCFF - Targeted Materials and Supplies- no additional cost- (see Goal 1 Action 7)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Prepare and host the winter program, spring arts program, robotics competition, and other events that highlight programs and student learning opportunities

2012

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	no additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. The Site Tech, Office staff, and Principal will support teachers in documenting instructional events for publication online taking place at Marina West.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all students

Strategy/Activity

4. Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	2013
0		

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Invite parents to attend parent-teacher conferences in November and February (at risk students only) to discuss student progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title III

Classified Salaries- Translation

140

Title III

Classified Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Hold Title I meetings to inform stakeholders about Title I funding and how it supports student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

2014

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

7. Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Invite parents of English Learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

2015

Strategy/Activity

9. Encourage parent participation in meetings to discuss student performance, including IEP's and SST's.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.

Proposed Expenditures for this Strategy/Activity

2016

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional costs

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2019-2020 school year, Marina West will focus on increasing Parent Engagement and attendance across all school meetings and forums. Parents are encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal monthly meetings to increase their understanding and involvement in school activities and functions. Families are an integral part of student success, at Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase students success. We will also provide a variety of Parent Nights that focus not only on academics, but also attendance and social emotional support for families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. At Marina West, we had a slight increase in the number of parents attending monthly meetings and Parent Nights. We will continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An Analysis of the 2018-2019 sign-in sheets for parent meetings resulted in a slight increase in parent participation at school meetings with a higher number of parents attending Family Nights. We will continue to implement strategies and communication (Monthly Calendar, PeachJar, Calls home, Parent Leaders) to help increase parent participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,280.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$196,844.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$61,155.00
Title III	\$14,125.00

Subtotal of additional federal funds included for this school: **\$75,280.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
	\$0.00
ASES	\$0.00
Centralized Services	\$0.00
Discretionary	\$38,264.00
District Funded	\$0.00
LCFF - Intervention	\$30,100.00
LCFF - Targeted	\$53,200.00

Subtotal of state or local funds included for this school: **\$121,564.00**

Total of federal, state, and/or local funds for this school: **\$196,844.00**

2018

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	38,264.00	0.00
Title I	61,155.00	0.00
Title III	14,125.00	0.00
LCFF - Targeted	53,200.00	0.00
LCFF - Intervention	30,100.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	38,264.00
District Funded	0.00
LCFF - Intervention	30,100.00
LCFF - Targeted	53,200.00
Title I	61,155.00
Title III	14,125.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Centralized Services	0.00
	Centralized Services	0.00

2019

	Discretionary	10,693.00
	Discretionary	27,571.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Intervention	95.00
	LCFF - Intervention	30,005.00
	LCFF - Targeted	37,421.00
	LCFF - Targeted	15,779.00
	Title I	27,605.00
	Title I	33,550.00
	Title III	9,181.00
	Title III	4,944.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	184,460.00
Goal 2	6,303.00
Goal 3	6,081.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jorge Mares	Principal
Martha Trujillo	Parent or Community Member
Wil Gomez	Parent or Community Member
Leticia Ceja	Parent or Community Member
Armando Salazar	Parent or Community Member
Elvia Enriquez	Parent or Community Member
LaRaine Kang	Classroom Teacher
Diana Robles-Villicana	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Raymond Ibay	Other School Staff

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures 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:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 10/22/2019.

Attested:

	Principal, Jorge Mares on October 22, 2019
	SSC Chairperson, Charlotte Hwan on October 22, 2019





School Plan for Student Achievement

Oxnard School District
November 13, 2019





School Plan, not Single Plan

- State requires School Plans from all schools in receipt of Federal funds.
 - The purpose of the SPSA is to coordinate educational services at a school supported by Title funds.
 - In OSD, the SPSAs reflect our comprehensive plan to support student achievement with all funding sources represented.
- 
- 





LCAP Alignment

- Includes school goals aligned with activities and goals included in the Local Control Accountability Plan (LCAP) in order to maximize school reform efforts.
- 
- 



Strategies/Activities

- Student needs are identified through data-analysis.
 - Focus is on evidence-based educational strategies and activities which support student achievement.
 - Resources are directed where they will most directly improve student academic achievement.
- 
- 



Development Process

Summer Leadership Days




- August 2019
 - School Site Leadership Teams attended
 - District and site data was reviewed
 - Resources shared
 - Teacher panel shared actions which gave them significant results on SBAC
 - Site teams started SPSA development work
- 
- 
- 





Table of Contents

- Title Page
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- Comprehensive Needs Assessment
- Stakeholder Involvement
- Resource Inequities
- Performance Data
- Dashboard Pages
- Goals, Strategies, Expenditures
- Budget Summary
- Budgeted Funds and Expenditures
- School Site Council membership
- Signature page





Comprehensive Needs Assessment Components

- Data Analysis
 - Classroom Observations
 - Use of State and local assessments to modify instruction and improve student achievement
 - Use of data to monitor student progress
 - Staffing and Professional Development
 - Teacher Collaboration
 - Alignment of curriculum, instruction and materials
 - Timelines and scheduling
 - Opportunity and Equal access
 - Available services
 - Evidence-based practices
 - Parental Engagement
- 
- 



Student Performance Data

- Enrollment (Student Group & Grade Level)
 - Enrollment (English Learners)
 - CAASPP – ELA
 - CAASPP – Math
 - ELPAC Summative
- 
- 





Dashboard Data

- Student Population
- Overview
- Academic Performance
 - ELA
 - Math
 - English Learner
 - College and Career **(N/A)**
- Academic Engagement
 - Chronic Absenteeism
 - Graduation Rate **(N/A)**
- Conditions & Climate
 - Suspension Rate





Goals, Strategies & Expenditures

- Identified Needs
 - Annual Measurable Outcomes
 - Strategies/Activities
 - Proposed Expenditures
- 
- 



Goals, Strategies & Expenditures



Goal 1

- All students will reach high academic standards in reading and mathematics.
- 
- 



Goals, Strategies & Expenditures

Goal 2



The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.



Goals, Strategies & Expenditures



Goal 3



Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.



Annual Review

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
 - Briefly describe any major differences between the intended implementation of the strategies/activities to meet the articulated goal.
 - Describe the changes which will be made due to this analysis.
- 
- 



Budget

Funding Sources

- Title I
- Title III
- LCFF – Targeted
- LCFF – Intervention
- Discretionary



SSC Membership

Elementary & Middle (without students)



- 1 principal
- 3 teachers
- 1 “other” personnel
- 5 parents/community members

Middle (with students)

- 1 principal
- 4 teachers
- 1 “other” personnel
- 3 parents/community members
- 3 students





Recommendations and Assurances

- The SSC is correctly constituted.
 - The SSC reviewed its responsibilities under state law and district governing 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: ELAC.
 - The SSC believes SPSA content requirements have been met.
 - 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.
- 
- 



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 decorative autumn-themed background. In the foreground, there are several pumpkins of various sizes and colors (orange and yellow). In the middle ground, there are two scarecrows: one in an orange outfit and one in a blue outfit, both with black crow-like figures perched on their shoulders. Behind them are tall corn stalks with green leaves and yellow cobs. The background is a light blue sky with a few falling leaves.

A Living Document

Single Plans are regularly revised to reflect changes in student needs and budget expenditures.

Thank you!



OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section D: Action Items

Adoption of Resolution #19-15 – Change Date of December Regular Board Meeting to December 18, 2019 – Annual Organizational Meeting of Governing Boards

In accordance with Education Code 35143 and Elections Code, Annual Organizational Meetings must be held on a day within the 15-day period that starts with the day on which the governing board members takes office (and during that same time frame during non-election years).

A Change for 2019: As a result of the passage of AB2449 which was adopted to allow county elections the full 30 days needed to certify election results, school board members' term will begin on the 2nd Friday in December (instead of the 1st Friday). AB2449 also had the effect of shifting the time frame for the annual organizational meeting since it must be held within the 15-day window after newly elected board members take office. In 2019, Annual Organizational Meetings must be held between Friday, December 13th and Friday, December 27th (inclusive).

The regular Board meeting for December 2019 was initially set for December 11, 2019. Due to the passage of AB2449, it is proposed that the date for the December Board meeting be changed to December 18, 2019. The annual organizational meeting must take place within the 15-day period after the first Friday in December (Education Code section 34143/72000(c)).

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees adopt Resolution #19-15, to change the date of the Annual Organizational Board Meeting originally scheduled for December 11, 2019 to December 18, 2019 as presented.

ADDITIONAL MATERIALS:

Attached: [Resolution No. 19-15 Changing Date of Regular Meeting 121819.pdf](#)

**Resolution #19-15
BEFORE THE GOVERNING BOARD OF THE
OXNARD SCHOOL DISTRICT**

In the Matter of the District's Change in
Regular Board Meeting Date

RESOLUTION NO. 19-15

A Resolution by the Governing Board
to Change the Date of Regular Board
Meeting for December 2019.

RECITALS

1. California Education Code section 35140 requires governing boards to fix the time and place of regular meetings by rule or regulation. The Ralph M. Brown Act, Government Code section 54954(a), requires governing boards to fix the time and place for regular meetings by ordinance, resolution or bylaws.

2. Initial dates for regular meetings of the Board of Trustees are set at the annual organizational meeting of the Board each December. From time to time, it becomes necessary or convenient for the Board to change the date of a regular Board meeting or schedule an additional regular Board meeting.

3. **OPTION TO CHANGE ESTABLISHED DATE:** The regular Board meeting for December 2019 was initially set for December 11, 2019. It has been proposed that the date for the December Board meeting be changed to December 18, 2019.

NOW, THEREFORE, BE IT RESOLVED as follows:

A. The above recitals are true and correct.

B. **OPTION TO CHANGE ESTABLISHED DATE:** The date for the December 2019 regular meeting of the Board of Trustees of the District is hereby changed from December 11, 2019 to December 18, 2019, to be held at Oxnard School District Board Room located at 1051 South A Street, Oxnard, CA 93030.

C. The Superintendent is authorized and directed to post a meeting agenda for the December 18, 2019 regular meeting at the usual locations and on the District website as required by law.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a meeting held on November 13, 2019, by the following vote or abstention of each Trustee present:

AYES:

NOES:

ABSENT:

Adopted this 13th day of November, 2019.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

CERTIFICATION

I, Monica Madrigal Lopez, Clerk to the Board of Trustees of the Oxnard School District, certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on November 13, 2019.

DATED: November 13, 2019

Clerk, Board of Trustees
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section D: Action Items

Adoption of Resolution #19-17 - 2020 Census Partnership (Aguilera-Fort)

The U.S. Census Bureau is required by Article I, Section 2 of the U.S. Constitution to conduct an accurate count of the population every ten years. The next enumeration will be April 1, 2020 and will be the first to rely heavily on online responses; and the primary and perpetual challenge facing the U.S. Census Bureau is the undercount of certain population groups.

The challenge is amplified in California, given the size of the state and the diversity of communities. California has a large percentage of individuals that are considered traditionally hard to count; these diverse communities and demographic populations are at risk of being missed in the 2020 Census. California receives nearly \$77 billion in federal funding that relies, in part, on census data. A complete and accurate count of California's population is essential. The data collected by the decennial Census determines the number of seats each state has in the U.S. House of Representatives and is used to distribute billions of dollars in federal funds to state and local governments. The data is also used in the redistricting of state legislatures, county boards of supervisors and city councils. The decennial census is a massive undertaking that requires cross-sector collaboration and partnership in order to achieve a complete and accurate count. The Oxnard School District, in partnership with the Ventura County 2020, Ventura Office of Education, Complete Court Committee, local education agencies, other local governments, the State, businesses, and community organizations, is committed to robust outreach and communication strategies, focusing on reaching the hardest-to-count individuals.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Superintendent, that the Board of Trustees adopt Resolution #19-17, in recognition of the importance of the 2020 U.S. Census and its support in helping to ensure a complete, fair, and accurate count of all Californians as presented.

ADDITIONAL MATERIALS:

Attached: [Resolution No. 19-17 2020 Census Partnership 111319.pdf](#)



**Oxnard School District
Resolution #19-17
2020 CENSUS PARTNERSHIP**

- WHEREAS,** the U.S. Census Bureau is required by Article I, Section 2 of the U.S. Constitution to conduct an accurate count of the population every ten years; and
- WHEREAS,** the next enumeration will be April 1, 2020 and will be the first to rely heavily on online responses; and
- WHEREAS,** the primary and perpetual challenge facing the U.S. Census Bureau is the undercount of certain population groups; and
- WHEREAS,** the challenge is amplified in California, given the size of the state and the diversity of communities; and
- WHEREAS,** California has a large percentage of individuals that are considered traditionally hard to count; and
- WHEREAS,** these diverse communities and demographic populations are at risk of being missed in the 2020 Census; and
- WHEREAS,** California receives nearly \$77 billion in federal funding that relies, in part, on census data; and
- WHEREAS,** a complete and accurate count of California’s population is essential; and
- WHEREAS,** the data collected by the decennial Census determines the number of seats each state has in the U.S. House of Representatives and is used to distribute billions of dollars in federal funds to state and local governments; and
- WHEREAS,** the data is also used in the redistricting of state legislatures, county boards of supervisors and city councils; and
- WHEREAS,** the decennial census is a massive undertaking that requires cross-sector collaboration and partnership in order to achieve a complete and accurate count; and
- WHEREAS,** California’s leaders have dedicated a historic amount of funding and resources to ensure every California is counted once, only once and in the right place; and
- WHEREAS,** this includes coordination between tribal, city, county, state governments, community-based organizations, education, and many more; and
- WHEREAS,** U.S. Census Bureau is facing several challenges with Census 2020, including a constrained fiscal environment, rapidly changing use of technology, declining response rates, increasingly diverse and mobil population, thus support from partners and stakeholders in critical; and

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section E: Approval of Minutes

Approval of Minutes

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

- October 9, 2019, Regular Board Meeting
- October 23, 2019, Regular Board Meeting

FISCAL IMPACT:

N/A

RECOMMENDATION:

N/A

ADDITIONAL MATERIALS:

Attached: [10-09-2019 Bd Minutes.pdf](#)
[10-23-2019 Bd Minutes.pdf](#)

Regular Board Meeting
October 9, 2019

The Board of Trustees of the Oxnard School District met in regular session at 5:03 p.m. on Wednesday, October 9, 2019 at the Educational Service Center. CALL TO ORDER

Before the roll call, the Board held a moment of silence for Alexander Vasquez, 3rd grade student at César Chavez School, who passed on Monday, September 30, 2019. ROLL CALL

Present were Trustees Debra Cordes, Jesus Vega, Denis O’Leary, Monica Madrigal Lopez and President Veronica Robles-Solis. Staff members present were District Superintendent Karling Aguilera-Fort, Assistant Superintendents Ana DeGenna, Janet Penanhoat and Jesus Vaca, and Executive Assistant Rose Chaparro.

Mr. Gilbert Elizarraraz, Principal at Driffill School, Academy of Environmental Science and Global Awareness, introduced Chantelle Desales, who led the audience in the Pledge of Allegiance. PLEDGE OF ALLEGIANCE

The District's Vision and Mission Statements were read in English by Daniel Resendiz, 5th grader in Mrs. Dann's class; and in Spanish by Greidys Velazquez, 5th grader, in Ms. Medrano's class. DISTRICT’S VISION AND MISSION STATEMENTS

Driffill Principal Gilbert Elizarraraz, provided a short presentation to the Board regarding Driffill School - Academy of Environmental Science and Global Awareness. PRESENTATION BY DRIFFILL SCHOOL - ACADEMY OF ENVIRONMENTAL SCIENCE AND GLOBAL AWARENESS

Following the presentation, Trustee Vega, on behalf of the Board, presented a token of appreciation to the students that participated in the Board Meeting.

A.5 On motion by Trustee Cordes, seconded by Trustee Vega and carried on a roll call vote of 4-1, being Trustee O’Leary the Nay vote, the Board approved the agenda as amended. ADOPTION OF THE AGENDA

- Changes: *Consent Agenda Item C.2 was moved to Action Item D.3*
- *Clerical change on C.1 It should read Atlanta, Georgia instead of Kansas City, Missouri*

A.6 Dr. Ana DeGenna, Assistant Superintendent of Educational Services introduced Dr. Marlene Batista who provided the Board with a presentation regarding the new changes made to the ELPAC. Dr. Batista answered the Board questions. The Board requested a report on the students that have been stagnant in one level for more than 1 year. STUDY SESSION - ELPAC REPORT

A.7 No one addressed the Board. PUBLIC PARTICIPATION/ COMMENTS

A.8 ANNOUNCEMENTS PRIOR TO CLOSED SESSION October 9th, 2019: CLOSED SESSION
The Board recessed to Closed Session at 5:55 p.m. to consider the following:

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9:

- ANTICIPATED LITIGATION: one (1) case

- EXISTING LITIGATIONS: Existing litigations
 - OAH Case No. 2019-08-0268
 - 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*):

- Consider the Request to Expel Student(s):
 - Case No. 19-01 (Action Item)
 - Case No. 19-02 (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 Garcia Hernandez & Sawhney, LLP, the employee organizations are OEA, OSSA, CSEA; and all unrepresented personnel – administrators, classified management, confidential.

Lastly, PUBLIC EMPLOYEE(S) DISCIPLINE/DISMISSAL/RELEASE, under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- Public Employee(s) Discipline/Dismissal/Release.
 - Appointment recommendation: Director of Facilities.

A.9 The Board convened to closed session until approximately 7:11 p.m. to discuss items on the closed session agenda. CLOSED SESSION

A.10 President Robles-Solis reported out of closed session: REPORT ON CLOSED SESSION
 On motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board approved Settlement Agreement in case OAH 2019-08-0268. (Motion # 19-40)

On motion by Trustee O’Leary, seconded by Trustee Vega and carried on a roll call vote of 5-0, the Board appointed Orlando De Leon to the position of Director of Facilities. Mr. De Leon thanked the Board. (Motion # 19-41)

President Robles Solis completed the report out of closed session after B.1 Public Comments.

A.11 Dr. Vaca, Assistant Superintendent of Human Resources and Support Services, introduced Ms. Rosario Almanza, newly appointed Interim Assistant Principal to Elm Street School. Ms. Almanza thanked the Board, her family and her mentors. INTRODUCTION OF NEWLY APPOINTED OXNARD SCHOOL DISTRICT ADMINISTRATORS
 Dr. Vaca, Assistant Superintendent of Human Resources and Support Services introduced Ms. Gabriela Torres, newly appointed Assistant Principal to Kamala School. Ms. Torres thanked the Board and her mentors.

A.12 Ms. Janet Penanhoat, Assistant Superintendent, Business & Fiscal Services introduced Mr. Tony Briscoe who provided a report on the safety systems, accomplishments and goals of the Transportation Department. Mr. Briscoe answered the Board questions. TRANSPORTATION DEPARTMENT ANNUAL REPORT REPORT ON 2019

A.13 Ms. Janet Penanhoat, Assistant Superintendent, Business & Fiscal Services introduced Mr. John Cooper and Mr. Orlando De Leon who provided the Board with the FACILITIES SUMMER PROJECTS

2018-19 Facilities report. Mr. de Leon and Mr. Cooper answered the Board questions. The Board requested a research on an old Board policy regarding artificial turf.

B.1		PUBLIC COMMENTS
	<ul style="list-style-type: none">• Ilene Poland - Was not present.• Maria Zuñiga – Crosswalks safety near Colonia - Cross guards.• La Tonya Clark - Crosswalks safety - More crossing guards and crossing lights.• Lucy Cartagena - Crosswalks safety, crossing guards, crossing lights.• Maria Contreras - Crosswalks safety, crossing guards, crossing lights.	
A.10	President Robles Solis completed the report out of closed session:	REPORT ON CLOSED SESSION 2 nd PART
	On motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board approved the recommendation for expulsion in Case No. 19-01.	(Motion # 19-42)
	On motion by Trustee Vega, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 5-0, the Board approved the recommendation for expulsion in Case No. 19-02.	(Motion # 19-43)
B.2	Dr. Ana DeGenna informed that all the schools had sufficient books and instructional materials for school and for home. No comments were received and no one addressed the Board during the hearing on this topic.	APPROVAL OF HEARING TO PRESENT FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS FOR 2019-2020 RESOLUTION #19-12
	On motion by Trustee Madrigal Lopez, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board adopted Resolution #19-12 Sufficient Instructional Materials for 2019-20.	(Motion # 19-44)
B.3	The Board conducted the Public Hearing to approve Sunshine CSEA and the District’s initial proposals for negotiations for the 2019-20 school year.	CONDUCT PUBLIC HEARING TO SUNSHINE THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION’S, CHAPTER #272 (CSEA) AND THE OXNARD SCHOOL DISTRICT’S (DISTRICT) INITIAL PROPOSALS FOR 2019-2020 NEGOTIATIONS, PURSUANT TO GOVERNMENT CODE SECTION 3547
	On motion by Trustee Cordes, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 4-0, being Trustee O’Leary momentarily absent, the Board approved Sunshine CSEA and the District’s initial proposals for negotiations for the 2019-20 school year.	(Motion # 19-45)
C	CONSENT AGENDA	CONSENT AGENDA (Motion # 19-46)

On Motion by Trustee Cordes, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 5-0, the Board approved the Consent Agenda as presented.

C.1 Approved the out-of-state conference attendance. Amount not to exceed \$3,000.00 for registration, airfare, ground travel, lodging and meals, to be paid from ASES funds. (Approval to attend an out of state conference – Atlanta, Georgia)

C.2 *This item was moved to action item D.3*
Approved the establishment, abolishment, and increase of the positions as presented. (Establish /Abolish/ Increase/ Reduce Hours of Position)

Cost for Director, Network Operations - \$153,568 General funds.
Cost for Site Technology Coordinator - \$101,634 General funds.
Cost for Information Technology Project Coordinator - \$101,634 General funds.
Cost for Office Assistant II - \$49,326 General funds.
Cost for 4 Paraeducator III's - \$117,700 Special Ed.
Savings for 3 Paraeducator I's - \$82,017 Special Ed.
Savings for Paraeducator I - \$24,570 - 58%General 42% Site funds.
Cost for Campus Assistant - \$5,909 General funds.

C.3 Approved the Personnel Actions, as presented. (Personnel Actions)

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 Hires</u>		
Anderson, Emily	Paraeducator I, Position #7171 Driffill 3.17 hrs./183 days	09/23/2019
Contreras-Zavala, Nancy	Paraeducator I, Position #7168 Brekke 3.17 hrs./183 days	09/24/2019
Garcia, Denise	Paraeducator III, Position #6732 Special Education 5.75 hrs./183 days	08/28/2019
Gonzalez, Gabriela	Paraeducator III, Position #9250 Special Education 5.75 hrs./183 days	09/17/2019
Guevara, Christopher	Paraeducator I, Position #9154 Soria 3.16 hrs./183 days	09/09/2019
Lopez, Rosie A.	Paraeducator III, Position #9207 Special Education 5.75 hrs./183 days	09/03/2019
Martinez, Gwendolyn	Paraeducator II, Position #9209 Special Education 5.75 hrs./183 days	09/13/2019
Morales, Andrea	Paraeducator I, Position #7167 Brekke 4.833 hrs./183 days	09/23/2019
Perez, Eyra A.	Paraeducator II, Position #9200 Special Education 5.75 hrs./183 days	09/10/2019
Sanders, Ellie L.	Paraeducator III, Position #7926 Special Education 5.75 hrs./183 days	09/23/2019
Slagboom, Ana Maria E	Paraeducator I, Position #7195	09/16/2019

Tellez, Elizabeth	Soria 3.17 hrs./183 days Paraeducator III, Position #9285 Special Education 5.75 hrs./183 days	09/11/2019
Walker, Jeremy R.	Paraeducator I, Position #7193 Sierra Linda 4.833 hrs./183 days	09/10/2019
Wright, Jessica L.	Paraeducator III, Position #9211 Special Education 5.75 hrs./183 days	09/03/2019

Limited Term

Amezcuca, Victor R.	Paraeducator (substitute)	08/27/2019
Contreras, Andrea	Paraeducator (substitute)	09/23/2019
Favela, Veronica	Health Assistant (substitute)	08/23/2019
Fontenia Lago, Beatriz Susana	Paraeducator (substitute)	09/05/2019
Gutierrez, Alfredo	Custodian (substitute)	09/13/2019
McKinney, Mark	Paraeducator (substitute)	09/03/2019
McLaughlin, Ian L.	Paraeducator (substitute)	09/04/2019
Medina, Patricia	Paraeducator (substitute)	09/03/2019
Morales, Alondra	Paraeducator (substitute)	09/05/2019
Morett, Yesenia	Clerical (substitute)	09/25/2019
Munson, Ivan	Custodian (substitute)	09/19/2019
Rangel, Andres	Paraeducator (substitute)	09/05/2019
Romero, Iliana	Child Nutrition Worker (substitute)	09/20/2019
Serratos, Oscar	Custodian (substitute)	09/13/2019
Tapia, Miguel A.	Paraeducator (substitute)	09/17/2019
Velasco, Catalina	Child Nutrition Worker (substitute)	09/25/2019
Zamora Carrillo, Gerardo	Paraeducator (substitute)	09/06/2019

Promotional

Torrez Jr., Mark	Paraeducator I, Position #7275 Elm 4.17 hrs./183 days Child Nutrition Worker, Position #567 Haydock 5 hrs./185 days	09/16/2019
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Transfer

Gomez-Romero, Brenda	Paraeducator I, Position #7172 Driffill 3.16 hrs./183 days Paraeducator I, Position #7194 Sierra Linda 4.833 hrs./183 days	09/03/2019
Quezada, Alicia	Paraeducator I (B), Position #7280 Haydock 5.75 hrs./183 days Paraeducator I (B), Position #9192 Special Education 5.75 hrs./183 days	09/23/2019

In Lieu of Layoff

Adams, Jonathan	Campus Assistant, Position #6661 Curren 4.25 hrs./180 days Campus Assistant, Position #2985 Haydock 5.5 hrs./180 days	08/26/2019
Adams, Nicholas	Campus Assistant, Position #2983 Frank 5.25 hrs./180 days Campus Assistant, Position #2986 Haydock 5.5 hrs./180 days	08/26/2019

Ahumada, Luz	Campus Assistant, Position #9357 San Miguel 5.75 hrs./180 days Campus Assistant, Position #3066 Ritchen 4.75 hrs./180 days	10/28/2019
Alcala, Josefina	Campus Assistant, Position #3028 McKinna 4.0 hrs./180 days Campus Assistant, Position #3092 Driffill 4.0 hrs./180 days	08/26/2019
Alcantar, Jessica	Outreach Specialist, Position #2561 Brekke 7.0 hrs./180 days Outreach Specialist, Position #2141 Curren 8.0 hrs./180 days	10/28/2019
Ayala, Lisa	Campus Assistant, Position #2976 Driffill 2.83 hrs./180 days Campus Assistant, Position #6661 Curren 4.25 hrs./180 days	08/26/2019
Barron, Alejandro	Office Assistant II (B), Position #8687 San Miguel 8.0 hrs./203 days Office Assistant II (B), Position #6447 Fremont 8.0 hrs./203 days	10/21/2019
Batra, Ashish	Campus Assistant, Position #9701 Ed. Servicers .5 hrs./180 days Campus Assistant, Position #3029 McKinna .5 hrs./180 days	08/26/2019
Benesh, Nia	Campus Assistant, Position #3061 Kamala 5.0 hrs./180 days Campus Assistant, Position #8506 Marshall 5.0 hrs./180 days	08/26/2019
Camarillo, Carmen	Campus Assistant, Position #3095 Marshall 5.0 hrs./180 days Campus Assistant, Position #9143 Driffill 4.0 hrs./180 days	08/26/2019
Cano Moya, Maribel	Campus Assistant, Position #2967 Chavez 4.25 hrs./180 days Campus Assistant, Position #7826 Frank 5.5 hrs./180 days	08/26/2019
Carranza, Constance	Campus Assistant, Position #8515 Harrington 5.5 hrs./180 days Campus Assistant, Position #3022 McAuliffe 5.5 hrs./180 days	08/26/2019
Castellanos, Cristopher	Campus Assistant, Position #6818 Chavez 4.25 hrs./180 days Campus Assistant, Position #7150 Fremont 5.75 hrs./180 days	10/28/2019
Castellanos, Sandra	Campus Assistant, Position #3019 Marshall 4.0 hrs./180 days Campus Assistant, Position #2988 Fremont 5.75 hrs./180 days	10/28/2019
Castro, Teresa	Campus Assistant, Position #3120 Frank 5.5 hrs./180 days Campus Assistant, Position #2973	08/26/2019

Coleman, Nicole	Curren 5.5 hrs./180 days Campus Assistant, Position #3022 McAuliffe 4.0 hrs./180 days Campus Assistant, Position #7271	10/28/2019
Contreras, Luis	Lemonwood 5.5 hrs./180 days Campus Assistant, Position #8643 McKinna 4.0 hrs./180 days Campus Assistant, Position #3003	10/28/2019
Cooper, Kathy	Kamala 5.75 hrs./180 days Campus Assistant, Position #3125 Driffill 5.5 hrs./180 days Campus Assistant, Position #3050	08/26/2019
Cortez, Angela	Curren 5.5 hrs./180 days Campus Assistant, Position #3107 McKinna 3.50 hrs./180 days Campus Assistant, Position #2987	08/26/2019
Delgado, Elizabeth	Frank 5.5 hrs./180 days Campus Assistant, Position #3016 Marina West 4.0 hrs./180 days Campus Assistant, Position #2976	08/26/2019
Esparza, Lydia	Driffill 4.0 hrs./180 days Campus Assistant, Position #3066 Ritchen 4.75 hrs./180 days Campus Assistant, Position #3046	10/28/2019
Flores, Javier	Fremont 5.75 hrs./180 days Campus Assistant, Position #2973 Curren 3.50 hrs./180 days Campus Assistant, Position #8001	10/28/2019
Ibarra Diaz, Pamela	Haydock 5.0 hrs./180 days Family Liaison (B), Position #9625 Rose Ave. 6.0 hrs./180 days Family Liaison (B), Position #2429	08/21/2019
Lopez, Carolina	Marina West 6.0 hrs./180 days Campus Assistant, Position #9143 Driffill 2.42 hrs./180 days Campus Assistant, Position #8549	08/26/2019
Lopez C., Victor	NfL 2.0 hrs./180 days Campus Assistant, Position #7269 Lemonwood 5.0 hrs./180 days Campus Assistant, Position #6546	08/26/2019
Maciel, Mary Lou	Driffill 5.75 hrs./180 days Campus Assistant, Position #6347 Brekke 4.0 hrs./180 days Campus Assistant, Position #7120	08/26/2019
Madrid, Sabrina	Kamala 4.0 hrs./180 days Campus Assistant, Position #6546 Driffill 5.75 hrs./180 days Campus Assistant, Position #6569	08/26/2019
Madrigal, Alejandra	McKinna 6.0 hrs./180 days Campus Assistant, Position #2978 Elm 2.75 hrs./180 days	10/28/2019

	Campus Assistant, Position #6518 Sierra Linda 4.0 hrs./180 days	
Medina, Ana L.	Outreach Specialist (B), Position #1070 Ramona 7.0 hrs./180 days	10/28/2019
	Outreach Specialist (B), Position #6076 Frank 8.0 hrs./180 days	
Morales-Hernandez, Lorena Y.	Office Assistant II (B), Position #970 Brekke 7.0 hrs./203 days	11/18/2019
	Office Assistant II (B), Position #8687 San Miguel 8.0 hrs./203 days	
Mota Campos, Blanca	Campus Assistant, Position #3102 Ed. Services .5 hrs./180 days	08/26/2019
	Campus Assistant, Position #3019 Marshall 4.0 hrs./180 days	
Nava, Sonia S.	Family Liaison (B), Position #9636 Rose Ave. 6.0 hrs./180 days	08/21/2019
	Family Liaison (B), Position #2432 Harrington 6.0 hrs./180 days	
Orozco, Maria	Campus Assistant, Position #9145 Rose Ave. 5.0 hrs./180 days	08/26/2019
	Campus Assistant, Position #2982 Frank 5.75 hrs./180 days	
Pena, Elaine	Campus Assistant, Position #7150 Fremont 5.75 hrs./180 days	08/26/2019
	Campus Assistant, Position #6537 Driffill 6.0 hrs./180 days	
Perez, Ismael	Campus Assistant, Position #3031 Ramona 4.75 hrs./180 days	08/26/2019
	Campus Assistant, Position #7269 Lemonwood 5.0 hrs./180 days	
Pleitez-Cruz, Jonathan	Campus Assistant, Position #7826 Frank 5.5 hrs./180 days	08/26/2019
	Campus Assistant, Position #6536 Driffill 6.0 hrs./180 days	
Quiroz, Maria	Campus Assistant, Position #6544 Driffill 5.75 hrs./180 days	08/26/2019
	Campus Assistant, Position #3000 Kamala 5.75 hrs./180 days	
Ramirez, Annette	Campus Assistant, Position #2985 Frank 5.5 hrs./180 days	08/26/2019
	Campus Assistant, Position #3018 Marshall 5.75 hrs./180 days	
Ramirez, Rocio	Office Assistant II (B), Position #9727 Special Ed/Marshall 6.0 hrs./203 days	10/21/2019
	Office Assistant II (B), Position #2215 Frank 6.0 hrs./192 days	
Ramos, Rosalinda	Campus Assistant, Position #7151 Fremont 5.0 hrs./180 days	08/26/2019
	Campus Assistant, Position #6818 Chavez 5.0 hrs./180 days	
Renteria, Gricet	Campus Assistant, Position #2988	08/26/2019

	Fremont 5.75 hrs./180 days Campus Assistant, Position #2967	
Reyes, Belinda	Chavez 6.0 hrs./180 days Campus Assistant, Position #6569	08/26/2019
	McKinna 4.0 hrs./180 days Campus Assistant, Position #3057	
Robles, Lisette V.	Haydock 5.75 hrs./180 days Outreach Specialist (B), Position #2687	10/28/2019
	McAuliffe 7.0 hrs./180 days Outreach Specialist (B), Position #2200	
Ruiz, Adriana B.	Kamala 8.0 hrs./180 days Campus Assistant, Position #3050	08/26/2019
	Curren 3.50 hrs./180 days Campus Assistant, Position #7819	
Sablan, Juan	Elm 3.50 hrs./180 days Campus Assistant, Position #3101	08/26/2019
	Ed. Services .5 hrs./180 days Campus Assistant, Position #7904	
Salas Aguilar, Maria	Fremont 4.75 hrs./180 days Campus Assistant, Position #3106	08/26/2019
	Ed. Services .5 hrs./180 days Campus Assistant, Position #8654	
Salazar, Alex	Marina West 3.0 hrs./180 days Campus Assistant, Position #6548	08/26/2019
	Ramona 5.75 hrs./180 days Campus Assistant, Position #6535	
Serratos, Maria	Driffill 6.0 hrs./180 days Campus Assistant, Position #2987	08/26/2019
	Frank 5.5 hrs./180 days Campus Assistant, Position #3112	
Sherman, Rosaline	Lemonwood 5.5 hrs./180 days Campus Assistant, Position #3046	08/26/2019
	Fremont 5.75 hrs./180 days Campus Assistant, Position #3007	
Solis, Bertha	Kamala 5.75 hrs./180 days Campus Assistant, Position #3058	08/26/2019
	Haydock 5.0 hrs./180 days Campus Assistant, Position #3037	
Taylor, Nicole	Rose Ave. 5.0 hrs./180 days Campus Assistant, Position #3003	08/26/2019
	Kamala 5.75 hrs./180 days Campus Assistant, Position #3028	
Tellez, David	McKinna 6.0 hrs./180 days Campus Assistant, Position #8063	08/26/2019
	San Miguel 5.75 hrs./180 days Campus Assistant, Position #3052	
Topete, Arminda	Soria 5.75 hrs./180 days Campus Assistant, Position #7271	08/26/2019
	Lemonwood 5.5 hrs./180 days Campus Assistant, Position #6817	
	Curren 5.5 hrs./180 days	

Whitlow, Barbara	Campus Assistant, Position #6511 Harrington 2.5 hrs./180 days Campus Assistant, Position #8551 NfL 2.0 hrs./180 days	08/26/2019
<u>Leave of Absence</u>		
Coronado, Mariana E.	Attendance Accounting Technician, Position #7935	08/27/2019-02/27/2020
<u>Resignation</u>		
Adams, Jonathan	Campus Assistant, Position #6661 Curren 4.25 hrs./180 days	09/24/2019
Carranza, Constance	Campus Assistant, Position #3022 McAuliffe 5.5 hrs./180 days	09/06/2019
Coleman, Nicole	Campus Assistant, Position #7271 Lemonwood 5.5 hrs./180 days	09/23/2019
Duarte Flores, Karla	Paraeducator II, Position #7844 Special Ed. 5.75 hrs./183 days	08/30/2019
Jimenez, Melissa	Campus Assistant, Position #8643 McKinna 4.0 hrs./180 days	09/18/2019
Ochoa, Cynthia	Campus Assistant, Position #8063 San Miguel 5.75 hrs./180 days	09/20/2019
Ramirez, Annette	Campus Assistant, Position #3018 Marshall 5.75 hrs./180 days	8/23/2019
Ramos, Rosalinda	Campus Assistant, Position #7151 Fremont 5.0 hrs./180 days	09/03/2019
<u>Termination</u>		
9601	Campus Assistant, Position #6548	09/24/2019
10013	Campus Assistant, Position #8515	09/12/2019

Listed below are the 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.

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hires</u>		
Bruce, James	Teacher	September 9, 2019
Castro, Mirna	Substitute Teacher	2019/2020 School Year
Cowell, Jill	Substitute Teacher	2019/2020 School Year
Galdikas-Franz, Aldona	Substitute Teacher	2019/2020 School Year
Garcia, David	Substitute Teacher	2019/2020 School Year
Gonzales, Paulina	Substitute Teacher	2019/2020 School Year
Holva, Candi	Substitute Teacher	2019/2020 School Year
Jimenez, Marbella	Substitute Teacher	2019/2020 School Year
Litchfield, Joseph	Substitute Teacher	2019/2020 School Year
Mercado, Alondra	Substitute Teacher	2019/2020 School Year
Napoles, Victor	Substitute Teacher	2019/2020 School Year
Ortiz, Jade	Substitute Teacher	2019/2020 School Year
Rollins, Richard	Substitute Teacher	2019/2020 School Year
Soria, Yolanda	Substitute Teacher	2019/2020 School Year
Vang, Evalina	Substitute Teacher	2019/2020 School Year

Veney, Ahjon
Whitfield, Travis

Substitute Teacher
Substitute Teacher

2019/2020 School Year
2019/2020 School Year

Intervention Services Provider
(less than 20 hours per week not
to exceed 75% or 135 days a
year)

Chirstensen, Elsa
Lopez, Marilu
Manny, Karen
Railey, Angelica
Vanasse, Roberta

September 9, 2019
September 25, 2019
September 25, 2019
September 16, 2019
September 3, 2019

Resignations

Schermer, Anita

Speech Language Pathologist

September 30, 2019

C APPROVAL OF AGREEMENTS

C.4 Approved Agreement #19-103 with the Oxnard Performing Arts Center. Amount not to exceed \$5,312.00, to be paid from the General Fund. (Approval of Agreement #19-103 – Oxnard Performing Arts & Convention)

C.5 Approved Agreement #19-110 with Leverage Learning Group Inc. Amount not to exceed \$35,200.00, to be paid with Title II funds. (Approval of Agreement #19-110 – Leverage Learning Group Inc.)

C.6 Approved Agreement/MOU #19-111 with New West Symphony. Amount not to exceed \$5,600.00, to be paid with Title 1 funds (\$350.00 per school site). (Approval of Agreement/MOU #19-111 – New West Symphony)

C.7 Approved Agreement #19-113 with Hip Hop Mindset. Amount not to exceed \$9,600.00, to be paid with Supplemental Concentration funds. (Approval of Agreement #19-113 – Hip Hop Mindset)

C.8 Approved Agreement #19-117 with Panorama Education. Amount not to exceed \$125,000.00, to be paid with MAA funds. (Approval of Agreement #19-117 - Panorama Education)

C.9 Approved Agreement #19-118 with the Ventura County Office of Education/SELPA. Amount not to exceed \$15,840.00, to be paid with MAA funds. (Approval of Agreement #19-118 - Ventura County Office of Education/SELPA)

C.10 Approved Agreement #19-01 with Tyler Technologies Inc. A 3-Year total amount not to exceed \$51,992.50, to be paid from the General Fund. (Approval of Agreement #19-01 – Tyler Technologies Inc.)

Section C: RATIFICATION OF AGREEMENTS

- C.11 Ratified Agreement #18-242 with Assistance League School, NPS. Amount not to exceed \$2,000.00, to be paid with Special Education funds. (Ratification of Agreement #18-242 - Assistance League, Non-Public School, NPS)
- C.12 Ratified Amendment #2 to Agreement #19-05 with Maxim Healthcare Services Inc. No additional funding is required to include these services. (Ratification of Amendment #2 to Agreement #19-05, Maxim Healthcare Services Inc.)
- C.13 Ratified Agreement #19-108 with Assistance League School, NPS. Amount not to exceed \$12,650.00, to be paid with Special Education funds. (Ratification of Agreement #19-108 - Assistance League, Non-Public School, NPS)
- C.14 Ratified Agreement/MOU #19-112 with R.M. Pyles Boys Camp. (Ratification of Agreement/MOU #19-112 – R.M. Pyles Boys Camp)
- C.15 Ratified Agreement/MOU #19-115 with New Dawn Counseling & Consulting Inc. (Ratification of Agreement/MOU #19-115 – New Dawn Counseling & Consulting Inc)
- C.16 Ratified Agreement/MOU #19-114 with Children’s Resource Program/Ventura County Medical Resource Foundation. (Ratification of Agreement/MOU #19-114, Children’s Resource Program/Ventura County Medical Resource Foundation)
- C.17 Ratified Agreement/MOU #19-116 with Big Brothers Big Sisters of Ventura County. (Ratification of Agreement/MOU #19-116, Big Brothers Big Sisters of Ventura County)
- C.18 Ratified Agreement #19-119 with Auditory Processing Center of Pasadena. Amount not to exceed \$10,000.00 (per attached proposal/rate sheet), to be paid with Special Education funds. (Ratification of Agreement #19-119 – Auditory Processing Center of Pasadena)
- C.19 Ratified Agreement/MOU #19-120 with the Channel Islands Lions Club. (Ratification of Agreement/MOU #19-120 – Channel Islands Lions Club)

C.20 Agreement/MOU #19-121 with Forever Found.

(Ratification of Agreement/MOU #19-121 – Forever Found)

C.21 Ratified Agreement #19-123 with LingPerfect Translations. Inc. Amount not to exceed \$3,000.00, to be paid with Title I funds.

(Ratification of Agreement #19-123 – LingPerfect Translations, Inc.)

C.22 Ratified Agreement #19-126 with The Bodine Group, in the amount not to exceed \$21,000.00, plus reimbursement of actual expenses, to be paid with Certificated Personnel Negotiations funds.

(Ratification of Agreement #19-126 – The Bodine Group)

Section D: ACTION ITEMS

D.1 Ms. Janet Penanhoat, Assistant Superintendent of Finances and Fiscal Services answered the Board questions. Following, on motion by Trustee O’Leary, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 5-0, the Board approved Resolution #19-11 Authorizing Issuance of 2019 Refunding General Obligation Bonds as outlined.

ADOPTION OF RESOLUTION #19-11 AUTHORIZING THE ISSUANCE AND SALE OF 2019 REFUNDING GENERAL OBLIGATION BONDS (FEDERALLY TAXABLE) IN THE PRINCIPAL AMOUNT OF NOT TO EXCEED \$37,500,000 FOR THE PURPOSE OF REFINANCING OUTSTANDING GENERAL OBLIGATION BONDS AND REFUNDING BONDS, AND APPROVING DOCUMENTS AND OFFICIAL ACTIONS RELATING THERETO (Motion # 19-46)

D.2 Mr. Emilio Flores provided the Board with an explanation on amendment No. 001 to Lease-lease back agreements #17-170(R), #17-171(R), and #17-172(R). After a discussion, on motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board rejected Amendment #001 to Construction Services Agreements #17-170(R), #17-171(R), and #17-172(R) with Swinerton Builders. To provide Construction Services related to the Seabridge K-5 Elementary School Project under the Master Construct & Implementation Funds Program, utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406 of the California Education Code. No fiscal impact at this time.

REQUEST FOR REJECTION OF AMENDMENT NO. 001 TO LEASE-LEASEBACK AGREEMENTS #17-170(R), #17-171(R), AND #17-172(R) TO ESTABLISH A GUARANTEED

MAXIMUM PRICE (GMP) BETWEEN THE OXNARD SCHOOL DISTRICT AND SWINERTON BUILDERS TO PROVIDE LEASE-LEASEBACK CONSTRUCTION SERVICES FOR THE SEABRIDGE K-5 ELEMENTARY SCHOOL PROJECT (Motion # 19-47)

D.3 Ms. Valerie Mitchell, Director of Information Technology Services, answered the Board questions and after a discussion, on motion by Trustee Madrigal Lopez, seconded by Trustee O’Leary, and carried on a roll call vote of 3-2, being Trustee Cordes and Trustee O’Leary the Nay votes. The Board approved the establishment, abolishment, and increase of the positions as presented.

ESTABLISH/ ABOLISH/ INCREASE/ REDUCE HOURS OF POSITION (Motion # 19-48)

- Cost for Director, Network Operations - \$153,568 General funds
- Cost for Site Technology Coordinator - \$101,634 General funds
- Cost for Information Technology Project Coordinator - \$101,634 General funds
- Cost for Office Assistant II - \$49,326 General funds
- Cost for 4 Paraeducator III’s - \$117,700 Special Ed
- Savings for 3 Paraeducator I’s - \$82,017 Special Ed
- Savings for Paraeducator I - \$24,570 - 58% General 42% Site funds
- Cost for Campus Assistant - \$5,909 General funds

E. APPROVAL OF MINUTES

On Motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board approved the minutes of the regular and special board meetings, as submitted:

APPROVAL OF MINUTES (Motion # 19-49)

- September 18, 2019, Regular Board Meeting.

F. BOARD POLICIES

F.1 The Board reviewed the following revised Board Policies, Administrative Regulations and Bylaws, as presented, and approve for a first reading

BOARD POLICIES FIRST READING

AR 5113	Absences and Excuses	DeGenna
BP 5146	Married/Pregnancy/Parenting Students	DeGenna
AR 6173.22	Education of Children of Military Families	DeGenna
AR 6183	Home and Hospital Instruction	DeGenna

F.2

On Motion by Trustee O’Leary, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 5-0, the Board approved the Board Policies and Administrative Regulations as revised.

BP 5111	Admission	DeGenna
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G. CONCLUSION

G.1 Mr. Karling Aguilera-Fort

SUPERINTENDENT
ANNOUNCEMENTS

- Said a few words in memory of Alexander Vasquez.
- Expressed that communities come together when tragedies occur. Indicated that two meetings were held with the local school communities at Ramona and Chavez allowing the families connected to Alexander and the families in that area to share their concerns and possible solutions. All the information gathered would be submitted in a report to the Board and the community. Mr. Aguilera-Fort also indicated that he was preparing a formal letter to the City of Oxnard to set and appointment to discuss what could be done as a collaborative effort to prevent another tragedy. Mr. Aguilera-Fort indicated he had a meeting scheduled the following Friday with Oxnard Police Department. Expressed that he hoped to have in the next two months concrete solutions with dates, so discussions do not just stay in meetings. He expressed his gratitude to teachers, principals and administrators, especially to Mr. Chris Ridge and Dr. Andres Duran for their continuous support and commitment to the community.
- Indicated that October was National Bullying Prevention Month and expressed that OSD is making a concerted effort to fight bullying. Indicated that he has received many complaints of bullying from parents and it happens at different levels in the system. The District is trying to identify if there are specific schools that are the focus of attention to work with them. Additionally, engage teachers, students and parents to celebrate schools that do not have this problem.
- Reported that week before, he participated in the panel of superintendents to discuss support provided to schools and Latino students. The representatives from Napa Unified School District, Salinas Elementary School District, Palmdale School District and Oxnard Elementary School District were honored by the California Latino School Board association for their work and efforts.

Trustee Cordes

TRUSTEES
ANNOUNCEMENTS

- Extended her condolences to the families involved in the tragedy.
- Expressed her hopes that the community sticks together and kids make good decisions.
- Thanked Mr. Karling Aguilera-Fort for his participation in the panel at the California Latino School Board Association Conference.
- Expressed she enjoyed the conference and the different presentations.
- Reported she finished with the Back to School nights. She expressed she missed some dates due to previous engagements.
- Brought up the request, voted in May, to change the name of one of the schools.
- Expressed her condolences to the family of Mrs. Freddy Grady for her passing.

Trustee Vega

- Expressed his condolences to the Vasquez family.
- Expressed his condolences to the family of Harry Cortes for his passing. Dr. Vega indicated that Mr. Cortes was a true education advocate and leader.

Trustee O'Leary

- Expressed his condolences to Alex Vasquez' family and friends. Indicated that it is important to meet with the City of Oxnard to find a solution. There are several schools in the area where the accident occurred.
- Suggested to relocate the funds expended for the SROs to be used in traffic guards. He stated that in the case of an emergency, police would arrive in a timely manner, regardless of being paid by the District or not.
- Oxnard School District needs to discuss with the City: crossing guards, flashing and crossing lights because those are city issues.

Trustee Madrigal Lopez

- Extended her condolences to Alexander's family and the other family injured in the accident.
- Reported she joined the two school community meetings. Indicated that it is not a matter of pointing fingers but preventing another accident.
- Reported he attended at Ramona, Frank and Cesar Chavez Back to School nights.
- Reported that it was with great pleasure that she attended Lemonwood -her elementary school- opening.
- Reported she attended Strengthening our Families event and thanked Mr. Ridge for the organization and Haydock School for hosting it.

President Robles-Solis

- Extended her condolences to the family of Alexander Vasquez.
- Indicated that the District needs to work on cross guards and find out which schools have cross guards.
- Requested information on the number of cross guards/campus assistants working at Oxnard School District schools. Mr. Aguilera-Fort indicated he would send the information he already had.
- Reminded families they also have to do their part to improve safety.

G.3 ADJOURNMENT

ADJOURNMENT

There being no further business, on motion by Trustee O'Leary, seconded by Trustee Cordes and carried on a roll call vote of 5-0, President Robles-Solis adjourned the meeting at 9:03 p.m.

Respectfully Submitted,
Mr. Karling Aguilera-Fort

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 October 9, 2019, on motion by 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
October 23, 2019

The Board of Trustees of the Oxnard School District met in regular session at 5:03 p.m. on Wednesday, October 23, 2019 at the Educational Service Center. CALL TO ORDER

Present were Trustees Debra Cordes, Jesus Vega, Denis O'Leary, Monica Madrigal Lopez and President Veronica Robles-Solis. Staff members present were District Superintendent Karling Aguilera-Fort, Assistant Superintendents Ana DeGenna, Janet Penanhoat and Jesus Vaca, and Executive Assistant Rose Chaparro. ROLL CALL

Mrs. Rosario Almanza, Principal at Elm School, Academy of Environmental, Life Science and Mathematics, introduced Evelyn Almanza, Kindergarten DLI student in Mrs. Lucero and Ms. Reyes' classes, who led the audience in the Pledge of Allegiance. PLEDGE OF ALLEGIANCE

The District's Vision and Mission Statements was read in English by Zahir Diaz, and in Spanish by Yulisa Santiago, both are 5th grade DLI students, in Mrs. Zendejas, Ms. Torres, and Ms. Ortega's classes at Elm School, Academy of Environmental, Life Science and Mathematics. DISTRICT'S VISION AND MISSION STATEMENTS

Principal Rosario Almanza provided a short presentation to the Board regarding Elm School, Academy of Environmental, Life Science and Mathematics. Following the presentation President Robles-Solis presented a token of appreciation to the students that participated in the Board Meeting. PRESENTATION BY PRESENTATION BY ELM SCHOOL - ACADEMY OF ENVIRONMENTAL, LIFE SCIENCE AND MATHEMATICS

A.5 On motion by Trustee Cordes, seconded by Trustee Madrigal Lopez and carried on a roll call vote of 4-1, being Trustee O'Leary the Nay vote, the Board approved the agenda as presented. ADOPTION OF THE AGENDA

A.6 The Board received a Study Session on the Enhanced Master Construct Program. CFW team presented the Board the first in a series of Board study session workshops to review data, analysis, and options for the Enhanced Master Construct Program prior to presenting a draft of the program to the Board. Key topics for review under this first Board workshop included a background review of the District's education program and anticipated facility requirements, enrollment trends, classroom capacity, support facilities and site conditions, status of the current Master Construct projects, and a review of existing sources of funding. This study session also offered the Board an opportunity to provide input and direction into the development of recommendations to be incorporated with the draft documentation. STUDY SESSION - BOARD WORKSHOP PRESENTATION - ENHANCED MASTER CONSTRUCT PROGRAM

A.7 No one addressed the Board. PUBLIC PARTICIPATION/ COMMENTS

A.8 ANNOUNCEMENTS PRIOR TO CLOSED SESSION October 23th, 2019: CLOSED SESSION
The Board recessed to Closed Session at 6:31 p.m. to consider the following:

Firstly, for CONFERENCE WITH LEGAL COUNSEL under *Government Code*, Section 54956.9:

- ANTICIPATED LITIGATION: one (1) case
- EXISTING LITIGATIONS: Existing litigations
 - OAH Case No. 2019-07-0217
 - J.R. v. Oxnard School District et al. Central District No. CV-04304-JAK-FFM

Secondly, 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 Garcia Hernandez & Sawhney, LLP, the employee organizations are OEA, OSSA, CSEA; and all unrepresented personnel – administrators, classified management, confidential.

Lastly, PUBLIC EMPLOYEE(S) DISCIPLINE / DISMISSAL / RELEASE, under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- Public Employee(s) Discipline/Dismissal/Release.
- Reassignment, reappointment

- | | | |
|------|---|---|
| A.9 | The Board convened to closed session until approximately 7:15 p.m. to discuss items on the closed session agenda. | CLOSED SESSION |
| A.10 | President Robles-Solis reported out of closed session:

On motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board approved the Settlement Agreement in case OAH 2019-07-0217. | REPORT ON CLOSED SESSION
(Motion # 19-51) |
| A.11 | No one approached the Board | PUBLIC COMMENTS |
| A.12 | Ms. Suzanne Lugotoff provided the Board with a presentation on the District’s Child Nutrition Services Program mission, program funding and cost, accomplishments and goals. Ms. Lugotoff answered the Board questions regarding left overs, trash separation, the Shared Table project, donations to NGOs, the Super Snack (supper) and Weekend’s Backpack programs, waste and second breakfast. | OVERVIEW OF OXNARD SCHOOL DISTRICT CHILD NUTRITION SERVICES PROGRAM |
| A.13 | The Educational Services Team presented student data for the 2018-19 school year in English/Language Arts and Math for State and District assessments. Dr. Ana DeGenna, responded the Board questions. The Board and Mr. Aguilera-Fort, District Superintendent, thanked Dr. DeGenna and her team for their work. | PRESENTATION ON DISTRICT ASSESSMENTS |
| A.14 | Dr. Ana DeGenna, Assistant Superintendent Educational Services provided the Board with a report on California Dashboard Local Indicators. | REPORT ON CALIFORNIA DASHBOARD LOCAL INDICATORS |
| A.15 | Mr. Chris Ridge, along with Ms. Bertha Anguiano, Principal at Brekke; Richard Caldwell, Principal at Frank; Gilbert Elizarraraz, Principal at Driffill; Andres Duran, Principal at Ramona, and Pablo Ordaz, Principal at Rose –all recipients of the California PBIS Recognition– provided the Board a presentation on PBIS - Positive Behavior Interventions and Support. Following, Mr. Chris Ridge answered the Board questions. | PRESENTATION ON PBIS - POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT FACILITIES SUMMER PROJECTS |

C CONSENT AGENDA

On Motion by Trustee Cordes, seconded by Trustee Vega, and carried on a roll call vote of 5-0, the Board approved the Consent Agenda as presented.

CONSENT AGENDA
(Motion # 19-52)

- C.1 Received the Actuarial Study of Retiree Health Liabilities prepared by Total Compensation Systems, Inc. (Actuarial Study of Retiree Health Liabilities)
- C.2 District enrollment as of September 30, 2019 was 15,730. This is 407 less than the same time last year. (Enrollment Report)
- C.3 Approved Purchase Order/Draft Payment Report #19-03 as submitted. (Purchase Order/Draft Payment Report #19-03)
- C.4 Approved Dr. Vaca's and Dr. Bond's out-of-state site visit. Amount not to exceed \$1,000.00 for ground travel and meals, to be paid out of the Human Resources Recruitment funds. (Approval to Attend Out-of-State Site Visit to the National Center for Teacher Residencies Institute in Seattle, Washington)
- C.5 Approved 2019-20 Quarterly Report on Williams Uniform Complaints, first quarter, as presented. (Approval of the 2019-20 Quarterly Report on Williams Uniform Complaints, First Quarter)
- C.6 Approved the establishment and increase of the positions as presented. Cost for Paraeducator II - \$28,679.00 - Special Education Funds
Cost for Paraeducator III - \$1,278.00 - Special Education Funds (Establish/ Abolish/ Increase/ Reduce Hours of Positions)
- C.7 Approved Personnel Actions, as presented. (Personnel Actions)

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 Hires</u>		
Galloup, Matthew	Child Nutrition Worker, Position #1704 McKinna 5.0 hrs./185 days	10/07/2019
Moraga, Yvonne E.	Child Nutrition Worker, Position #1982 Marina West 4.0 hrs./185 days	10/07/2019
Placencia, Alyssa	Paraeducator II, Position #9199 Special Education 5.75 hrs./183 days	10/07/2019
Ybarra, Patrice M	Child Nutrition Worker, Position #6409 Itinerant/McKinna 5.0 hrs./185 days	10/07/2019
<u>Limited Term</u>		
Calupe, Leanne Q.	Child Nutrition Worker (substitute)	09/26/2019

Coria, Crystal Q.	Paraeducator (substitute)	09/18/2019
Cruz, Camille A.	Paraeducator (substitute)	09/17/2019
Duarte, Andrea	Campus Assistant (substitute)	10/01/2019
Herrera, Laura	Clerical (substitute)	09/26/2019
Jones, Valeria E.	Clerical (substitute)	10/01/2019
Lopez, Allyssa M.	Clerical (substitute)	10/01/2019
Manning, Betty J.	Clerical (substitute)	09/25/2019
Pacheco Perez, Brenda G.	Paraeducator (substitute)	09/10/2019
Ramos, Rosalina	Campus Assistant (substitute)	10/02/2019
Rodas, Brianna	Campus Assistant (substitute)	10/09/2019
Sanchez, Briana C.	Child Nutrition Worker (substitute)	09/30/2019

Exempt

Amador, Yolanda	AVID Tutor	10/02/2019
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Transfer

Acevedo Sanchez, Margarita	Campus Assistant, Position #6506	08/29/2019
	McAuliffe 4.0 hrs./180 days	
	Campus Assistant, Position #2976	10/01/19
	Driffill 2.83 hrs./180 days	

Lay off

Garcia, Martha V.	Family Liaison, Position #2431 Ed. Services 6.0 hrs./180 days	07/29/2019
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Retirement

Boyagian, Elena M.	Accountant/Internal Auditor, Position #1729	07/31/2002-02/01/2020
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Listed below are the 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. (Certificated)

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hires</u>		
Edwards, Danielle	Special Ed. Manager	October, 1 2019
Kasamis, Rosalind	Teacher	September 9, 2019
Mejia, Emmanuel	Counselor	October 15, 2019
Miller, Linda	Teacher, RSP	October 7, 2019
Park, Faith	Speech Language Pathologist	October 15, 2019
Lopez, Mairely	Substitute Teacher	2019/2020 School Year
Serros, Brian	Substitute Teacher	2019/2020 School Year

Intervention Services Provider
(less than 20 hours per week not
to exceed 75% or 135 days a
year)

Arevalo, Dayna	Harrington	October 7, 2019
Avalos, Valentina	Chavez	October 1, 2019
Colton, Ilene	Sierra Linda	October 7, 2019
Harward, Jamie	Sierra Linda	October 7, 2019
Varav, Sally	Ritchen	October 26, 2019

C APPROVAL OF AGREEMENTS

C.8 Approved Amendment #1 to Agreement #19-14 with the Center for Teaching for Biliteracy. Amount not to exceed \$3,000.00, to be paid with Title 1 funds. Original agreement was for the amount of \$97,100.00. Amendment #1 brings the total agreement amount for the 2019-20 school year to \$100,100.00. (Approval of Amendment #1 to Agreement #19-14 – Center for Teaching for Biliteracy)

C.9 Approved Amendment #1 to Agreement #19-34 with Therapy Travelers. Amount not to exceed \$650,000.00, to be paid with Special Education funds. Original agreement amount \$580,000.00. Amendment # 1, in the amount of \$650,000.00, will increase the number of supplemental staff hired to fill current vacancies, for a new total agreement amount of \$1,230,000.00. (Approval of Amendment #1 to Agreement #19-34 - Therapy Travelers)

C.10 Approved Agreement #19-132 with Restorative Justice Resource Services. Fiscal amount not to exceed \$12,000.00, to be paid from Title II funds. (Approval of Agreement #19-132 – Restorative Justice Resource Services)

C.11 Approved Agreement #19-133 with Focus on the Masters. Fiscal amount not to exceed \$1,500.00, to be paid from Supplemental Concentration Grant funds. (Approval of Agreement #19-133 – Focus on the Masters)

C.12 Approved Agreement #19-137 with Prismatic Magic LLC. Fiscal amount not to exceed \$799.00, to be paid from Title 1 funds. (Approval of Agreement #19-137, Prismatic Magic LLC)

C.13 Approved Agreement/MOU #19-140 with the Ventura County Office of Education. Fiscal amount not to exceed \$15,525.00, to be paid from State Preschool funds. (Approval of Agreement/MOU #19-140 - Ventura County Office of Education)

C.14 Approved Agreement #19-143 with the Center for Good Food Purchasing Program. There is no fiscal impact. (Approval of Agreement/MOU #19-143 - Center for Good Food Purchasing)

Section C: RATIFICATION OF AGREEMENTS

C.15 Ratified Amendment #3 to Agreement/MOU #15-162 with the City of Oxnard. The completion of Lemonwood play field reconstruction is currently anticipated in December 2019. Both the City and the District have agreed to extend the term of the agreement to March 31, 2020. The approximate not-to exceed amount of \$600.00 will be funded from Master Construct and Implementation Funds. (Ratification of Amendment #3 to Agreement/MOU #15-162 - City of Oxnard, for Joint Use of Lemonwood Park)

C.16 Ratified Agreement #19-125 with Assistance League School, NPS. Fiscal amount not to exceed \$25,300.00, to be paid from Special Education funds. (Ratification of Agreement #19-125 - Assistance League, Non-Public School, NPS)

- C.17 Ratified Agreement #19-127 with Casa Pacifica School. Fiscal amount not to exceed \$96,166.75, to be paid from Special Education funds. (Ratification of Agreement #19-127 – Casa Pacifica School.)
- C.18 Ratified Agreement #19-128 with Casa Pacifica School. Fiscal amount not to exceed \$89,325.00, to be paid from Special Education funds. (Ratification of Agreement #19-128 – Casa Pacifica School)
- C.19 Ratified Agreement #19-129 with Casa Pacifica School. Fiscal amount not to exceed \$101,902.50, to be paid from Special Education funds. (Ratification of Agreement #19-129 – Casa Pacifica School)
- C.20 Ratified Agreement #19-130 with Casa Pacifica School. Fiscal amount not to exceed \$54,448.25, to be paid from Special Education funds. (Ratification of Agreement #19-130 – Casa Pacifica School)
- C.21 Ratified Agreement #19-131 with Casa Pacifica School. Fiscal amount not to exceed \$47,400.00, to be paid from Special Education funds. (Ratification of Agreement #19-131 – Casa Pacifica School)
- C.22 Ratified Agreement #19-134 with Cronin Assessment. Fiscal amount not to exceed \$30,000.00, to be paid from Special Education funds. (Ratification of Agreement #19-134 - Cronin Assessment)
- C.23 Ratified Memorandum of Agreement #19-135 with County of Ventura/Ventura County Behavioral Health. There is no fiscal impact. (Ratification of Memorandum of Agreement #19-135, County of Ventura/Ventura County Behavioral Health)
- C.24 Ratified Agreement #19-136 with Dial Security. Fiscal amount not to exceed \$119,326.53, to be paid from the General Fund. Agreement #19-136 is for year 4 for the period of 10/6/19 through 10/5/20, in the amount not to exceed \$119,326.53. (Ratification of Agreement #19-136 – Dial Security – Alarm Monitoring/Maintenance Services)
- C.25 Ratified WAL #8 for Master Agreement #13-124 with CTE. Fiscal amount not to exceed \$11,320.00, to be paid from Master Construct and Implementation Funds. (Ratification of Work Authorization Letter #8 to Construction Testing Engineering (CTE) Inc., to provide Geotechnical Observation & Testing Services at the Lemonwood ECDC Project)
- C.26 Ratified Change Order No. 011 for Master Agreement #17-117 with Bernards. Fiscal amount not to exceed \$15,724.00, to be paid from Master Construct and Implementation Funds. (Ratification of Change Order No. 011 to Construction Services Agreement #17-117 with

Bernards to adjust costs for the Marshall New Classroom Building Project)

C.27 Ratified Change Order No. 012 for Master Agreement #17-117 with Bernards. Fiscal amount not to exceed \$20,268.00, to be paid from Master Construct and Implementation Funds.

(Ratification of Change Order No. 012 to Construction Services Agreement #17-117 with Bernards to adjust costs for the Marshall New Classroom Building)

Section D: ACTION ITEMS

D.1 On Motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board approved the Board approved the Variable Term Service Waiver in Speech Language Pathology for Faith Park, as presented.

APPROVAL OF A VARIABLE TERM SERVICE WAIVER IN SPEECH LANGUAGE PATHOLOGY FOR 2019-20 FOR FAITH PARK (Motion # 19-53)

D.2 On Motion by Trustee Cordes, seconded by Trustee O’Leary, and carried on a roll call vote of 5-0, the Board adopted Board Resolution #19-13 in order to enable CalSTRS employees to purchase service credit on a pre-tax basis

ADOPTION OF RESOLUTION #19-13 – REDEPOSIT PAYROLL (Motion # 19-54)

F. BOARD POLICIES

F.1 On Motion by Trustee O’Leary, seconded by Trustee Madrigal Lopez, and carried on a roll call vote of 5-0, the Board adopted the following revised Board Policies, Administrative Regulations and Bylaws, as presented.

SECOND READING (Motion # 19-55)

AR 5113	Absences and Excuses	DeGenna
BP 5146	Married/Pregnancy/Parenting Students	DeGenna
AR 6173.2	Education of Children of Military Families	DeGenna
AR 6183	Home and Hospital Instruction	DeGenna

G. CONCLUSION

G.1 Mr. Karling Aguilera-Fort

SUPERINTENDENT ANNOUNCEMENTS

- Informed that for the past 2 weeks had attended the Student Speech Competition honoring Latino/Indigenous heroes. This year the 1st place was for a 7th grade student at Chavez; 2nd place was for a 6th grade student at Kamala. Both students chose Frida Kahlo as the inspiration for their speech. Next year in October Rio, Hueneme, Oxnard and Santa Paula Districts will compete.
- Reported that the previous week parents from Padres Juntos Promoviendo la Educación organized a conference. The parents organized the Conference entirely on their own and invited parents, district administrators and personnel.
- Reported that on Wednesday, that same week the second PAC meeting of the year took place. Parents worked in groups on the story of their names and the name of their oldest child. Mr. Aguilera-Fort indicated that developing the sense of community is very

important. Parents gave their input on what is working and what is not working at schools.

- Reported he attended the CABA conference on best practices for administrators of bilingual schools. Principals across the state attended. The Oxnard School District presented the Soria case.
- Reported that the previous Monday he held a meeting with the City of Oxnard team that included representatives from the Sheriff's Department, Police Department, SROs, and Engineers from the departments in the city in charge of traffic, traffic lights and street markings. Ms. Janet Penanhoat, Ms. Norma Magana, Ms. Letitia Austin and himself represented Oxnard School District. As a result, there were three commitments made. First, the City would complete a study of traffic across the city and school zones and during school hours. A representative from the City and another from the District will be leading the analyses to identify the needs for crossing guards, traffic lights etc. Second, a community meeting would be held on November 20th, the City manager and their staff and representatives of Oxnard School District would be present to share with the community the needs identified, and how they would be addressed. Third, identify how to share resources to keep students and families safe when going to schools.

Trustee Cordes

- Thanked Superintendent Aguilera-Fort for the meeting with the City of Oxnard.
- Reported she attended the CABA Conference and BEST training.

TRUSTEES
ANNOUNCEMENTS

Trustee Vega

- Expressed he is looking forward to his visit to Kamala and Soria the following Friday.
- Thanked Haydock for the invitation to Día de los Muertos. Expressed, that unfortunately, he would not be able to attend due to the Special Board Meeting.

Trustee O'Leary

- Expressed he was wearing red for Red Ribbon week. He remembered Enrique Camarena who lost his life in trying to help decrease drugs use in USA.
- Thanked Superintendent Aguilera-Fort for meeting with the City. Expressed he was looking forward to the diligence of the City and the District.

Trustee Madrigal Lopez

- Thanked Superintended Aguilera-Fort for the meeting with the City.

President Robles-Solis

- Congratulated and thanked the parents at Padres Juntos Promoviendo la Educación for their work informing and maintaining informed parents.
- Thanked Soria for the visit.

G.3 ADJOURNMENT

ADJOURNMENT

There being no further business, on motion by Trustee Madrigal Lopez, seconded by Trustee Cordes and carried on a roll call vote of 5-0, President Robles-Solis adjourned the meeting at 10:20 p.m.

Respectfully Submitted,

Mr. Karling Aguilera-Fort
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 October 23, 2019, on motion by 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

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 13, 2019

Agenda Section: Section F: Board Policies, First Reading

Board Policies, Regulations and Bylaws

No Board policies will be approved at this meeting.

FISCAL IMPACT:

N/A

RECOMMENDATION:

No Board policies will be approved at this meeting.

ADDITIONAL MATERIALS:

Attached: