

Regular Governing Board Meeting AGENDA
Thursday, May 18, 2017, 4:00 PM

Lee Pontes ♦ Julie Russell ♦ Maria Simon ♦ Lou Smith ♦ Esther Valdes	
Student Board Representative: Owen Schafer	
Superintendent/Secretary: Karl Mueller	Recording Secretary: Kami McElligott

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Time Warner Cable, Channel 19, and also on the internet at www.coronadotv.me

1.0 CALL TO ORDER

2.0 OPEN SESSION

Speaker Cards will be accepted by the President via the Recording Secretary at this time. Speaker Cards will be accepted prior to the start of that item you wish to address. Once an item begins Speaker Cards will not be accepted.

- 2.1 Pledge to the American Flag
- 2.2 Approval of the Agenda: Any Changes to the agenda must be made at this time
- 2.3 Recognize Michelle Luellen, Education Program Manager with City of Coronado and the Bike Rodeo
- 2.4 Meet the Masters, Village Elementary School Art Exhibition: Presented by Cyndi Fuhrmann and students: Kaia Fuhrmann, Isabelle Herr and Veronica Brickhaus
- 2.5 Coronado Schools Foundation Chief Executive Officer Patty Cowan will Present the CSF Annual Report
- 2.6 SAFE Executive Director Georgia Ferrell will Present the SAFE Annual Report
- 2.7 ACT Presentation - Jennifer Landry
- 2.8 Board Recognition Congratulating Chris Preciado, Silver Strand Elementary School; Libbey Riddle, Village Elementary School; Julia Eversheim, Coronado Middle School and Jynn Hanson-Rowe, Coronado High School who have been selected as 2016-17 Teachers of the Year
- 2.9 Board Member Comments
- 2.10 Superintendent's Comments

3.0 COMMENTS FROM THE AUDIENCE

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three minutes. Total public input on any one subject will be limited to twenty minutes, and may be extended at the discretion of the Board President. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion if there are three speaker cards or less per topic. If there are more than three speaker cards per topic, then the comments from the audience may be held until the end of the agenda.
--

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items will be approved as written as part of the consolidated motion. Items held for discussion will be acted upon individually after all other agenda items have been considered. Any member of the audience who wishes to speak to an agenda item should complete a yellow card and present it to the Recording Secretary before approval of the Consent Calendar .
--

- 4.1 Approve the Special Meeting Minutes of April 3, and 7, and the Regular Meeting Minutes of

April 13, 2017

- 4.2 Approve the Personnel Register
- 4.3 Approve New Job Descriptions for Director of Learning and Grade Level Department Chair
- 4.4 Approve/Ratify Purchase Orders and Warrants
- 4.5 Approve/Ratify Contracts for Services
- 4.6 Adopt Annual Board Resolution Regarding Business Operations
- 4.7 Adopt Governing Board Resolution to approve amendments to the contract with Stanley Convergent without competitive bidding
- 4.8 Adopt Governing Board Resolution for Emergency Waiver – Silver Strand Elementary School Water Line Rupture
- 4.9 Adopt Governing Board Resolution for Emergency Waiver – Silver Strand Elementary School Sewer Line Break
- 4.10 Award Troxel Communications, Inc. Piggyback Bid
- 4.11 Award Dave Bang Associates, Inc. Piggyback Bid
- 4.12 Designate Jennifer Moore, CHS Principal, as School League Representative to California Interscholastic Federation San Diego Section (CIFSD) for the 2017-2018 School Year
- 4.13 Approve 2017-2018 Outdoor Education Contract
- 4.14 Approve/Ratify Out of State Conference

5.0 ACTION ITEMS

- 5.1 Approval of the Coronado Unified School District 2016-2017 School Site Local Control Accountability Plans
- 5.2 Approve the Annual Declaration of Need for Highly Qualified Educators for the 2017-2018 School Year
- 5.3 Adoption of 2016 CA History Social Science Framework

6.0 REPORTS

- 6.1 Update on CASLE, Committee to Analyze the Student Learning Environments (Oral, 15 minutes)
- 6.2 Learning Report: 1) LCAP Update and 2) Physical Education Instruction and Assessment Update
- 6.3 CUSD Technology Report
- 6.4 Assistant Superintendent Report

7.0 FIRST READING

- 7.1 Adoption of New Secondary Advanced Placement (AP) Statistics Instructional Materials for Coronado High School

8.0 ORGANIZATIONAL BUSINESS

- 8.1 Proposed List of Agenda Items for Future Board Meetings
- 8.2 Upcoming Meetings
 - Regular Board Meeting, June 8, 2017
 - Regular Board Meeting, June 22, 2017
 - Regular Board Meeting, August 17, 2017
 - Regular Board Meeting, September 14, 2017
 - Regular Board Meeting, October 19, 2017

- Regular Board Meeting, November 16, 2017
- Regular/Organizational Board Meeting, December 14, 2017

9.0 CONVENE TO CLOSED SESSION

- 9.1 Termination Hearing
- 9.2 Conference with Legal Counsel, Anticipated and /or Pending Litigation, Government Code Section 54956.9
- 9.3 Public Employee Releases/Resignations/Discipline/Dismissals/Reassignments/Non-Reelections (Government Code Section 54957)
- 9.4 Superintendent's Public Employee Performance Evaluation, Government Code 54957 and Board Policy 2140

10.0 RECONVENE TO OPEN SESSION

- 10.1 Reconvene to Open session and report out

11.0 ADJOURN

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligot, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

AGENDA - May 18, 2017

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATIONS

4.1 Approve the Special Meeting Minutes of April 3, and 7, and the Regular Meeting Minutes of April 13, 2017 (Action)

Background Information:

Presented for Board Approval:

- April 3, 2017, Special Meeting Minutes
- April 7, 2017, Special Meeting Minutes
- April 13, 2017, Regular Meeting Minutes

Superintendent's Recommendation:

That the Board approve the attached minutes with any necessary modifications.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣ SBM April 3, 2017	5/10/2017	Cover Memo	04-03-17_SBM_Minutes_-_DRAFT.pdf
▣ SBM April 7, 2017	5/10/2017	Cover Memo	04-07-17_SBM_Minutes_-_DRAFT.pdf
▣ RBM April 13, 2017	5/10/2017	Cover Memo	04-13-17_RBM_Min_Draft_-_DRAFT.pdf

**Special Governing Board Meeting MINUTES
Monday, April 3, 2017, 9:00 AM**

Lee Pontes ♦ Julie Russell ♦ Maria Simon ♦ Lou Smith ♦ Esther Valdes
Student Board Representative: Owen Schafer
Superintendent/Secretary: Karl Mueller Recording Secretary: Kami McElligott

1.0 CALL TO ORDER

President Simon called the meeting to order at 9:00 AM at Coronado Unified School District, 201 Sixth Street, Coronado, CA

Roll Call

The following Board Members were present: Maria Simon, Lou Smith, Julie Russell and Esther Valdes. Also present were Superintendent Karl Mueller, and Assistant Superintendent Rita Beyers.

2.0 OPEN SESSION

Speaker Cards will be accepted by the President via the Recording Secretary at this time. Speaker Cards will be accepted prior to the start of that item you wish to address. Once an item begins Speaker Cards will not be accepted.

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any Changes to the agenda must be made at this time

Motion to Approve by Lou Smith, Seconded by Esther Valdes and motion Passed.

3.0 COMMENTS FROM THE AUDIENCE

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three minutes. Total public input on any one subject will be limited to twenty minutes, and may be extended at the discretion of the Board President. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion if there are three speaker cards or less per topic. If there are more than three speaker cards per topic, then the comments from the audience may be held until the end of the agenda.

There were no comments

4.0 CONVENE TO CLOSED SESSION

The Board convened to Closed Session at 9:01 AM

4.1 Conference with Legal Counsel, Anticipated and /or Pending Litigation, Government Code Section 54956.9 (one case)

5.0 RECONVENE TO OPEN SESSION

5.1 Reconvene to Open session and report out

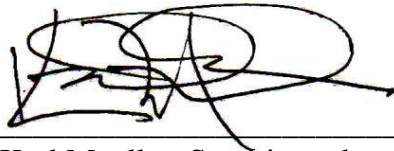
The Board reconvened to Open Session at 9:52 AM and reported no action was taken in Closed Session.

6.0 ADJOURN

The meeting adjourned at 9:52 AM.

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance

with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

A handwritten signature in black ink, appearing to read 'Karl Mueller', written over a horizontal line.

Karl Mueller, Superintendent

DRAFT

**Special Governing Board Meeting MINUTES
Friday, April 7, 2017, 3:00 PM**

Lee Pontes ♦ Julie Russell ♦ Maria Simon ♦ Lou Smith ♦ Esther Valdes
Student Board Representative: Owen Schafer
Superintendent/Secretary: Karl Mueller Recording Secretary: Kami McElligott

1.0 CALL TO ORDER

President Simon called the meeting to order at 3:00 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA

Roll Call

The following Board Members were present: Maria Simon, Lou Smith, Lee Pontes and Julie Russell. Also present were Superintendent Karl Mueller, and Assistant Superintendent Rita Beyers.

2.0 OPEN SESSION

Speaker Cards will be accepted by the President via the Recording Secretary at this time. Speaker Cards will be accepted prior to the start of that item you wish to address. Once an item begins Speaker Cards will not be accepted.

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any Changes to the agenda must be made at this time

Motion to Approve by Lou Smith, Seconded by Lee Pontes and motion Passed.

3.0 COMMENTS FROM THE AUDIENCE

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three minutes. Total public input on any one subject will be limited to twenty minutes, and may be extended at the discretion of the Board President. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion if there are three speaker cards or less per topic. If there are more than three speaker cards per topic, then the comments from the audience may be held until the end of the agenda.

There were no comments

4.0 REPORTS

4.1 Board Budget Workshop

5.0 CONVENE TO CLOSED SESSION

The Board convened to Closed Session at 4:35 PM

5.1 Conference with Legal Counsel, Anticipated and/or Pending Litigation, Government Code Section 54956.9 (one case)

6.0 RECONVENE TO OPEN SESSION

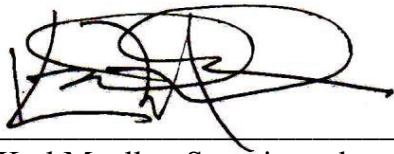
6.1 Report out any action taken

The Board reconvened to Open Session at 4:57 PM and reported no action was taken in Closed Session.

7.0 ADJOURN

The meeting adjourned at 4:57 PM.

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligott, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

A handwritten signature in black ink, appearing to read 'Karl Mueller', written over a horizontal line.

Karl Mueller, Superintendent

DRAFT

Regular Governing Board Meeting MINUTES
Thursday, April 13, 2017, 4:00 PM

Lee Pontes ♦ Julie Russell ♦ Maria Simon ♦ Lou Smith ♦ Esther Valdes	
Student Board Representative: Owen Schafer	
Superintendent/Secretary: Karl Mueller	Recording Secretary: Kami McElligott

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Time Warner Cable, Channel 19, and also on the internet at www.coronadotv.me

1.0 CALL TO ORDER

President Simon called the meeting to order at 4:00 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA

Roll Call

The following Board Members were present: Maria Simon, Lou Smith, Lee Pontes, Julie Russell and Esther Valdes. Also present were Superintendent Karl Mueller, Assistant Superintendent Rita Beyers and Student Board Representative Owen Schafer.

2.0 OPEN SESSION

Speaker Cards will be accepted by the President via the Recording Secretary at this time. Speaker Cards will be accepted prior to the start of that item you wish to address. Once an item begins Speaker Cards will not be accepted.

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any Changes to the agenda must be made at this time

Item 7.0 was pulled from the Agenda

Motion: Smith

Second: Pontes

Vote: 5-0

#60

2.3 Board Recognition to Classified Employees of the Year 2017: Pam Maskevich, Village Elementary School; Meteline Miranda, Silver Strand Elementary School; Barbara Jones, Coronado Middle School; Karen Hayden, Coronado High School; Debra Rodgers, Learning Department and John Coolidge, Maintenance, Operations Classified Employee of the Year

Board Recognition: The Board recognized the Classified Employees of the Year 2017: Pam Maskevich, Village Elementary School; Meteline Miranda, Silver Strand Elementary School; Barbara Jones, Coronado Middle School; Karen Hayden, Coronado High School; Debra Rodgers, Learning Department and John Coolidge, Maintenance & Operations, who was the CUSD Classified Employee of the Year.

2.4 ACT Presentation - Jennifer Landry

CHS Site Representative, Karoly Tippetts presented the ACT Presentation. Tippetts updated the Board on ACT activities and thanked the Board for approving the salary increase, their work with CASLE and participating in ACT events.

2.5 Board Member Comments

The Board Members gave an update on their site visits and activities for the month. Student Board Representative, Owen Schafer updated the Board on ASB activities. He also

informed the Board that Micah Grim would be replacing him for the 17/18 school year.

2.6 Superintendent's Comments

Superintendent Mueller updated the Board on his activities of the District.

3.0 COMMENTS FROM THE AUDIENCE

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three minutes. Total public input on any one subject will be limited to twenty minutes, and may be extended at the discretion of the Board President. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion if there are three speaker cards or less per topic. If there are more than three speaker cards per topic, then the comments from the audience may be held until the end of the agenda.

- Cindy Fuhman invited the Board to attend the Village Elementary Art Exhibition on May 11th and Meet the Masters on May 13th
- Harold Myers was concerned with contribution limits for Board Members

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items will be approved as written as part of the consolidated motion. Items held for discussion will be acted upon individually after all other agenda items have been considered. Any member of the audience who wishes to speak to an agenda item should **complete a yellow card** and present it to the Recording Secretary **before approval of the Consent Calendar**.

Motion: Pontes

Second: Smith

Vote: 5-0

#61

- 4.1 Accept Donation to the Coronado Unified School District
- 4.2 Approve the Board Meeting Minutes of February 16, February 27 and March 2, 2017
- 4.3 Approve the Personnel Register
- 4.4 Approve New Job Description for Teachers
- 4.5 Approve/Ratify Purchase Orders and Warrants
- 4.6 Adopt Annual Board Resolution Regarding Business Operations
- 4.7 Approval of the augmentation of \$10,000 for the Arts, Media, and Entertainment Industry Sector Leadership Project \$85,000 Contract, for a total of \$95K, as Authorized by the Carl D. Perkins Career and Technical Educational Improvement Act of 2006 to be Implemented as of September 15, 2016-June 30, 2017 [Subject to Approval of the California General Services Administration]
- 4.8 Approve/Ratify Out of State Conference
- 4.9 Accept Uniform Complaint Quarterly Report

5.0 ACTION ITEMS

- 5.1 Adopt Resolution Implementing Certificated Layoff: Terminating Services of Particular Certificated Employees As A Result of Discontinuances and Reductions of Particular Kinds of Certificated Services; Providing Direction to Issue Notifications to Employees Whose Services are Terminated; and Related Actions

Motion: Smith

Second: Valdes

Vote: 5-0

#62

6.0 REPORTS

- 6.1 Learning Report: 1) CUSD Preschool Annual Report and 2) Online Learning/SOLO Report from Coronado High School

Director of Preschool & Child Care Services, Kathy Mathis Presented the CUSD Preschool Annual Report.

Assistant Principal, Mariam Tullgren Presented the Online Learning/SOLO Report from Coronado High School.

- 6.2 Student Services Report: 1) Special Education current demographics and forecasts for SY 2017-18. 2) Update of Co-teaching at Village Elementary

Director of Student Services, Niamh Foley Presented the Student Services Report.

7.0 PUBLIC HEARING

8.0 ORGANIZATIONAL BUSINESS

- 8.1 Proposed List of Agenda Items for Future Board Meetings

- 8.2 Upcoming Meetings

- Special Board Meeting, May 18, 2017
- Special Board Meeting, June 8, 2017
- Regular Board Meeting, June 22, 2017
- Regular Board Meeting, August 17, 2017
- Regular Board Meeting, September 14, 2017
- Regular Board Meeting, October 19, 2017
- Regular Board Meeting, November 16, 2017

9.0 CLOSED SESSION-BOTTOM

The Board convened to Closed Session at 6:09 PM

- 9.1 Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146

- 9.2 Consideration of Student Expulsion (Ed. Code 48918(c)) #47004171

- 9.3 Conference with Legal Counsel, Anticipated and /or Pending Litigation, Government Code Section 54956.9

- 9.4 Public Employee Releases/Resignations/Discipline/Dismissals/Reassignments/Non-Reelections (Government Code Section 54957)

10.0 RECONVENE TO OPEN SESSION

10.1 Report out any action taken

The Board reconvened to Open Session at 7:XXX PM and reported the following actions:

Motion: Smith Second: Valdes Vote: 5-0, to approve the Student Settlement Agreement #63

The Board gave direction to Superintendent Mueller to pursue lobbying efforts.

11.0 ADJOURN

The meeting adjourned at 7:XX PM

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Kami McElligot, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.



Karl Mueller, Superintendent

AGENDA - May 18, 2017

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.2 Approve the Personnel Register (Action)

Background Information:

Attached is a report of the personnel actions processed by the Human Resource Department including hires, changes in assignment, resignations and retirements.

For inquiries regarding this Board Item, please contact Assistant Superintendent, Rita Beyers at 619-522-8900, ext. 1010 or via email at rita.beyers@coronadousd.net.

Superintendent's Recommendation:

Subject to passage of a pre-placement physical and all pre-placement processing on all new hires, the Superintendent recommends Board approval of the Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□	May 2017 Personnel Register	5/10/2017	Cover Memo	May_2017_personnel_register.pdf

ADMINISTRATIVE PERSONNEL REGISTER

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Megan Battle	Director of Curriculum	Admin Annual Salary Schedule, Step 8 \$133,133	8/01/17

CERTIFICATED PERSONNEL REGISTER

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Morgan Hamm	Temp Adult Ed Instructor	Hourly	6/20/17-7/27/17
Gina Mirtallo	Temp Teacher - Crown Preschool 1.0 FTE	Range 1, Step 1	5/01/17-6/16/17

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
James McCulloch	½ Stipend extended day for Senior Awards (1 unit)	Personal	4/25/17

CLASSIFIED PERSONNEL REGISTER

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Almaz Abbay	Temp IA – Beh/ Health Care Crown .4437 FTE	Range 7, Step 1	4/25/2016-5/05/17
Almaz Abbay	IA- Beh/Health Care Crown .4375 FTE	Range 7, Step 1	4/25/16
Jennifer Barker	Campus Supervisor	Range 3, Step 1	4/06/17
Rebecca Chung	Adult Ed Instructor	Hourly	4/26/17
Pamela McCarty	Temp Instructional Asst CHS .3625 FTE	Range 4, Step 1	4/24/17-6/15/17
Karl Mulvehill	Lifeguard	Hourly	4/20/17
Diana Ortiz	Adult Ed Instructor	Hourly	4/07/17
Isabel Patterson	Temp Instructional Asst Strand .7188 FTE	Range 4, Step 1	5/01/17-6/15/17
Roberta Roy	Temp Instructional Asst. Strand .4688 FTE	Range 4, Step 1	4/07/17 – 6/15/17
Jose Suarez	Custodian 1.0 FTE	Range 6, Step 1	5/08/17

APPROVE INCREASE IN FTE

Name	Position	Salary	Effective Date
Laura Orozco	Health Technician – increase from .75 FTE to .80 FTE	Range 8, Step 8	4/05/17

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Brandy Church	Instructional Asst – Preschool	Personal	6/15/17
Mario Costantino	Grounds Maintenance Worker	Retirement	5/06/17
Phillip “Morgan” Cummins	Instructional Assistant	Personal	6/16/17
Christina McNamara	Temp Instructional Asst	Personal	4/18/17
Cynthia Reducindo	CNS Worker	Personal	4/18/17

APPROVE LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Gina Mirtallo	Instructional Asst – Child Care I	Temp Teacher Assignment	5/01/17-6/16/17

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.3 Approve New Job Descriptions for Director of Learning and Grade Level Department Chair
(Action)

Background Information:

Job description for the following positions have been created: Director of Learning and Grade Level Department Chair.

Reports:

District staff defined the job tasks and responsibilities for this position. A search of job descriptions from other districts provided models for writing these job descriptions.

The attached job description are presented for approval.

Financial Impact:

None for approval of the attached job description. Financial Impact will be determined upon the hiring of this position.

Superintendent's Recommendation:

That the Board approve new job descriptions for Director of Learning and Grade Level Department Chair

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□ Director of Curriculum Job Description	5/4/2017	Cover Memo	Director_of_Curriculum_and_Instruction_3.17.pdf
□ Dist Dept Grade Level Rep	5/10/2017	Cover Memo	District_Dept_Gr_Lev_Rep.pdf



**CLASS TITLE: DIRECTOR OF LEARNING
(CURRICULUM AND INSTRUCTION)
CERTIFICATED MANAGEMENT**

BASIC FUNCTION:

Under the general direction of the Superintendent, directs, plans, develops, evaluates, and coordinates the curriculum, assessment, educational technology, and instruction in support of student learning. The Director assures compliance with local, State, and Federal regulations; manages instructional grants; provides support to site administrators and staff in all curriculum, assessment, and instructional initiatives, preschool through adult education.

DISTINGUISHING CHARACTERISTICS:

Serves as: The District's Strategic Planning and Local Control and Accountability Plan (LCAP); Curriculum and Instruction Director; Assessment Director; Federal and State Programs Director; Bilingual Programs Director; and Department of Defense Grants Administrator. Job responsibilities are not limited to the following examples of duties and functions.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plans, develops, implements and evaluates the curriculum and instruction of all preschool -adult programs; assesses achievement, analyses and reports data; assures federal, state, and local compliance of the entire educational program;

Ensures that instruction is based on local, state, and federal requirements, District and Site Strategic Plans, the Local Control Accountability Plan (LCAP), and Department of Defense grants;

Provides leadership in the ongoing development and implementation of District preschool through adult education curriculum and instruction.

Provides leadership in the development and implementation of educational technology services for students and staff;

Directs, develops, and monitors all budgets for curriculum and instruction including federal, state, and Department of Defense grants; analyzes and reviews budget and financial data; controls and authorizes expenditures in accordance with established policies;

Chairs, conducts, and supervises various committees, leadership teams, and ad hoc groups for the purpose of supporting and implementing curriculum and instruction that supports student learning;

Provides leadership in professional development and the implementation of Personalized Education Plans for students and staff.

Monitors and supports academic programs to ensure the academic needs of all students are met, including English Learners, students with disabilities, low income/foster youth/homeless, military-connected students, and other identified subgroups;



**CLASS TITLE: DIRECTOR OF LEARNING
(CURRICULUM AND INSTRUCTION)
CERTIFICATED MANAGEMENT**

Ensures implementation of adopted State Standards and Frameworks for all content areas, including Preschool Foundations, CCSS, and NGSS;

Oversees textbook and instructional materials inventory and orders. Facilitates district-wide adoptions of textbooks and ancillary materials;

Selects, assigns, trains, supervises, and evaluates performance of assigned certificated and classified staff, including teacher(s) on special assignment;

Manages administration of all state and local assessments, including: Desired Results Developmental Profile (DRDP); California English Language Development Test and English Language Proficiency Assessments for CA (ELPAC); Smarter Balanced Assessment; CA Physical Fitness Test (PFT); California Science Test (CAST); California Alternate Assessment (CAA); Measures of Academic Progress (MAP).

Manages data system to analyze data and evaluate effectiveness of instructional programs;

Communicates with district administrators, other agencies and organizations, and state and county administrators to coordinate activities and programs, resolve issues and conflicts, and exchange information;

Develops and/or coordinates, with the Student Services Department, the alignment and articulation of a planned curriculum for extended school year;

Provides leadership in the review of and response to existing and pending legislation related to curriculum and instruction guidelines and district policies;

Plans, organizes, and implements long and short-term projects to enhance curriculum and instruction programs and services to pupils;

Directs the preparation and maintenance of a variety of statistical and narrative reports, records and files for curriculum and instruction to ensure reporting requirements are met for federal and state agencies, district officials and the Governing Board;

Plans and coordinates continuing staff training in curriculum and instruction laws and regulations, compliance issues, corrective actions, program development and related functions;

Serves as the resource for current research and trends related to curriculum and instruction, and responds to staff, parent, community, and media questions on issues related to curriculum and instruction;

Coordinates development of training materials, manuals, information bulletins and other materials; directs the preparation of funding applications for new and existing grants and other funding sources and for reimbursement requests ensuring compliance with funding requirements as appropriate.



**CLASS TITLE: DIRECTOR OF LEARNING
(CURRICULUM AND INSTRUCTION)
CERTIFICATED MANAGEMENT**

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Current techniques and procedures used in the design and development of curriculum;
Effective instructional strategies and methodologies
Current literature, trends and developments in the areas of curriculum and instruction;
Applicable State and Federal laws, codes, regulations, policies and procedures related to serving students such as English Learners, students with disabilities, low income/foster youth/homeless, military-connected students, and other identified subgroups;
Effective management of grants
State-of-the-art theories, techniques and methodologies of instruction and school operation;
Budget preparation and control;
Oral and written communication skills;
Principles and practices of administration, supervision and training;
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Plan, organize and administer assigned programs for the district;
Train and evaluate the performance of assigned staff;
Review existing and pending legislation related to procedural guidelines for the district's curriculum and instruction and provide recommendations;
Maintain current knowledge of applicable federal, State and district laws, rules and regulations;
Analyze situations accurately and adopt an effective course of action;
Plan and organize work to meet schedules and time lines;
Work independently with little direction;
Prepare comprehensive narrative and statistical reports;
Direct the development and maintenance of a variety of reports and files;
Communicate effectively both orally and in writing;
Interpret, apply and explain rules, regulations, policies and procedures;
Establish and maintain cooperative and effective working relationships with others;
Operate a computer and assigned software.

EDUCATION AND EXPERIENCE:

Master's degree
Seven years of teaching experience;
School administrative experience is desirable;
Advanced training and related experience in curriculum and instruction;
Training and related experience in the areas of curriculum and instruction.

LICENSES AND OTHER REQUIREMENTS:

Valid K-12 California Credential(s);

Board Approved: TBD

Salary Range: Administrative



**CLASS TITLE: DIRECTOR OF LEARNING
(CURRICULUM AND INSTRUCTION)
CERTIFICATED MANAGEMENT**

Valid Administrative Services credential;
Valid California Driver's License and access to private transportation.

WORKING CONDITIONS:

ENVIRONMENT:

The job is performed under minimal temperature variations with frequent interruptions and a general hazard free environment, including classroom environment, office environment, outside and community locations.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information (in person and on the telephone);
Communicate so others will clearly understand normal conversations and group presentations;
Seeing to read and write reports;
Sitting, standing or circulating for extended periods of time;
Dexterity of hands and fingers to operate a computer keyboard and other office equipment;
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to (retrieve and store files and supplies);
Lifting light objects and ability to lift/carry/push/pull up to 25 lbs. on a regular basis and up to 40 lbs. occasionally.



**CLASS TITLE: DISTRICT
DEPARTMENT/GRADE LEVEL REPRESENTATIVE
CERTIFICATED**

BASIC FUNCTION:

Under the direction of the Director of Learning (Curriculum and Instruction) and site administration, the District Department/Grade Level Representative provides instructional leadership and enhances articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that most appropriately meet the needs of students. To accomplish these initiatives, the District Department/Grade Level Representative implements efficient and effective systems of communication, provides professional development, and analyzes and shares data.

DISTINGUISHING CHARACTERISTICS:

The primary function of the District Department/Grade Level Representative is to provide instructional leadership for the department/grade level. The position's priorities are: communicate district and site information to support district-wide implementation and vertical alignment of the department/grade level curriculum; promote consistent delivery of instruction across district departments/grade levels; share and analyze data pertinent to student achievement; and provide professional development in sound instructional practices and use of data to inform instruction. This job is distinguished from site department/grade level chairs as the District Department/Grade Level Representative supports District-wide initiatives in the areas of curriculum and instruction. Job responsibilities are not limited to the following examples of duties and functions.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Supports and plans for District-wide implementation and vertical alignment of the department/grade level curriculum;

Schedules and organizes District departmental/grade level meetings to effect horizontal and vertical articulation of the instructional programs;

Shares with colleagues current research in such areas as curriculum development and pedagogical innovations;

Recommends teacher attendance at conferences, workshops and meetings designed for continued professional development;

Trains and assists teachers to use assessment data and diagnostic techniques to effectively drive instruction;

Supports schools' testing coordinator with State and Local testing as needed;

Provides leadership for new text adoptions, and recommends supplementary materials in assigned grade level/department;

Assists with textbook and equipment inventory as needed;

Recommends pilot or experimental programs for consideration;



**CLASS TITLE: DISTRICT
DEPARTMENT/GRADE LEVEL REPRESENTATIVE
CERTIFICATED**

Recommends and/or provides in-service training programs for District department/grade level as needed.

Attends or facilitates programs as a District representative of the department/grade level;

Attends, as requested or required, department/grade level meetings called by site or district administration, as a District representative.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Current techniques and procedures used in the design and development of curriculum;
Effective instructional strategies and methodologies
Current literature, trends and developments in the areas of curriculum and instruction;
Oral and written communication skills;
Professional development strategies and techniques;
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Plan and organize for assigned department/grade level;
Support and train professional colleagues;
Communicate effectively, both orally and in writing, with a variety of stakeholders
Analyze and share data
Read a variety of materials
Exchange information and make presentations
Work effectively and flexibly in a variety of environments
Plan and organize work to meet schedules and time lines;
Work independently with guidance;
Prepare comprehensive narrative and statistical reports and other materials;
Interpret, apply and explain rules, regulations, policies and procedures;
Establish and maintain cooperative and effective working relationships with others;
Use a computer and other technology-based equipment

EDUCATION AND EXPERIENCE:

Credential Requirements

Valid K-12 California Credential(s);
Five years of teaching experience, at least one year in Coronado Unified School District;
Training and related experience in content area/grade level curriculum and instruction preferred;
Training and related experience in professional development preferred.



**CLASS TITLE: DISTRICT
DEPARTMENT/GRADE LEVEL REPRESENTATIVE
CERTIFICATED**

WORKING CONDITIONS:

ENVIRONMENT:

The job is performed under minimal temperature variations with frequent interruptions and a general hazard free environment, including classroom environment, office environment, outside and community locations.

PHYSICAL DEMANDS:

Sitting or standing for extended periods of time;
Variable hours
Physical agility and stamina
Lifting light objects weighing to 15 lbs. on a regular basis.

AGENDA - May 18, 2017

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.4 Approve/Ratify Purchase Orders and Warrants (Action)

Background Information:

A list of all purchase orders has been submitted to the Governing Board per Education Code 39657. Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment.

Reports:

Separate cover

Financial Impact:

Purchase Orders April 1, 2017 through April 30, 2017 \$353,818.83

Commercial Warrants April 1, 2017 through April 30, 2017 \$1,215,901.19

Superintendent's Recommendation:

That the Board approve/ratify the listed purchase orders and warrants.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣	Purchase Orders April-2017	5/15/2017	Cover Memo	Purchase_Orders_April_-_2017.pdf
▣	Warrants April - 2017	5/15/2017	Cover Memo	Warrants_April_-_2017.pdf

PO Board Report for April 2017

PO No.	PO Date	Supplier	Oper Unit	Total by Account	Item Description
0000005496	4/3/2017	NASCO MODESTO	010	610.94	Safety glasses for K-2 blue for Strand
0000005496	4/3/2017	NASCO MODESTO	010	1595.98	Safety glasses for K-2 for Village
0000005497	4/5/2017	OFFICE DEPOT	015	45.22	ITEM 172816 FILE FOLDERS 1/3 CUT LETTER SIZE MANILA
0000005498	4/5/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	202.03	Report Card envelopes for K-5 2017-2018
0000005499	4/5/2017	CECELIA MARSTON	100	207.61	REIMBURSEMENT FOR 2ND GRADE SUPPLIES
0000005500	4/5/2017	PRO-ED INC	810	86.20	11839 - TAPS-3 TEST BOOKLETS
0000005501	4/5/2017	NCS PEARSON INC	810	142.18	158978498 - WISC-V RECORD FORMS PKG. 25
0000005501	4/5/2017	NCS PEARSON INC	810	92.13	158978501 - WISC-V RESP BK 1 - CODING AND SYMBOL S
0000005501	4/5/2017	NCS PEARSON INC	810	151.50	158984846 - WIAT-III ENHANCED RECORD FORMS/RESPC
0000005501	4/5/2017	NCS PEARSON INC	810	88.36	30805 - BASC-3 TEACHER RATING SCALES ADOLESCENT
0000005501	4/5/2017	NCS PEARSON INC	810	662.66	31300 - "WRAML2 KIT"
0000005501	4/5/2017	NCS PEARSON INC	810	16.11	32432 - KTEA PROTOCOLS LEVEL 3 BOOKLET FORM A (G
0000005502	4/5/2017	OFFICE DEPOT	810	13.78	524272 BRENTON STUDIO™ WIRE INCLINE FILE, BLACK
0000005502	4/5/2017	OFFICE DEPOT	810	6.24	550648 SPARCO VINYL-COATED CLIPS
0000005502	4/5/2017	OFFICE DEPOT	810	207.95	727351 Black Original Toner Cartridge (C8061X)
0000005502	4/5/2017	OFFICE DEPOT	810	17.10	984560 CLOROX® DISINFECTING WIPES
0000005503	4/5/2017	UPLAND UNIFIED SCHOOL DISTRICT	015	745.00	CASBO CONFERENCE REGISTRATION FOR DONNIE SAL
0000005504	4/5/2017	PAM MASKEVICH	800	208.40	REIMBURSEMENT FOR Pam Maskevich
0000005505	4/5/2017	SCIENTIFIC LEARNING CORP	800	754.25	FAST FORWARD SUBSCRIPTION
0000005505	4/5/2017	SCIENTIFIC LEARNING CORP	800	754.25	READING ASSISTANT SUBSCRIPTION
0000005506	4/5/2017	OFFICE DEPOT	100	183.16	REALSPACE MFTC 200 MULTIFUNCTION ERGONOMIC SU
0000005507	4/7/2017	ALISON KEEHAN		4970.20	REISSUE MARCH 2017 PAYROLL THROUGH COMMERCIA
0000005508	4/7/2017	SUPERINTENDENT OF SCHOOLS SDCOE	810	35.00	ALICIA BEGAN CONFERENCE ATTENDANCE; APRIL 26/27
0000005509	4/7/2017	ACADEMIC THERAPY PUBLICATIONS, INC.	810	199.34	TVPS-4 TEST KIT: MANNUAL, TEST PLATES, FORMS
0000005510	4/7/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	60.00	Advanced Tasks & Talk Gr K-5
0000005511	4/7/2017	HERITAGE TOURS OF SAN DIEGO	100	1064.00	3RD GRADE FIELD TRIP TO OLD TOWN WITH HERITAGE
0000005511	4/7/2017	HERITAGE TOURS OF SAN DIEGO	100	36.00	CHAPERONE WALKING TOUR TICKETS
0000005512	4/7/2017	SIERRA SCHOOL EQUIPMENT CO	400	426.69	MODEL KI LEARN2 NO. L2STP/NA/SAR/PW/SX/NRF/NPD/B
0000005513	4/7/2017	DIANE MANDLE	600	500.00	TIBETAN BOWL AND GONG CONCERT/PROGRAMDATES:
0000005515	4/7/2017	TKBM CONSTRUCTION, INC.	070	4271.00	SILVER STRAND PROJECT FOR CONCRETE SIDEWALK R
0000005516	4/7/2017	JOAQUIN S AGANZA	800	600.00	CONSULTATION ON ASSESSMENT FOR SPECIAL ED STUI
0000005517	4/7/2017	RHONDA GEARHART	800	211.61	RHONDA GEARHART - REIMBURSEMENT FOR PARAEDU
0000005518	4/7/2017	DANNA KOZLIK	800	215.89	DANNA KOZLIK - REIMBURSEMENT FOR CONF ATTENDA
0000005519	4/7/2017	SOUTH BAY UNION	100	655.50	BUSES FOR OLD TOWN HERITAGE FIELD TRIP FOR 3RD
0000005521	4/7/2017	READYREFRESH BY NESTLE	400	136.86	READYFRESH OPEN PO 4268 BALANCE DUE FOR REMAI
0000005522	4/7/2017	SUE HOWE	010	490.28	REIMBURSE SUSAN HOWE LODGING AND MEALS FOR C
0000005523	4/7/2017	RYAN KELLER	010	440.62	REIMBURSE RYAN KELLER MEALS AND LODGING FOR C

0000005524	4/10/2017	THE MARKERBOARD PEOPLE	100	1783.26	11 X 16 RULERBOARD DOUBLE SIDED COMBO WITH BOA
0000005525	4/10/2017	THE TOY NETWORK	100	6.90	AMOEB A PUTTY #SK-AMOPU
0000005525	4/10/2017	THE TOY NETWORK	100	9.70	COLLECTIBLE DUCK KEYCHAIN #KC-COLDU
0000005525	4/10/2017	THE TOY NETWORK	100	3.45	COOKIE FLASHLIGHT KEYCHAIN #KC-COOF L
0000005525	4/10/2017	THE TOY NETWORK	100	5.66	CUPCAKE BUBBLE NECKLACE #BU-CUPCA
0000005525	4/10/2017	THE TOY NETWORK	100	12.39	DO-IT-YOURSELF ERASER BRACELET #ST-EBRAC
0000005525	4/10/2017	THE TOY NETWORK	100	18.32	EMOTICON MONKEY PLUSH #PL-EMOMO
0000005525	4/10/2017	THE TOY NETWORK	100	6.20	EMOTICON PEN #SP-EMOT8
0000005525	4/10/2017	THE TOY NETWORK	100	18.32	EMOTICON PLUSH #PL-EMOT5
0000005525	4/10/2017	THE TOY NETWORK	100	7.27	GLOW IN THE DARK SLIME #SK-GLOSL
0000005525	4/10/2017	THE TOY NETWORK	100	6.47	LEATHER BRACELET WITH PEACE SIGN #JB-PEANE
0000005525	4/10/2017	THE TOY NETWORK	100	14.01	MAGIC SHOT BASKETBALL #TY-BASMA
0000005525	4/10/2017	THE TOY NETWORK	100	9.97	MINI BOWLING GAME #TY-BOWMI
0000005525	4/10/2017	THE TOY NETWORK	100	19.40	RAINBOW EMOTICON PLUSH #PL-EMORB
0000005526	4/11/2017	SYNCB/AMAZON	400	4179.23	TEXAS INSTRUMENTS TI-84 PLUS CE TEACHERS 10 PACI
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	7.53	BLACK & WHITE COLLECTION PERFECT PAIRS BORDER
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	4.30	BLACK CHEVRON BORDER TRIM #702313
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	12.26	COUNTING DAYS WITH TEN FRAMES BANNER #163178
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	13.45	READY TO DECORATE ALL ABOUT ME STAR STUDENT P
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	8.61	ROYAL CROWNS #124838
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	4.30	TEAL SCALLOPED BORDER TRIM #705106
0000005527	4/12/2017	REALLY GOOD STUFF INC	100	25.54	ZANER BLOSER 100 GRID PLASTIC DESKTOP HELPERS #
0000005528	4/12/2017	OFFICE DEPOT	100	160.54	BROTHER TN-650 BLACK TONER #774465
0000005528	4/12/2017	OFFICE DEPOT	100	14.49	CHENILLE KRAFT 12-IN-1 WHITEBOARD ERASER
0000005528	4/12/2017	OFFICE DEPOT	100	18.41	CHENILLE KRAFT CLASSROOM BRUSH CANNISTER #255
0000005528	4/12/2017	OFFICE DEPOT	100	23.59	CHENILLE KRAFT CREATIVITY STREET COLOSSAL PAINT
0000005528	4/12/2017	OFFICE DEPOT	100	21.49	EXPO LOW ODOR DRY ERASE MARKERS #259251
0000005528	4/12/2017	OFFICE DEPOT	100	257.51	HP 55X BLACK TONER #554553
0000005528	4/12/2017	OFFICE DEPOT	100	96.95	LEARNING RESOURCES DIGITAL SCALE #833612
0000005528	4/12/2017	OFFICE DEPOT	100	19.38	NEENAH CARD STOCK WHITE #348359
0000005528	4/12/2017	OFFICE DEPOT	100	43.09	OFFICE DEPOT LARGE FORMAT OPEN END KRAFT ENVE
0000005528	4/12/2017	OFFICE DEPOT	100	12.27	OFFICE DEPOT PINK BEVEL ERASERS #139720
0000005528	4/12/2017	OFFICE DEPOT	100	43.63	PACON DRAWING PAPER #172726
0000005528	4/12/2017	OFFICE DEPOT	100	25.84	PAPER MATE PENCIL CAP ERASERS #686139
0000005528	4/12/2017	OFFICE DEPOT	100	44.80	PAPERPRO INSPIRE + 20 DESKTOP STAPLER #684582
0000005528	4/12/2017	OFFICE DEPOT	100	79.81	SCOTCH MAGIC TAPE 810 #122996
0000005528	4/12/2017	OFFICE DEPOT	100	40.89	TICONDEROGA PENCILS #760452
0000005528	4/12/2017	OFFICE DEPOT	100	11.04	TRU RAY CONSTRUCTION PAPER WHITE #338590
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	3787.41	Ready CCSS Math - Grade 5 Student Book
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	188.56	Ready CCSS Math Instruction & Assessments - Grade 3

0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	4078.34	Ready CCSS Math Instruction - Grade 1
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	3275.60	Ready CCSS Math Instruction - Grade 2
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	3275.60	Ready CCSS Math Instruction - Grade 3
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	3787.41	Ready CCSS Math Instruction - Grade 4 Student Book
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	188.56	Ready CCSS Math Instruction - Grade 5
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	3275.60	Ready CCSS Math Instruction - Grade K
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	188.56	Ready CCSS Math Instruction - Grade K Teacher
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	1853.36	Ready CCSS Math Instruction - grade 2
0000005529	4/13/2017	CURRICULUM ASSOCIATES LLC	010	188.56	Ready CCSS Math Instruction for Grade 4
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	22.62	BOOK BASKETS, LARGE RECTANGLE-PRIMARY COLORS
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	32.30	CARPET MARK ITS- NUMBERS THROUGH 25
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	57.80	INFORMATIONAL WRITING JOURNALS #163372
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	61.68	MY WRITING FOLDER-D'NEALIAN #153538
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	14.00	READY TO DECORATE CRAYON WELCOME KIT #162833
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	10.76	READY TO DECORATE CRAYON WELCOME REFILL #1640
0000005530	4/13/2017	REALLY GOOD STUFF INC	100	13.45	READY TO DECORATE SEA MY 100TH DAY COLLECTION
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	150.85	Ready CCSS Math Grade 4
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	747.54	Ready CCSS Math Instruction & Assessments
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	188.56	Ready CCSS Math Instruction & Assessments - Grade 5
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	150.85	Ready CCSS Math Instruction & Assessments - grade 3
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	204.73	Ready CCSS Math Instruction & Practice - Grade 3
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	1341.49	Ready CCSS Math Instruction & Practice Problem Solving Gra
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	1228.35	Ready CCSS Math Instruction & Practice Problem Solving Gra
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	1433.08	Ready CCSS Math Instruction & Practice Problem Solving Gra
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	2149.61	Ready CCSS Math Instruction & Practice Problem Solving Gra
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	1023.63	Ready CCSS Math Instruction & Practice Problem Solving Gra
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	75.43	Ready CCSS Math Instruction - Grade K
0000005531	4/13/2017	CURRICULUM ASSOCIATES LLC	010	484.88	Ready Math Practice Problem Solving Grade 3 Book
0000005532	4/13/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	1458.97	DRA2 test materials for Village and Strand
0000005533	4/13/2017	NATIONAL AUTISM RESOURCES	800	15.06	900011 CHEWABLE PENCIL TOPPERS
0000005534	4/13/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	835.44	Parent Guide for Math Homework Math Modules Brochures
0000005535	4/13/2017	ENVIRONMENTAL SCIENCE	300	125.00	ORDER #10094039, MAMMALS CLASSIFIED OUTREACH PR
0000005536	4/13/2017	ENVIRONMENTAL SCIENCE	300	125.00	ORDER #10094050, MESOZOIC MYSTERY OUTREACH PR
0000005537	4/13/2017	OFFICE DEPOT	300	211.18	688043 - HP 305X HIGH-YIELD BLACK TONER CARTRIDGE
0000005537	4/13/2017	OFFICE DEPOT	300	732.68	688052 - HP 305A CYAN/MAGENTA/YELLOW TONER CART
0000005538	4/13/2017	JULIE SALVATIERRA	300	53.22	REIMBURSEMENT FOR POSTAGE
0000005539	4/13/2017	SIGN DIEGO	009	75.43	SHOP TIMEREMOVE EXISTING LETTERING FROM INSERT
0000005539	4/13/2017	SIGN DIEGO	009	145.46	VINYL SIGNAGE FOR CUSD DIRECTIONAL SIGNS (9 DIFF
0000005539	4/13/2017	SIGN DIEGO	009	53.88	VINYL SIGNAGE FOR CUSD OFFICE (SENIOR DIRECTOR
0000005540	4/13/2017	GINA SORENSEN	601	39.72	Reimb Gina Sorensen for fruit for Demo Day attendess

0000005541	4/13/2017	SCHOOL ENERGY COALITION	015	260.00	MEMBERSHIP SCHOOL ENERGY COALITION
0000005542	4/13/2017	SPICERS PAPER	600	1224.04	CASES OF PAPER / 20 LB. WHITE PAPER #PO206315/GLO
0000005543	4/13/2017	ANNETTE TICKNER	100	216.87	REIMBURSEMENT FOR 5TH GRADE SUPPLIES
0000005544	4/13/2017	DEVON ROBERTS	100	130.70	REIMBURSEMENT FOR 1ST GRADE SUPPLIES
0000005545	4/13/2017	RACHEL BEVILACQUA	100	111.99	REIMBURSEMENT FOR 1ST GRADE SUPPLIES
0000005546	4/13/2017	SHANE SCHMEICHEL	601	336.45	Reiimb SS for lunch expenses for attendees of Demo Day cor
0000005547	4/19/2017	DEBRA E RODGERS	010	21.90	Reimbursement for DoDEA Meeting food
0000005548	4/19/2017	OFFICE DEPOT	910	130.37	PRINTER INK FOR PRINTER: HP LASERJET PRO M402DN
0000005549	4/19/2017	OFFICE DEPOT	015	18.30	BATTERIES AA PACK OF 20 ITEM # MN1500B10Z
0000005550	4/20/2017	CUE ONE PRODUCTIONS	600	10000.00	Audio Visual Services for AME Leadership Institute
0000005551	4/20/2017	RAPHAEL'S PARTY RENTALS	040	675.40	14 ROUND TABLESL, 14, 90" WHITE TABLE CLOTHS, 125 (
0000005552	4/20/2017	SIERRA SCHOOL EQUIPMENT CO	100	6846.44	15" BLACK HOKKI STOOLS
0000005553	4/20/2017	AT HOME NURSING CARE INC	800	16000.00	NURSING SERVICES FOR SPECIAL ED STUDENTDATES:
0000005554	4/20/2017	JON ZIMMER	010	466.71	REIMBURSEMENT FOR JON ZIMMER EXPENSES INCURR
0000005555	4/20/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	100.00	REGISTER TODD THIELMAN AND LAURA NOONAN FOR S
0000005556	4/20/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	1450.00	Registration for Project Glad 4-day demonstration
0000005557	4/20/2017	SUPERINTENDENT OF SCHOOLS SDCOE	010	50.00	Registration for Debi Buchanan for CA Healthy Youth Act
0000005558	4/20/2017	JOSHUA BARBERA	100	211.50	REIMBURSEMENT FOR 2ND GRADE SUPPLIES
0000005559	4/20/2017	KRISTEN LIVELY	400	1120.14	REIMBURSE KRISTEN LIVELY TRAVEL FOR ANNUAL NATI
0000005560	4/20/2017	ELIZABETH WERTZ	400	268.33	REIMBURSE ELIZABETH WERTZ SCIENCE LAB SUPPLIES
0000005561	4/20/2017	AMANDA GRIMES	010	41.00	REIMBURSE AMANDA GRIMES MEALS FOR ANNUAL CPM
0000005562	4/20/2017	CCS EXPRESS, INC.	400	294.00	DRAPER 202164 SILHOUETTE M 70X70 MW XT1000E MAN
0000005563	4/20/2017	TEL TECH PLUS INC	060	780.10	LABOR AND MATERIALS TO INSTALL 2 WIRELESS ACCES
0000005564	4/20/2017	DELL MARKETING L P	060	102503.86	DELL OPTIPLEX 3040 SFF COMPUTER WITH 20" MONITOR
0000005565	4/20/2017	TROXELL COMMUNICATIONS INC	060	45178.56	ASUS MBS ASUC202SAYS02 CHROMEBOOK W/GOOGLE I
0000005566	4/20/2017	DATTEL SYSTEMS INCORPORATED	060	41558.52	CISCO CATALYST 3850-48P-S SWITCH, RACK MOUNTABL
0000005567	4/20/2017	SHI INTERNATIONAL CORPORATION	060	1423.38	CISCO AIRONET 2702I CONTROLLER BASED WIRELESS /
0000005568	4/20/2017	TECHNOLOGY IN EDUCATION	060	13880.26	HOVERCAM SOLO 8 DOCUMENT CAMERA, TAX, SHIPPING
0000005569	4/21/2017	INSTITUTE FOR BRAIN POTENTIAL	010	79.00	CONFERENCE ON ADVERSE CHILDHOOD EVENTS: LIFEL
0000005570	4/21/2017	WHITNEY DESANTIS	100	75.24	REIMBURSEMENT FOR STUDENT PRIZES
0000005571	4/24/2017	ZAQUIA SALINAS	601	1920.00	Contract #2 for Salinas FOR MODERN TECHNIQUE AND RE
0000005572	4/24/2017	CHEYENNE BARTON	600	1300.00	PAYMENT FEE FOR VISITING ARTIST. CONTRACT DATE 4
0000005573	4/24/2017	LAURA HILL	600	1483.14	REIMBURSEMENT FOR LAURA HILL FOR MATERIAL AND
0000005574	4/24/2017	CONSUELO ANAYA	600	245.05	REIMBURSE CONNIE ANAYA FOR CAL-HOSA SLC CONFE
0000005575	4/24/2017	MEGHAN TERRY	600	49.50	REIMBURSEMENT FOR MEGHAN TERRY
0000005576	4/24/2017	TAMMY MARBLE	300	179.42	REIMBURSEMENT FOR CLASSROOM REWARDS, STAFF I
0000005577	4/24/2017	ERINN MARTOCCHIO	100	131.64	REIMBURSEMENT FOR LIBRARY SUPPLIES
0000005578	4/24/2017	EILEEN FARRELL	100	207.68	REIMBURSEMENT FOR 1ST GRADE SUPPLIES
0000005579	4/24/2017	RENEE CAVANAUGH	010	1750.00	Reimbursement for Renee Cavanaugh
0000005580	4/24/2017	STACY MORRISSEY	010	663.88	Reimbursement for Stacy Morrissey Flight cost-Fusion

0000005581	4/25/2017 SARAH YAKUTIS	010	633.97 Reimbursement for NWEA/MAP Fusion Conference - Flight
0000005582	4/25/2017 ELLEN CODY	010	633.88 Reimbursement for NWEA/MAP Fusion Conference flight cost
0000005583	4/25/2017 GREATER SAN DIEGO READING ASSOCIATIO	010	150.00 Registration for Literacy Stars 2017 Awards Breakfast
0000005584	4/25/2017 SUPERINTENDENT OF SCHOOLS SDCOE	010	50.00 Registration for David Duffield for CA Healthy Youth Act
0000005585	4/25/2017 NEVERWARE INC	060	1000.00 CLOUDREADY PERPETUAL LICENSE WITH 3 YEAR SUPPL
0000005586	4/25/2017 OFFICE DEPOT	010	10.44 Bostitch Standard Staples
0000005586	4/25/2017 OFFICE DEPOT	010	13.57 Office Depot Brand Stapler
0000005586	4/25/2017 OFFICE DEPOT	010	17.55 Paper Mate Flair Black pens
0000005586	4/25/2017 OFFICE DEPOT	010	7.32 Pentel Mechanical Pencils - .7mm
0000005587	4/25/2017 BRAINPOP LLC	010	6552.00 Brain Pop License renewal for 2017-2018
0000005588	4/25/2017 JUNIOR ACHIEVEMENT	100	3024.00 BIZTOWN STUDENT FEES
0000005589	4/26/2017 PEAP	300	188.56 A - AMERICAN CITIZENSHIP AWARD PROGRAM - AMERIC
0000005589	4/26/2017 PEAP	300	188.56 E - PRESIDENT'S ED AWARDS PROGRAM, ELEMENTARY
0000005589	4/26/2017 PEAP	300	0.00 G - PRESIDENT'S ED AWARDS PROGRAM - EXCELLENCE
0000005589	4/26/2017 PEAP	300	0.00 S - PRESIDENT'S ED AWARDS PROGRAM - ACHIEVEMEN
0000005589	4/26/2017 PEAP	300	188.56 W - PRESIDENT'S ED AWARDS PROGRAM - ACHIEVEMEN
0000005590	4/26/2017 DELL MARKETING L P	810	1170.23 DELL LATITUDE 3580
0000005590	4/26/2017 DELL MARKETING L P	810	32.31 DELL PART#: 460-BBYM; DELL URBAN BRIEFCASE-15
0000005591	4/26/2017 ENVIRONMENTAL SCIENCE	300	630.00 OUTREACH PROGRAM AT SILVER STRAND SCHOOL ON
0000005592	4/26/2017 SOUTH BAY UNION	010	276.00 BUS TRANSPORTATION ON 06/09/17 FROM SILVER STRA
0000005593	4/27/2017 MEGAN ADAMS	810	30.87 PART#: GP65NB60 - LG GP65NB60 EXTERNAL DVD DRIVE
0000005595	4/28/2017 SYNCB/AMAZON	070	602.94 PROJECTOR SCREEN ELECTRIC SORRENTO MATTE WH
0000005596	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	009	1811.00 ATTORNEY FEE FOR MARCH 31, 2017
0000005596	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	015	282.00 ATTORNEY FEE FOR MARCH 31, 2017
0000005596	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	040	70.50 ATTORNEY FEE FOR MARCH 31, 2017
0000005596	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	070	12139.92 ATTORNEY FEE FOR MARCH 31, 2017
0000005597	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	009	90.00 ATTORNEY FEES FOR FEBRUARY 28, 2017
0000005597	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	040	2417.50 ATTORNEY FEES FOR FEBRUARY 28, 2017
0000005597	4/28/2017 FAGEN FRIEDMAN & FULFROST LLP	070	2679.26 ATTORNEY FEES FOR FEBRUARY 28, 2017
	Total April 2017		353818.83

Warrant Board Listing April 2017

Payment Date	Warrant ID	Name	Amount	Description	Fund
4/3/2017	14241312	PURCHASE ADVANTAGE CARD	255.30	EXTENSION OF PO #4116 FOR PURC	0100
4/3/2017	14241313	OFFICE DEPOT	1957.68	OPEN PO FOR FRONT OFFICE SUPPL	0100
4/3/2017	14241313	OFFICE DEPOT	1957.68	OFFICE DEPOT OPEN PO FOR OFFIC	0100
4/3/2017	14241313	OFFICE DEPOT	1957.68	OPEN PURCHASE ORDER FOR TEACHE	0100
4/3/2017	14241313	OFFICE DEPOT	1957.68	OPEN PO FOR ADMIN OFFICE TO OR	0100
4/3/2017	14241314	TOSHIBA BUSINESS SOLUTIONS	480.48	OPEN PO FOR COPIES MADE ON TOS	0100
4/3/2017	14241314	TOSHIBA BUSINESS SOLUTIONS	480.48	OPEN PO FOR COPIES MADE ON TOS	0100
4/3/2017	14241315	YOGA ACCESSORIES.COM	190.78	ITEM #: YP41RINXXX01 PILATES R	0100
4/3/2017	14241315	YOGA ACCESSORIES.COM	190.78	ITEM #: Y041CREBALBL PROFESSIO	0100
4/4/2017	14242103	SUPERINTENDENT OF SCHOOLS SDCOE	710.00	Registration for Sarah Hunsake	0100
4/4/2017	14242103	SUPERINTENDENT OF SCHOOLS SDCOE	710.00	Registration for Advanced Task	0100
4/4/2017	14242103	SUPERINTENDENT OF SCHOOLS SDCOE	710.00	REGISTRATION FOR TRACY HSU TO	0100
4/4/2017	14242103	SUPERINTENDENT OF SCHOOLS SDCOE	710.00	Leading a Comprehensive Approa	0100
4/4/2017	14242104	TIME & ALARM SYSTEMS	240.00	OPEN PO FOR SERVICES PER FEE A	0100
4/4/2017	14242105	BUG PRESS INC	297.84	Postcards for AME Leadership	0100
4/4/2017	14242106	TECHTUBS	453.00	COPERNICUS PREMIUM TECH TUB2	0100
4/4/2017	14242107	LA MESA SEW & VAC	652.50	Resin Hard Case for Janome S-7	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	EASEL PAD W/ LINER 775088	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	PAPERMATE BLACK PENS 737765	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	PAPERMATE BLUE PENS 737780	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	PAPERMATE GREEN PENS 181602	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	SCOTCH TAPE 597020	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	BLACK MARKERS 259251	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	ENVELOPES 949194	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	GLUE STICKS 478703	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	INDEX CARDS 916110	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	SCISSORS 732204	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	HP TONER CE505A 2 PACK #766077	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER YEL	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER OR	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER SHO	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER TUR	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER BRI	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	TRU RAY CONSTRUCTION PAPER WHI	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	CRAYOLA ARTISTA II WASHABLE TE	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	CRAYOLA ARTISTA II TEMPERA PAI	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	CRAYOLA ARTISTA II TEMPERA PAI	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	CRAYOLA ARTISTA II TEMPERA PAI	0100

4/4/2017	14242108	OFFICE DEPOT	971.47	OPEN PO FOR FRONT OFFICE SUPPL	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	OPEN PURCHASE ORDER FOR TEACHE	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	OPEN PO FOR FRONT OFFICE SUPPL	0100
4/4/2017	14242108	OFFICE DEPOT	971.47	#705965 DELL K3756 HIGH YELD B	0100
4/4/2017	14242109	MCGREGOR & ASSOCIATES INC	751.40	OPEN PO FOR 2016/17 MONTHLY FEE	0100
4/4/2017	14242110	NUCO2 LLC	288.17	CO2 GAS	1900
4/4/2017	14242111	PITNEY BOWES GLOBAL	336.00	OPEN PO FOR 2016/17 - LEASE PO	0100
4/4/2017	14242112	SAN DIEGO GAS & ELECTRIC	22075.91	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/4/2017	14242112	SAN DIEGO GAS & ELECTRIC	22075.91	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/4/2017	14242113	TIFFANY BOUCHARD	615.78	Tiffany Bouchard's Approved Tr	0100
4/4/2017	14242114	TOSHIBA BUSINESS SOLUTIONS	251.17	OPEN PO FOR COPIES MADE ON TOS	0100
4/4/2017	14242114	TOSHIBA BUSINESS SOLUTIONS	251.17	OPEN PO for AdultEd Toshiba Co	1100
4/4/2017	14242115	UNITED RENTALS	558.18	OPEN PO FOR EQUIPMENT RENTAL 2	0100
4/5/2017	14242818	AZTEC FIRE & SAFETY, INC	60.00	OPEN FOR AZTEC FIRE & SAFETY I	0100
4/5/2017	14242819	COMMUNITY SCHOOL SAN DIEGO	5166.00	INCLUSIVE EDUCATION PROGRAM FO	0100
4/5/2017	14242820	SOCIAL COMMUNICATION SPECIALISTS	900.00	SPEECH LANGUAGE EVALUATION FOR	0100
4/5/2017	14242821	EXCELSIOR ACADEMY	3299.12	INCLUSIVE EDUCATION PROGRAM FO	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	WHITE CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	BROWN CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	DARK BLUE CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	BLUE CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	GRAY CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	LIGHT BLUE CHALK STICKS	0100
4/5/2017	14242822	ETERNITY ARTS LLC	654.10	YELLOW CHALK STICKS	0100
4/5/2017	14242823	ACES	12544.17	BEHAVIOR INTERVENTION SERVICES	0100
4/5/2017	14242823	ACES	12544.17	BEHAVIOR INTERVENTION SERVICES	0100
4/5/2017	14242823	ACES	12544.17	BEHAVIOR INTERVENTION SERVICES	0100
4/5/2017	14242824	AUTOMATED CONTROLS SERVICES	37.50	OPEN FOR 2016/17 AC	0100
4/5/2017	14242825	CORONADO HARDWARE	333.86	OPEN PO FOR SUPPLIES FOR MAINT	0100
4/5/2017	14242826	CALIFORNIA'S COALITION FOR	274.00	OPEN PO FOR CONFERENCE ATTENDA	0100
4/5/2017	14242827	OFFICE DEPOT	14.54	OPEN PO FOR ADMIN OFFICE TO OR	0100
4/5/2017	14242828	KNORR SYSTEMS INC	2434.68	OPEN PO TO REPLACE KNORR SYSTE	0100
4/5/2017	14242828	KNORR SYSTEMS INC	2434.68	OPEN PO FOR BBMAC SWIMMING POO	0100
4/5/2017	14242829	MISSION JANITORIAL SUPPLY	47.35	OPEN PO FOR SUPPLIES FOR OPERA	0100
4/5/2017	14242830	ROBINSON CO CONTRACTORS INC	409.50	OPEN PO FOR ELECTRICAL AND LIG	0100
4/5/2017	14242831	SAN DIEGO GAS & ELECTRIC	1285.88	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/6/2017	14243235	SUPERINTENDENT OF SCHOOLS SDCOE	690.00		0100
4/6/2017	14243235	SUPERINTENDENT OF SCHOOLS SDCOE	690.00		0100
4/6/2017	14243235	SUPERINTENDENT OF SCHOOLS SDCOE	690.00		0100
4/6/2017	14243236	JASPERTRONICS	124.99	VLT-XD560LP PROJECTOR BULB	0100

4/6/2017 14243237	MARK MARGOLIES	497.00 OPEN PO FOR INDEPENDENT CONSUL	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 SMILES PENCIL POUCH #J04121411	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 PAW PRINT PENCIL CASE #J043686	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 MEGA STAMP ASSORTMENT #K055720	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 UNICORN ERASERS #E013680279	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 ROCK STAR ERASERS #E013612	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 MONSTER TRUCK ERASERS #E019110	0100
4/6/2017 14243238	U.S. SCHOOL SUPPLY	115.80 ROBOT DISC SHOOTERS #K062349	0100
4/6/2017 14243239	SITEONE LANDSCAPE SUPPLY	1177.73 OPEN PO FOR FY 16/17 PART/SUPP	0100
4/6/2017 14243240	ACES	20243.33 BEHAVIOR INTERVENTION FOR SPEC	0100
4/6/2017 14243240	ACES	20243.33 BEHAVIOR INTERVENTION FOR SPEC	0100
4/6/2017 14243240	ACES	20243.33 BEHAVIOR INTERVENTION FOR SPEC	0100
4/6/2017 14243240	ACES	20243.33 BEHAVIOR INTERVENTION SERVICES	0100
4/6/2017 14243241	AUTOMATED CONTROLS SERVICES	852.96 OPEN FOR 2016/17 AC	0100
4/6/2017 14243242	AT&T	37.41 OPEN PO FOR 2016/17	0100
4/6/2017 14243243	CALIFORNIA-AMERICAN WATER CO	7601.43 OPEN PO FY 2016/2017 WATER	1900
4/6/2017 14243243	CALIFORNIA-AMERICAN WATER CO	7601.43 OPEN PO FOR 2016/17 WATER USAG	0100
4/6/2017 14243244	EDCO DISPOSAL CORP	4764.22 OPEN PO FOR TRASH SERVICES FOR	1900
4/6/2017 14243244	EDCO DISPOSAL CORP	4764.22 OPEN PO FOR 2016/17 FOR WASTE	0100
4/6/2017 14243245	OFFICE DEPOT	299.55 OPEN PO FOR FRONT OFFICE SUPPL	0100
4/6/2017 14243245	OFFICE DEPOT	299.55 OPEN PO FOR SOCIAL STUDIES DEP	0100
4/6/2017 14243246	HUNTINGTON HARDWARE CO INC	245.98 OPEN PO FOR 2016/17	0100
4/6/2017 14243247	KNORR SYSTEMS INC	36.29 OPEN PO TO REPLACE KNORR SYSTE	0100
4/6/2017 14243248	PATHWAY COMMUNICATIONS LTD	3305.58 PROJECTOR CASIO - XJ-F210WN, M	4000
4/6/2017 14243248	PATHWAY COMMUNICATIONS LTD	3305.58 PROJECTOR CASIO XJ-F210WN, MOU	4000
4/6/2017 14243249	PITNEY BOWES	1000.00 REPLENISHMENT AT DISTRICT OFFI	0100
4/6/2017 14243250	SPICERS PAPER	69.15 Item # P0206315 Global Office	1100
4/6/2017 14243251	STAPLES ADVANTAGE	66.03 MICROSOFT WIRELESS KEYBOARD 5Q	0100
4/6/2017 14243251	STAPLES ADVANTAGE	66.03 STAPLES WIRELESS MOUSE ITEM 95	0100
4/6/2017 14243252	TECHMASTERS INC	4970.00 RENEWAL OF CONTRACT FOR TECHNI	0100
4/6/2017 14243253	TOSHIBA BUSINESS SOLUTIONS	92.39 CPC MAINTENANCE CONTRACT FOR 2	0100
4/6/2017 14243254	WAXIE	4239.49 OPEN PO FOR SUPPLIES FOR OPERA	0100
4/7/2017 14243838	JOAQUIN S AGANZA	4500.00 BILINGUAL EVALUATION FOR SPECI	0100
4/7/2017 14243838	JOAQUIN S AGANZA	4500.00 BILINGUAL EVALUATION FOR SPECI	0100
4/7/2017 14243838	JOAQUIN S AGANZA	4500.00 BILINGUAL EVALUATION FOR SPECI	0100
4/7/2017 14243839	ROYAL WINDOW COVERINGS INC	5985.00 DRAPE REPLACEMENT WITH EXISTIN	4000
4/7/2017 14243840	GALASSO'S BAKERY	511.01 OPEN PO FOR FRESH BREAD FY 201	1300
4/7/2017 14243841	FKI SECURITY GROUP, LLC	35.00 ONE SET OF KEY 103 FOR CMS CUM	0100
4/7/2017 14243842	WEX BANK	798.09 OPEN PO 2016/17 FOR GASOLINE N	0100
4/7/2017 14243842	WEX BANK	798.09 OPEN PO FOR FUEL FY 2016/17	1300

4/7/2017	14243843	BROOKE MCCAWLEY	157.00	REIMBURSEMENT FOR CAL-TASH CON	0100
4/7/2017	14243844	A&R FOOD DISTRIBUTORS INC	1271.08	2ND OPEN PO FOR FOOD (A LA CAR	1300
4/7/2017	14243845	CALIFORNIA-AMERICAN WATER CO	819.26	OPEN PO FOR 2016/17 WATER USAG	0100
4/7/2017	14243846	COUNTYWIDE MECHANICAL	1295.74	OPEN FOR 2016 2017	0100
4/7/2017	14243846	COUNTYWIDE MECHANICAL	1295.74	OPEN FOR 2016 2017	0100
4/7/2017	14243847	DIAMOND JACK ENTERPRISES	3764.47	OPEN PO FOR PRODUCE FOR FY 201	1300
4/7/2017	14243848	OFFICE DEPOT	1014.67	Item 756589 HP 305A Black Orig	1100
4/7/2017	14243848	OFFICE DEPOT	1014.67	OPEN PO FOR ADMIN OFFICE TO OR	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	OPEN PO FOR BUSINESS SERVICES	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	ELMERS GLUE STICK CLASSROOM PA	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	OFFICE DEPOT WRITING PADS #305	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	WESTCOTT KIDS MICROBAN SCISSOR	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	SPARCO STAND UP STAPLER #51996	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	OFFICE DEPOT FILE FOLDERS #810	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	XEROX COLOR PAPER #345678	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	2ND OPEN PO FOR OFFICE SUPPLIE	1300
4/7/2017	14243848	OFFICE DEPOT	1014.67	SUNWORKS SMART STACK CONSTRUCT	0100
4/7/2017	14243848	OFFICE DEPOT	1014.67	TICONDEROGA PENCILS #708575	0100
4/7/2017	14243849	GOLD STAR FOODS INC	16396.01	OPEN PO FOR FOOD FY 2016-17	1300
4/7/2017	14243850	GOVERNMENT FINANCIAL	2500.00	SERVICES INCLUDE GENERAL FINAN	4000
4/7/2017	14243851	P&R PAPER SUPPLY COMPANY	2639.61	OPEN PO FOR PAPER PRODUCTS FY	1300
4/7/2017	14243852	PJ CLEVELAND LLC	3340.60	OPEN PO FOR PREPARED AND PRESE	1300
4/7/2017	14243853	S&S BAKERY INC	68.35	2ND OPEN PO FOR FRESH BREAD FY	1300
4/7/2017	14243854	VALERO MARKETING AND SUPPLY CO	578.76	OPEN PO FOR 2016/17 FUEL.	0100
4/10/2017	14244415	DIMENSION DATA	3700.00	OFFICE 365 INTEGRATION CISCO U	4000
4/10/2017	14244416	ALISON KEEHAN	4970.20	REISSUE MARCH 2017 PAYROLL THR	0100
4/10/2017	14244417	DIANE MANDLE	500.00	TIBETAN BOWL AND GONG CONCERT/	0100
4/10/2017	14244418	SUNBELT STAFFING LLC	19315.00	TEMPORARY STAFFING FOR SCHOOL	0100
4/10/2017	14244418	SUNBELT STAFFING LLC	19315.00	TEMPORARY STAFFING FOR SCHOOL	0100
4/11/2017	14244958	TIME & ALARM SYSTEMS	240.00	OPEN PO FOR SERVICES PER FEE A	0100
4/11/2017	14244959	VAN OMMERING DAIRY	343.00	SILVER STRAND SCHOOL FIELD TRI	0100
4/11/2017	14244960	IRON MOUNTAIN	850.41	OPEN PO FOR 2016/17 RECORD DES	0100
4/11/2017	14244961	CHRISTINA NOWAK	344.64	REIMBURSEMENT FOR CAL-TASH CON	0100
4/11/2017	14244962	AFFORDABLE DRAIN SERVICE INC	112.00	OPEN PO FOR DRAIN CLEANING FOR	0100
4/11/2017	14244963	READYREFRESH BY NESTLE	216.86	OPEN PO FOR FY 2016-17 FOR BOT	0100
4/11/2017	14244963	READYREFRESH BY NESTLE	216.86	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/11/2017	14244963	READYREFRESH BY NESTLE	216.86	OPEN PO FOR BOTTLE WATER FOR M	0100
4/11/2017	14244963	READYREFRESH BY NESTLE	216.86	OPEN PO FOR WATER DELIVERY IN	0100
4/11/2017	14244964	ARV PEST CONTROL SERVICES	435.00	OPEN PO OF PEST CONTROL DISTRI	0100
4/11/2017	14244965	CALIFORNIA-AMERICAN WATER CO	439.70	OPEN PO FOR 2016/17 WATER USAG	0100

4/11/2017	14244966	OFFICE DEPOT	281.26	SCOTCH DOUBLE SIDED TAPE #1726	0100
4/11/2017	14244966	OFFICE DEPOT	281.26	OFFICE DEPOT PINK BEVEL ERASER	0100
4/11/2017	14244966	OFFICE DEPOT	281.26	2ND OPEN PO FOR OFFICE SUPPLIE	1300
4/11/2017	14244966	OFFICE DEPOT	281.26	OFFICE DEPOT PAPER CLIPS #3082	0100
4/11/2017	14244967	FREEFORM CLAY & SUPPLY	157.85	OPEN PO FOR MATERIAL AND SUPPL	0100
4/11/2017	14244968	GOLD STAR FOODS INC	10.00	OPEN PO FOR FOOD FY 2016-17	1300
4/11/2017	14244969	HOLLANDIA DAIRY	2501.19	OPEN PO FOR FOOD FY 2016/17	1300
4/11/2017	14244970	HUNTINGTON HARDWARE CO INC	1628.92	OPEN PO FOR 2016/17	0100
4/11/2017	14244971	ITD PRINT SOLUTIONS	488.57	LASER TONER YELLOW 2700 YLD HP	0100
4/11/2017	14244971	ITD PRINT SOLUTIONS	488.57	LASER TONER MAGENTA 2700 YLD H	0100
4/11/2017	14244971	ITD PRINT SOLUTIONS	488.57	LASER TONER CYAN 2700 YLD HP L	0100
4/11/2017	14244971	ITD PRINT SOLUTIONS	488.57	LASER TONER BLACK 2400 YLD HP	0100
4/11/2017	14244973	JON ZIMMER	340.00	REIMBURSEMENT FOR CUE NATIONAL	0100
4/11/2017	14244974	KNORR SYSTEMS INC	68.62	OPEN PO TO REPLACE KNORR SYSTE	0100
4/11/2017	14244975	MATTHEW HEINECKE	125.04	REIMBURSEMENT FOR MATT HEINECK	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244976	MISSION FEDERAL CREDIT UNION	8672.24	REIMBURSEMENT FOR P-CARD - JAN	0100
4/11/2017	14244977	P&R PAPER SUPPLY COMPANY	644.63	OPEN PO FOR PAPER PRODUCTS FY	1300
4/11/2017	14244978	SAN DIEGO GAS & ELECTRIC	5462.11	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/11/2017	14244978	SAN DIEGO GAS & ELECTRIC	5462.11	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/11/2017	14244979	SHIFFLER	14.82	OPEN FOR 2016 2017 PARTS & MAT	0100
4/11/2017	14244980	SCHOOL SPECIALTY INC	90.16	SCHOOL SMART GRAPH PAPERS #085	0100
4/11/2017	14244980	SCHOOL SPECIALTY INC	90.16	#1408612 - CLASSROOM SEATING S	0100
4/11/2017	14244981	THE MASTER TEACHER	3215.93	CRYSTAL BOWL- SERVICE TO EDUCA	0100
4/11/2017	14244981	THE MASTER TEACHER	3215.93	GLASS SURFACE ENGRAVING .55 PE	0100
4/11/2017	14244982	TOSHIBA BUSINESS SOLUTIONS	641.50	OPEN PO FOR 2016/17 MAINTENANC	0100
4/12/2017	14245653	MARK MARGOLIES	200.00	2016-17 Mark Margolies contrac	0100
4/12/2017	14245654	EDWARD KRAMER	473.89	Open PO for Ed Kramer STN conv	0100
4/12/2017	14245655	KRISTOPHER L APPLE	534.40	Consulting contract for Kristo	0100
4/12/2017	14245656	AT&T	150.52	OPEN PO FOR 2016/17	0100
4/12/2017	14245657	CHARLES COBURN	40.71	MILEAGEFOR SCHOOL YR 2016/17	0100
4/12/2017	14245658	COUNTYWIDE MECHANICAL	20785.00	SILVER STRAND SEWER BREAK - EM	4000
4/12/2017	14245659	OFFICE DEPOT	50.58	TICONDEROGA PENCILS #906035	0100

4/12/2017	14245659	OFFICE DEPOT	50.58	OFFICE DEPOT ROUND RING BINDER	0100
4/12/2017	14245659	OFFICE DEPOT	50.58	OFFICE DEPOT ROUND RING BINDER	0100
4/12/2017	14245659	OFFICE DEPOT	50.58	OFFICE DEPOT PAPER CLIPS #4291	0100
4/12/2017	14245659	OFFICE DEPOT	50.58	PAPER MATE PENCIL CAP ERASERS	0100
4/12/2017	14245659	OFFICE DEPOT	50.58	OFFICE DEPOT HEAVY DUTY SHIPPI	0100
4/12/2017	14245660	REALLY GOOD STUFF INC	127.46	REALLY GOOD READERS THEATER- T	0100
4/12/2017	14245660	REALLY GOOD STUFF INC	127.46	REALLY GOOD READERS THEATER- C	0100
4/12/2017	14245660	REALLY GOOD STUFF INC	127.46	REALLY GOOD READERS THEATER- T	0100
4/12/2017	14245661	LLOYD PEST CONTROL CO INC	2737.00	OPEN PO FOR 2016/17 TO REPLACE	0100
4/12/2017	14245662	SPICERS PAPER	1535.80	OFFICE COPY PAPER (20 LB) 8 1/	0100
4/12/2017	14245663	SUNBELT STAFFING LLC	35307.50	TEMPORARY STAFFING FOR SCHOOL	0100
4/12/2017	14245664	TOSHIBA BUSINESS SOLUTIONS	822.34	OPEN PO #4365- ECDC CONTRACT #	0100
4/12/2017	14245664	TOSHIBA BUSINESS SOLUTIONS	822.34	FOR COSTS ASSOCIATED WITH ESTU	0100
4/12/2017	14245664	TOSHIBA BUSINESS SOLUTIONS	822.34	CPC MAINTENANCE CONTRACT FOR 2	0100
4/12/2017	14245664	TOSHIBA BUSINESS SOLUTIONS	822.34	OPEN PO FOR COPIES MADE ON TOS	0100
4/13/2017	14246293	CSM CONSULTING INC	750.00	ERATE COMPLIANCE SERVICES NOT	0100
4/13/2017	14246294	MARK & JILL MEONI	5402.50	SETTLEMENT #2016040380	0100
4/13/2017	14246294	MARK & JILL MEONI	5402.50	SETTLEMENT #2016040380	0100
4/13/2017	14246295	SAN DIEGO DANCE THEATER	1210.00	2016-17 SD Dance Theater - M.	0100
4/13/2017	14246296	AMERICAN FIDELITY	599.95	OPEN PO AMERICAN FIDELITY 03/1	0100
4/13/2017	14246297	ACES	6677.92	BEHAVIOR INTERVENTION SERVICES	0100
4/13/2017	14246298	RADY CHILDREN'S HOSPITAL	6435.00	MANDATED SCREENING FOR VISION	0100
4/13/2017	14246299	DEPARTMENT OF JUSTICE	539.00	OPEN PO FOR 2016/17 FINGERPRIN	0100
4/13/2017	14246300	OFFICE DEPOT	46.82	OPEN PO FOR ADMIN OFFICE TO OR	0100
4/13/2017	14246301	MY PT	3200.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246301	MY PT	3200.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246301	MY PT	3200.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246301	MY PT	3200.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246301	MY PT	3200.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246302	PT IN MOTION INC	175.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/13/2017	14246303	SAN DIEGO CENTER FOR VISION	565.00	VISION THERAPY FOR SPECIAL ED	0100
4/13/2017	14246304	SCIENTIFIC LEARNING CORP	1400.00	READING ASSISTANT SUBSCRIPTION	0100
4/13/2017	14246304	SCIENTIFIC LEARNING CORP	1400.00	FAST FORWARD SUBSCRIPTION	0100
4/13/2017	14246305	STANLEY CONVERGENT SECURITY	39319.30		0100
4/13/2017	14246306	VORTEX INDUSTRIES INC	7975.16	BBMAC DOOR REVERSAL DSA CLOSEO	4000
4/14/2017	14246785	SHELL	76.39	OPEN PO FOR 2016/17 DIESEL FUE	0100
4/14/2017	14246786	SIERRA SCHOOL EQUIPMENT CO	679.90	SBI NO. ME7ERG ERGOHUMAN CHAI	0100
4/14/2017	14246787	ALLISON FRENZEL	500.00	For services of Allison Frenze	0100
4/14/2017	14246788	BANYAN TREE FOUNDATION ACADEMY	9683.28	INCLUSIVE EDUCATION PROGRAM FO	0100
4/14/2017	14246788	BANYAN TREE FOUNDATION ACADEMY	9683.28	INCLUSIVE EDUCATION PROGRAM FO	0100

4/14/2017	14246789	BANK OF AMERICA	410.00	OPEN PO FOR CREDIT CARD PURCHA	0100
4/14/2017	14246789	BANK OF AMERICA	410.00	OPEN PO FOR CREDIT CARD PURCHA	0100
4/14/2017	14246790	CARE A VAN TRANSPORT	37370.00	OPEN PO FOR 2016/17 FOR SPECIA	0100
4/14/2017	14246790	CARE A VAN TRANSPORT	37370.00	OPEN PO FOR 2016/17 FOR SPECIA	0100
4/14/2017	14246791	HARRIS SCHOOL SOLUTIONS	551.44	2ND OPEN PO FOR SUPPORT FEES (1300
4/14/2017	14246792	HEINEMANN	325.96	THE WIND & THE SUN #978-0-325-	0100
4/14/2017	14246792	HEINEMANN	325.96	THE HARE & THE TORTOISE #978-0	0100
4/14/2017	14246792	HEINEMANN	325.96	TAKE HOME BAGS PACKAGE #978-0-	0100
4/14/2017	14246792	HEINEMANN	325.96	THE RED PAJAMAS #978-0-325-031	0100
4/14/2017	14246792	HEINEMANN	325.96	THE THREE BILLY GOATS #978-0-3	0100
4/14/2017	14246792	HEINEMANN	325.96	THE THREE LITTLE PIGS #978-0-3	0100
4/14/2017	14246792	HEINEMANN	325.96	THE LADYBUG & THE CRICKET #978	0100
4/14/2017	14246793	JAIMIE HECHT	41.63	MILEAGE FOR THE 2016/17 SCHOOL	0100
4/14/2017	14246794	JULIAN MINING COMPANY	2433.75	4TH GRADE FIELD TRIP TO JULIAN	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	TIME TIMER #EA163	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	HELP YOURSELF SUPPLY CENTER #F	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	PLACE VALUE BLOCKS #RA991	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	TACTILE ALPHABET MATCH-UPS #HH	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	TACTILE NUMBERS MATCH UPS #HH3	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	MAGNETIC TUB O LETTERS #RR793	0100
4/14/2017	14246795	LAKESHORE LEARNING MATERIALS	220.81	JUMBO TIME TIMER #EA165	0100
4/14/2017	14246796	NORTHERN SPEECH SERVICES	357.13	COLOR MY CONVERSATION SECOND E	0100
4/14/2017	14246796	NORTHERN SPEECH SERVICES	357.13	R' MADE SIMPLE #RMS100	0100
4/14/2017	14246796	NORTHERN SPEECH SERVICES	357.13	KAUFMAN WORKOUT BOOK #KS1004	0100
4/14/2017	14246797	ENVIRONMENTAL SCIENCE	125.00	ORDER #10094039, MAMMALS CLASS	0100
4/14/2017	14246798	SHANE SCHMEICHEL	22.41	SS mileage reimb 2	1100
4/14/2017	14246798	SHANE SCHMEICHEL	22.41	Open PO for SS for CREATE CA c	0100
4/14/2017	14246799	SPRINT	1922.09	CELLULAR SERVICE FOR CUSD FOR	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	WEBER BASIC CONCEPTS ACTIVITY	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	432 SCENTED YUMMY VALUE PACK S	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	MAGNA TALK MATCH UP ADVENTURES	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	ARTICULATIONS SKILLS STRIPS #S	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	MAGNA TALK TURNS AND TOPICS #G	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	PARTY PUPS THE GAME OF PREPOSI	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	WEBER PRAGMATIC PLAYING CARDS	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	WHAT DO YOU SAY...WHAT DO YOU	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	COOL IN SCHOOL COMMUNICATION B	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	WEBER VOCALIC /R/BINGO #BGO152	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	ASK & ANSWER WH BINGO #BGO120	0100
4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	PIRATE TALK BOARD GAME #GB39	0100

4/14/2017	14246800	SUPER DUPER PUBLICATIONS	754.18	FLUENCY RIVER BOARD GAME #GB23	0100
4/14/2017	14246801	TIME WARNER CABLE	1.60	OPEN PO FOR CABLE CONVERTER BO	0100
4/14/2017	14246802	VECTOR RESOURCES INC	1906.25	TECH SERVICE HOURLY BY HIGHLY	0100
4/17/2017	14247115	SUPERINTENDENT OF SCHOOLS SDCOE	202.13	Report Card envelopes for K-5	0100
4/17/2017	14247116	SOUTH BAY UNION	18568.80	OPEN PO FOR 2016/17 BUS TRANSP	0100
4/17/2017	14247116	SOUTH BAY UNION	18568.80	OPEN PO FOR 2016/17 BUS TRANSP	0100
4/17/2017	14247116	SOUTH BAY UNION	18568.80	OPEN PO FOR 2016/17 BUS TRANSP	0100
4/17/2017	14247116	SOUTH BAY UNION	18568.80	OPEN PO FOR 2016/17 BUS TRANSP	0100
4/19/2017	14248046	SUPERINTENDENT OF SCHOOLS SDCOE	60.00	Advanced Tasks & Talk Gr K-5	0100
4/19/2017	14248047	RYAN KELLER	440.62	REIMBURSE RYAN KELLER MEALS AN	0100
4/19/2017	14248048	ANNETTE TICKNER	216.87	REIMBURSEMENT FOR 5TH GRADE SU	0100
4/19/2017	14248049	RACHEL BEVILACQUA	111.99	REIMBURSEMENT FOR 1ST GRADE SU	0100
4/19/2017	14248050	DAVID LYON	325.00	OPEN PO FOR VIDEO STREAMING FO	0100
4/19/2017	14248051	TARA NOONAN	750.00	Contract Tara Noonan Jan - Jun	0100
4/19/2017	14248052	DANNA KOZLIK	215.89	DANNA KOZLIK - REIMBURSEMENT F	0100
4/19/2017	14248053	GINA SORENSEN	39.72	Reimb Gina Sorensen for fruit	0100
4/19/2017	14248054	CITY OF CORONADO	7287.79	OPEN PO FOR 2016/17 SEWER	0100
4/19/2017	14248055	CECELIA MARSTON	207.61	REIMBURSEMENT FOR 2ND GRADE SU	0100
4/19/2017	14248056	DEVON ROBERTS	130.70	REIMBURSEMENT FOR 1ST GRADE SU	0100
4/19/2017	14248057	JULIE SALVATIERRA	53.22	REIMBURSEMENT FOR POSTAGE	0100
4/19/2017	14248058	NASCO MODESTO	1718.18	Safety glasses for K-2 blue fo	0100
4/19/2017	14248058	NASCO MODESTO	1718.18	Safety glasses for K-2 for Vil	0100
4/19/2017	14248059	P&R PAPER SUPPLY COMPANY	424.61	OPEN PO FOR PAPER PRODUCTS FY	1300
4/19/2017	14248060	PAM MASKEVICH	208.40	REIMBURSEMENT FOR Pam Maskevic	0100
4/19/2017	14248061	SAN DIEGO GAS & ELECTRIC	433.25	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/19/2017	14248062	SIGN DIEGO	274.76	VINYL SIGNAGE FOR CUSD DIRECTI	0100
4/19/2017	14248062	SIGN DIEGO	274.76	VINYL SIGNAGE FOR CUSD OFFICE	0100
4/19/2017	14248062	SIGN DIEGO	274.76	SHOP TIMEREMOVE EXISTING LETT	0100
4/19/2017	14248063	SHANE SCHMEICHEL	336.45	Reiimb SS for lunch expenses f	0100
4/19/2017	14248064	SUE HOWE	490.28	REIMBURSE SUSAN HOWE LODGING A	0100
4/19/2017	14248065	WILD WONDERS	375.00	ASSEMBLY FOR TEH AFTER SCHOOL	0100
4/20/2017	14248562	SCHOOL ENERGY COALITION	260.00	MEMBERSHIP SCHOOL ENERGY COALI	0100
4/20/2017	14248563	FOOD 4 THOUGHT LLC	1552.05	OPEN PO FOR FARM FRESH FRUITS	1300
4/20/2017	14248564	AFFORDABLE DRAIN SERVICE INC	451.00	OPEN PO FOR DRAIN CLEANING FOR	0100
4/20/2017	14248565	READYREFRESH BY NESTLE	67.90	FOR 2016-2017 SCHOOL YEAR BOTT	0100
4/20/2017	14248566	AT&T	5051.33	OPEN PO FOR 2016/17	0100
4/20/2017	14248567	CALIFORNIA-AMERICAN WATER CO	450.95	OPEN PO FOR 2016/17 WATER USAG	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	OPEN PURCHASE ORDER FOR TEACHE	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	OPEN PO FOR FRONT OFFICE SUPPL	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	OPEN PO FOR FRONT OFFICE SUPPL	0100

4/20/2017	14248568	OFFICE DEPOT	586.30	727351 Black Original Toner C	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	524272 BRENTON STUDIO™ WIRE IN	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	984560 CLOROX® DISINFECTING WI	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	550648 SPARCO VINYL-COATED CLI	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	ITEM 172816 FILE FOLDERS 1/3 C	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	REALSPACE MFTC 200 MULTIFUNCTI	0100
4/20/2017	14248568	OFFICE DEPOT	586.30	OFFICE DEPOT OPEN PO FOR OFFIC	0100
4/20/2017	14248569	GOLD STAR FOODS INC	10.40	OPEN PO FOR FOOD FY 2016-17	1300
4/20/2017	14248570	HUNTINGTON HARDWARE CO INC	748.27	OPEN PO FOR 2016/17	0100
4/20/2017	14248571	JOSTENS	23.91	CORONADO HIGH SCHOOL DIPLOMAS	0100
4/20/2017	14248572	JEFFRY J LARSON	500.00	For services of Jeffrey Larson	0100
4/20/2017	14248573	NUCO2 LLC	115.82	TANK RENTAL FOR CO2	1900
4/20/2017	14248574	PT IN MOTION INC	350.00	PHYSICAL THERAPY FOR SPECIAL E	0100
4/20/2017	14248575	TOSHIBA BUSINESS SOLUTIONS	379.92	OPEN PO FOR FY 2016-17 FOR TOS	0100
4/20/2017	14248575	TOSHIBA BUSINESS SOLUTIONS	379.92	CPC MAINTENANCE CONTRACT FOR 2	0100
4/20/2017	14248576	VALLEY INDUSTRIAL SPECIALTIES	486.76	OPEN PO FOR PLUMBING SUPPLIES	0100
4/20/2017	14248577	WAXIE	2151.55	OPEN PO FOR SUPPLIES FOR OPERA	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	INCLUSIVE EDUCATION PROGRAM FO	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	ROOM AND BOARD FOR SPECIAL ED	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	COUNSELING AND GUIDANCE FOR SP	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	INCLUSIVE EDUCATION PROGRAM FO	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	INCLUSIVE EDUCATION PROGRAM FO	0100
4/21/2017	14249236	SAN DIEGO CENTER FOR CHILDREN	20675.85	COUNSELING AND GUIDANCE FOR SP	0100
4/21/2017	14249237	XCITE STEPS	6841.71	BEHAVIOR INTERVENTION FOR SPEC	0100
4/21/2017	14249237	XCITE STEPS	6841.71	BEHAVIOR INTERVENTION FOR SPEC	0100
4/21/2017	14249237	XCITE STEPS	6841.71	PER SETTLEMENT AGREEMENT #2016	0100
4/21/2017	14249238	AT HOME NURSING CARE INC	422.50	NURSING SERVICES FOR SPECIAL E	0100
4/21/2017	14249238	AT HOME NURSING CARE INC	422.50	NURSING SERVICES FOR SPECIAL E	0100
4/21/2017	14249239	JACKSON & BLANC	5896.00	PO REPLACES ORIGINAL PO 000000	0100
4/21/2017	14249240	ARC DOCUMENT SOLUTIONS LLC	2100.00	PROFESSIONAL SERVICES-DOCUMENT	4000
4/21/2017	14249241	LARRY B. MARQUAND	1000.00	COUNSELING SERVICE FOR CERTIFI	0100
4/21/2017	14249242	CUE ONE PRODUCTIONS	10000.00	Audio Visual Services for AME	0100
4/21/2017	14249243	COUNTYWIDE MECHANICAL	6081.82	OPEN FOR 2016 2017	0100
4/21/2017	14249244	OFFICE DEPOT	11.09	2ND OPEN PO FOR OFFICE SUPPLIE	1300
4/24/2017	14249784	SUPERINTENDENT OF SCHOOLS SDCOE	25.00	REGISTRATION FOR MIKE CROOKER	0100
4/24/2017	14249785	AMANDA GRIMES	41.00	REIMBURSE AMANDA GRIMES MEALS	0100
4/24/2017	14249786	ACADEMIC THERAPY PUBLICATIONS, INC.	219.30	TVPS-4 TEST KIT: MANNUAL, TEST	0100
4/24/2017	14249787	AMERICAN RED CROSS	35.00	OPEN PO FOR CERITIFICATION FEE	1900
4/24/2017	14249788	DEBRA E RODGERS	21.90	Reimbursement for DoDEA Meetin	0100
4/24/2017	14249789	HOME DEPOT	1694.68	OPEN PO FOR 2016/17 - SUPPLIES	0100

4/24/2017	14249790	JON ZIMMER	466.71	REIMBURSEMENT FOR JON ZIMMER E	0100
4/24/2017	14249791	JOSHUA BARBERA	211.50	REIMBURSEMENT FOR 2ND GRADE SU	0100
4/24/2017	14249792	KNORR SYSTEMS INC	1557.00	OPEN PO FOR BBMAC SWIMMING POO	0100
4/24/2017	14249793	TOSHIBA BUSINESS SOLUTIONS	343.91	OPEN PO FOR FY 2016-17 FOR CPC	0100
4/24/2017	14249793	TOSHIBA BUSINESS SOLUTIONS	343.91	COPY USAGE ON TOSHIBA COPIER A	0100
4/24/2017	14249794	WAXIE	3627.76	OPEN PO FOR SUPPLIES FOR OPERA	0100
4/25/2017	14250400	WHITNEY DESANTIS	75.24	REIMBURSEMENT FOR STUDENT PRIZ	0100
4/25/2017	14250401	AT HOME NURSING CARE INC	2547.00	NURSING SERVICES FOR SPECIAL E	0100
4/25/2017	14250402	SUZY MITROVICH	49.65	MILEAGE OPEN PO FOR SUZY MITRO	0100
4/25/2017	14250403	ALEX WASHINGTON	480.00	OPEN PO FOR AE BASKETBALL (ALE	0100
4/25/2017	14250404	SYNCB/AMAZON	363.61	SUPPLIES FOR IT OPEN PO	0100
4/25/2017	14250405	THE GLASS COMPANY INC DBA	211.09	OPEN PO FOR GLASS REPAIR FOR D	0100
4/25/2017	14250406	ELIZABETH WERTZ	268.33	REIMBURSE ELIZABETH WERTZ SCIE	0100
4/25/2017	14250407	NATIONAL AUTISM RESOURCES	19.02	900011 CHEWABLE PENCIL TOPPERS	0100
4/25/2017	14250408	SAN DIEGO GAS & ELECTRIC	23371.97	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/25/2017	14250408	SAN DIEGO GAS & ELECTRIC	23371.97	OPEN PO FOR GAS & ELECTRIC FOR	1900
4/25/2017	14250408	SAN DIEGO GAS & ELECTRIC	23371.97	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/25/2017	14250408	SAN DIEGO GAS & ELECTRIC	23371.97	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/26/2017	14251097	ERINN MARTOCCHIO	131.64	REIMBURSEMENT FOR LIBRARY SUPP	0100
4/26/2017	14251098	24 HOUR ELEVATOR INC	1285.00	OPEN PO FOR 2016 /17 ELEVATOR	0100
4/26/2017	14251099	TAMMY MARBLE	179.42	REIMBURSEMENT FOR CLASSROOM RE	0100
4/26/2017	14251100	AFFORDABLE DRAIN SERVICE INC	92.00	OPEN PO FOR DRAIN CLEANING FOR	0100
4/26/2017	14251101	READYREFRESH BY NESTLE	86.85	OPEN PO FOR 2016/17 ACCOUNT N	0100
4/26/2017	14251101	READYREFRESH BY NESTLE	86.85	OPEN PO FOR FY 2016-17 FOR BOT	0100
4/26/2017	14251101	READYREFRESH BY NESTLE	86.85	OPEN PO for Arrowhead Water Ad	1100
4/26/2017	14251102	EILEEN FARRELL	207.68	REIMBURSEMENT FOR 1ST GRADE SU	0100
4/26/2017	14251103	KNORR SYSTEMS INC	733.68	OPEN PO TO REPLACE KNORR SYSTE	0100
4/26/2017	14251104	MCGREGOR & ASSOCIATES INC	760.36	OPEN PO FOR 2016/17 MONTHLY FEE	0100
4/26/2017	14251105	NORTH STATE ENVIRONMENTAL	1973.18	OPEN PO FOR THE HAZARD MATERIA	0100
4/26/2017	14251106	SPICERS PAPER	1229.79	CASES OF PAPER / 20 LB. WHITE	0100
4/26/2017	14251107	TOSHIBA BUSINESS SOLUTIONS	129.75	OPEN PO FOR COPIES MADE ON TOS	0100
4/26/2017	14251108	VALLEY INDUSTRIAL SPECIALTIES	402.65	OPEN PO FOR PLUMBING SUPPLIES	0100
4/27/2017	14251726	AMERICAN FIDELITY	456.45	OPEN PO AMERICAN FIDELITY 03/1	0100
4/27/2017	14251727	RHONDA GEARHART	211.61	RHONDA GEARHART - REIMBURSEMEN	0100
4/27/2017	14251728	COUNTYWIDE MECHANICAL	19522.38	SILVER STRAND EMERGENCY REPAIR	4000
4/27/2017	14251729	OFFICE DEPOT	1134.67	OFFICE DEPOT OPEN PO FOR OFFIC	0100
4/27/2017	14251729	OFFICE DEPOT	1134.67	OPEN PURCHASE ORDER FOR TEACHE	0100
4/27/2017	14251729	OFFICE DEPOT	1134.67	OPEN PO FOR FRONT OFFICE SUPPL	0100
4/27/2017	14251729	OFFICE DEPOT	1134.67	688043 - HP 305X HIGH-YIELD BL	0100
4/27/2017	14251729	OFFICE DEPOT	1134.67	OPEN PO FOR ADMIN OFFICE TO OR	0100

4/27/2017	14251729	OFFICE DEPOT	1134.67	688052 - HP 305A CYAN/MAGENTA/	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	ROYAL CROWNS #124838	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	READY TO DECORATE ALL ABOUT ME	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	ZANER BLOSER 100 GRID PLASTIC	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	COUNTING DAYS WITH TEN FRAMES	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	BLACK & WHITE COLLECTION PERFE	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	BLACK CHEVRON BORDER TRIM #702	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	TEAL SCALLOPED BORDER TRIM #70	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	BOOK BASKETS, LARGE RECTANGLE-	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	READY TO DECORATE CRAYON WELCO	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	READY TO DECORATE CRAYON WELCO	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	READY TO DECORATE SEA MY 100TH	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	INFORMATIONAL WRITING JOURNALS	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	CARPET MARK ITS- NUMBERS THROU	0100
4/27/2017	14251730	REALLY GOOD STUFF INC	294.54	MY WRITING FOLDER-D'NEALIAN #1	0100
4/27/2017	14251731	SAN DIEGO GAS & ELECTRIC	172.87	OPEN PO FOR 2016/17 SCHOOL YEA	0100
4/27/2017	14251732	UPS	23.97	OPEN PO FOR POSTAGE USAGE FOR	0100
4/28/2017	14252343	SUPERINTENDENT OF SCHOOLS SDCOE	450.00	Registration for 2017 Early Ye	0100
4/28/2017	14252343	SUPERINTENDENT OF SCHOOLS SDCOE	450.00	CONFERENCE FEE TO ATTEND EARLY	1200
4/28/2017	14252344	SOUTH BAY FENCE INC	850.00	OPEN TO REPLACE #4028 2016/17	0100
4/28/2017	14252345	MARK MARGOLIES	497.00	OPEN PO FOR INDEPENDENT CONSUL	0100
4/28/2017	14252346	STACY MORRISSEY	663.88	Reimbursement for Stacy Morris	0100
4/28/2017	14252347	CESAR M VILLELA	640.00	2016-17 Cesar M. Villela contr	0100
4/28/2017	14252348	CHEYENNE BARTON	1300.00	PAYMENT FEE FOR VISITING ARTIS	0100
4/28/2017	14252349	COUNTYWIDE MECHANICAL	2457.69	OPEN FOR 2016 2017	0100
4/28/2017	14252350	ERIC HALL & ASSOCIATES LLC	3950.00	PROFESSIONAL SERVICE TO PROVID	0100
4/28/2017	14252351	KRISTEN LIVELY	1120.14	REIMBURSE KRISTEN LIVELY TRAVE	0100
4/28/2017	14252352	LAURA HILL	1483.14	REIMBURSEMENT FOR LAURA HILL F	0100
4/28/2017	14252353	RENEE CAVANAUGH	1750.00	Reimbursement for Renee Cavana	0100
		Total Warrants 4/2017	1215901.19		

AGENDA - May 18, 2017

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.5 Approve/Ratify Contracts for Services (Action)

Background Information:

Board Policy 3312 states “The Superintendent or designee may enter into contracts on behalf of the District. All contracts must be approved or ratified by the Governing Board. No contract made under this delegation of power shall be valid until the Board approves or ratifies the contract.

Reports:

The attached contracts need the approval/ratification of the Board.

Financial Impact:

The attached contracts listed above will be paid from the sources as noted. All of the listed contracts are included in the current 2016-17 District budget.

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣	Contracts for Services	5/11/2017	Cover Memo	Contracts_for_Services_2017-04-13.pdf

The following contracts require approval/ratification from the Board at the May 18, 2017 Board Meeting.

Name	Description	Dates	Amount	Source of Funds
Aganza, Joaquin	Bilingual Evaluation for Student #1	7/01/16 - 6/30/17	NTE \$1,500.00	Special Education
Aganza, Joaquin	Bilingual Evaluation for Student #2	7/01/16 - 6/30/17	NTE \$1,500.00	Special Education
Aganza, Joaquin	Bilingual Evaluation for Student #3	7/01/16 - 6/30/17	NTE \$1,500.00	Special Education
Aganza, Joaquin	Bilingual Evaluation for Student #4	7/01/16 - 6/30/17	NTE \$1,500.00	Special Education
American Fidelity Administrative Services	Health Insurance Reporting	9/12/16 – 9/11/17	Additional \$6,455.70. Total Contract NTE \$14,430.70	General Fund
Amplified IT	Google for Education Professional Services	5/18/17	NTE \$3,300.00	General Fund
Arts for Learning San Diego: An Affiliate of Young Audiences National Network	Planning meetings for curriculum development and arts integration instruction; professional development for CUSD teachers to develop skills and strategies for integrating arts into core instruction to meet the goals of the Arts for Learning DoDEA grant; co-teaching arts integration lessons; planning and evening presentation/performance for parents.	7/1/17 – 6/30/18	NTE \$150,100	DoDEA Arts Grant
Arts for Learning San Diego: An Affiliate of Young Audiences National Network	Prepare project director, administrators, grant leadership team, and classroom teachers for collaboration,	9/29/16 – 6/30/17	NTE \$30,600	DoDEA Arts Grant

	curriculum development, and integrated arts instruction.			
Barton, Cheyenne	Director/Curator Visiting Artist for CHS Visual Art Exhibit 2017	4/13/17 – 5/2/17	NTE \$1,300.00	General Fund
BorderLan	Lightspeed web filtering & reporting	7/1/17 – 6/30/20	NTE 25,110.00	General Fund
CDW-G	Symantec Backup Exec Software Licenses	07/01/17 – 06/30/18	NTE \$4,841	General Fund
City of Coronado Recreation Services	Beach Facility Use agreement for CMS	6/14/17	N/A	N/A
Countywide Mechanical	Silver Strand Elementary Sewer Break Emergency Repair	3/4/17 - 6/30/17	NTE \$20,785.00	Special Reserve for Capital Outlay
Countywide Mechanical	Silver Strand Elementary Water Line Break Emergency Repair	12/26/16 - 6/30/17	NTE \$19,522.38	Special Reserve for Capital Outlay
Cox	Amendment to Commercial Services Agreement	7/1/17 – 6/30/18	NTE \$45,240	General Fund
Datel Systems	General Repair & Support Services	7/1/17 – 6/30/18	NTE \$14,000	General Fund
Dave Bang Associates, Inc.	Purchase and Install Shade Structures on Village Elementary School Playgrounds	5/18/17	NTE \$29,002.80	Special Reserve for Capital Outlay
DoubleTree by Hilton	AME Leadership Event	3/01/17 – 3/31/17	Additional \$7,150.44 Total Contract NTE \$36,745.44	General Fund
Hapara	Cloud-based Instruction Management System for Village Elementary	7/1/17 – 6/30/19	NTE \$3,564.00	General Fund
Hewlett Packard Enterprise	Support Services	8/1/17 – 7/31/18	NTE \$2,812.92	General Fund
Knight, James	AME Industry Outreach Assistance-	2/18/17 – 3/22/17	NTE \$500	General Fund

	Production Managerial Pathway			
Pitney Bowes	Lease of DM125 Digital Mailing System	7/1/17 – 6/30/22	\$4,620.60	General Fund
PowerSchool	Website Hosting of District Learning Management System	7/1/17 – 6/30/18	NTE \$15,570.00	General Fund
Project Lead the Way	Activity, Project and Problem Based Curriculum for CHS/CMS	7/01/17 – 6/30/18	NTE \$5,750	General Fund
Salinas, Zaquia	Modern Technique & Repertory Coach for Dance Students	2/03/17 – 6/08/17	NTE \$1,920.00	General Fund
San Diego County Office of Education	BTSA Induction Program Agreement	7/1/17 – 6/30/18	Per Fee Schedule NTE \$6,500	N/A
San Diego County Superintendent of Schools	Administrative Coaching Services	7/1/16 – 6/30/17	\$3,300	General Fund
San Joaquin County Office of Education	SST Student Success Team Management System	2/17/2017 – 2/16/20	Per Fee Schedule	Special Education
SchoolDude	IT Suite	9/1/17 – 8/31/18	NTE \$7,198.39	General Fund
School Specialty, Inc.	Provide one day SPARK professional development for K-5 PE team - 1 six-hour day for up to 20 participants	8/2017	NTE \$2,749	General Fund
SoftwareOne	MicroSoft Office Pro Plus EES Enterprise ACAD License	6/1/17 – 5/31/18	NTE \$8,928.50	General Fund
Solarwinds	Annual License for Network Monitoring Software	8/7/17 – 8/8/18	NTE \$4,478.50	General Fund
South Bay Union School District	School Bus Services	7/01/17 – 6/30/18	Amendment adding additional year. Per Fee Schedule	General Fund

TTP	Network, Voice, & Video Cable Installation & Repair Services	7/1/17 – 6/30/18	NTE \$7,500	General Fund
Two Men and a Truck	Pick up surplus textbooks from CMS and SSES. Deliver and unload the boxes at the designated recycle facility. Not to exceed 8 hours	5/2/17	NTE \$2,084	General Fund
University of California – San Diego	Affiliation Agreement for Dietetic Internship Program	N/A	N/A	N/A
University of West Florida	Affiliation Agreement for TeacherReady Student Teacher Certification Program	N/A	N/A	N/A
University of San Diego	Affiliation Agreement for Student Teacher Program	N/A	N/A	N/A
Universal Service Administrative Company	Form 471 Request for ERate Funding	7/1/17 – 6/30/18	Funding commitment request (rebate) \$29,255.95	General Fund (Income)
Vector Resources, Inc.	Network Engineering Services	3/15/17 – 6/30/17	Additional \$7,000.00 Total Contract NTE \$14,000.00	General Fund
Vector Resources, Inc	Network Communication System Services	7/1/17 – 6/30/18	NTE \$12,000	General Fund
Vector Resources	Singlewire Software Renewal	1/1-/17 – 1/31/20	NTE \$6,296.50	General Fund
Widco Inc.	IT and Video Technical Services	7/1/17 – 6/30/18	NTE 14,000	General Fund

BBMAC POOL RENTAL CONTRACTS			
Name	Description	Dates	Rental Income Amount
Asphalt Green	Swim Practice	6/24/17 – 7/01/17	\$2,980.00
Badger Aquatic Club	Swim Practice	6/25/17 – 6/30/17	\$2,726.00
Bergens Svomme Club	Swim Practice	4/06/17 – 4/19/17	\$4,770.00

City Conference Swimming	Swim Practice	5/2/17 – 5/5/17	\$2,500.00
Del mar water Polo Club	Water Polo	4/18/17	\$900.00
Hiram	Swim Practice	1/1/18 – 1/7/18	\$1,512.00
Island Swimming Club	Swim Practice	3/24/17 – 4/1/17	\$2,844.00
Kitimit Marlins Swim Club	Swim Practice	3/23/17 – 3/28/17	\$454.50
Our Lady of Peace	Swim Practice	2/14/17 – 5/12/17	\$4,206.50
Peninsula TMCA	Swim Practice	3/4/17 – 7/22/17	\$1,581.00
San Diego Imperial Swimming	Swim Practice	7/27/17 – 7/30/17	\$7,500.00
San Diego Imperial Swimming	Senior Classic	2019/2020/2021 Dates TBD	\$7,089.00
San Diego Imperial Swimming	Winter Age Group Champs	2017/2018/2019 Dates TBC	\$20,250.00
Sweetwater Unified	Water Polo	1/17/17 – 2/10/17	\$1,053.00

AGENDA - May 18, 2017

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.6 Adopt Annual Board Resolution Regarding Business Operations (Action)

Background Information:

Pursuant to various sections of the Education Code, it is necessary that the Governing Board approve resolutions #17-05-06 thru #17-05-15 prior to the beginning of each fiscal year in order to maintain a current register of persons authorized to act on behalf of the school district.

Reports:

The attached resolution needs the adoption of the Board.

Financial Impact:

None. For reporting purposes only.

Superintendent's Recommendation:

That the Board adopt the attached Resolution #17-05-06 thru #17-05-15 regarding Business Operations.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣	Business Services Resolutions	5/5/2017	Cover Memo	Resolutions_17-05-06_thru_17-05-15.pdf

CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-06
DESIGNATING AUTHORIZED AGENTS TO FILE APPLICATIONS FOR IMPACT AID,
FORMERLY PL874 AND 815 FUNDS, AND STATE AND FEDERAL CONSTRUCTION FUNDS

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, Karl Mueller, Rita Beyers, or Donnie Salamanca are hereby designated as Authorized Agents of the District and are hereby authorized and directed to file on behalf of the Governing Board of the District, applications with the State Allocation Board under Chapter 10, Division 14, Education and applications in the forms required by the Commissioner of Education under Title VIII of the Elementary and Secondary Education Act of 1965, formerly PL 874 and 815 Funds requesting payment by the United State of America of funds to assist said School District, and further, that, Karl Mueller, Rita Beyers, or Donnie Salamanca are the designated authorized Agents of the Governing Board of said School District for the purpose of furnishing to the United States of America such information, data, and documents pertaining to the applications for funds as may be necessary in connection with such applications.

Further, that said Authorized Agents are authorized as representatives of the District to furnish such information as may be required to conduct and conclude all negotiations and execute such instruments as may be necessary for securing payment of the apportionments requested in the applications and the expenditure thereof.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____ MEMBERS NOES: _____ MEMBERS ABSENT: _____ MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-07
PAYMENT ORDER RESOLUTION**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017 that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title I of the Government Code, the following person(s) be and are hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

Karl Mueller, Rita Beyers, Donnie Salamanca, or Designee by Authorized Letter

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____ MEMBERS NOES: _____ MEMBERS ABSENT: _____ MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-08
RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL AND PICK UP
WARRANTS AT THE COUNTY OFFICE OF EDUCATION**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017:

1. The authorized agent to receive mail from the Accounting/Payroll Section is Donnie Salamanca.
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are Karl Mueller, Rita Beyers, Sharon Jimenez, Angelica Paredes, and Suzy Mitrovich.

- | | | | | |
|----|-----------|------|------------|--|
| | | mail | hold/issue | |
| 3. | Check one | | x | Payroll warrants each and every month |
| | Check one | x | | Commercial warrants each and every month |

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-09
RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017 that pursuant to the provisions of Education Code Section 42632 or 85232, Karl Mueller, Rita Beyers, or Donnie Salamanca be and are hereby authorized to sign any and all orders in the name of said District, drawn on the funds of said District.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-10
AUTHORIZING DESIGNATED EMPLOYEES TO SIGN PURCHASE ORDERS**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, Karl Mueller, Rita Beyers, Donnie Salamanca, and Megan Battle are authorized to sign any and all purchase orders on behalf of the District.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-11**

**AUTHORIZING DESIGNATED EMPLOYEES TO SIGN WARRANTS FOR THE
BBMAC, CAFETERIA, CASH CLEARING, CHILD CARE, PRESCHOOL, AND ADULT
EDUCATION ACCOUNTS**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, Karl Mueller, Rita Beyers, Donnie Salamanca, and Megan Battle are hereby authorized and empowered to sign any and all checks in the name of the Coronado Unified School District, drawn on the BBMAC, Cafeteria, Cash Clearing, Child Care, Preschool, and Adult Education Accounts of said District, with the requirement that two out of four sign.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____ MEMBERS NOES: _____ MEMBERS ABSENT: _____ MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-12
AUTHORIZING DESIGNATED EMPLOYEES TO SIGN WARRANTS FOR THE
REVOLVING CASH FUND CHECKS

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, Karl Mueller, Rita Beyers, Donnie Salamanca, and Megan Battle are hereby authorized and empowered to sign any and all checks in the name of the Coronado Unified School District, drawn on the Revolving Cash Funds of said District, with the requirement that two out of four sign.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-13
AUTHORIZING DESIGNATED EMPLOYEES TO SIGN DOCUMENTS PERTAINING
TO NEW HOUSING PROJECTS**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, Karl Mueller, Rita Beyers, and Donnie Salamanca are hereby authorized to file on behalf of the Governing Board of the District, school availability letters, secured agreements, land use agreements, and other appropriate documents which pertain to residential housing and commercial projects lying within the city limits of Coronado, California within boundaries of the District.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____ MEMBERS NOES: _____ MEMBERS ABSENT: _____ MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-14
AUTHORIZING THE REPLACEMENT OF WARRANTS**

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

WHEREAS, during the course of business, Coronado Unified School District issues payroll and commercial warrants for the payment of goods and services received by the District; and
WHEREAS, payroll and commercial warrants are lost, stolen, mutilated, or expire upon occasion; and
WHEREAS, a petition for issuance of a new warrant may be presented by the payee pursuant to Government Code section 29802.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, that Donnie Salamanca, Rita Beyers, and Angelica Paredes shall be authorized to reissue new payroll and commercial warrants upon presentation of a properly completed petition for issuance of a new warrant if such new warrant does not exceed the amount of the original warrant.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

Manual signature(s) of authorized
person(s): (Rubber Stamp)

Facsimile signature(s), if applicable

CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #17-05-15
AUTHORIZING THE COUNTY OFFICE OF EDUCATION CREDENTIALS DEPARTMENT
TO RELEASE CREDENTIAL HELD WARRANTS TO EMPLOYEES

Coronado Unified School District, San Diego County, on Motion of Member _____,
Seconded by Member _____, effective July 1, 2017 through June 30, 2018

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Coronado Unified School District and hereby ordered that effective July 1, 2017, that The County Office of Education Credentials Department is authorized to release credentials held warrants to employees who have provided the required credential paper work.

BE IT FURTHER RESOLVED that this motion shall stand until such time as rescinded, amended, or modified by further action of this Board. **PASSED AND ADOPTED** this 18th day of May 2017, by said Governing Board by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

State of California)
)ss.
Count of San Diego)

I, Karl Mueller, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

Date

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.7 Adopt Governing Board Resolution to approve amendments to the contract with Stanley Convergent without competitive bidding (Action)

Background Information:

The district advertised for bids for alarm monitoring services on May 11, 2015 & May 18, 2015. The Governing Board awarded a contract in the amount of \$213,480 on June, 18 of 2015. Since the award, the district has found it necessary to increase the scope of services. The amount of the increased services exceeds the allowable change order limit of 10 percent.

After reviewing the agreements, it was determined that terminating the contracts in order to rebid the full scope of services required by the district would create a financial burden since the contract calls for a full price penalty for early termination. As a result, Administration is recommending that the Governing Board adopt a resolution to make a finding that rebidding provides no competitive advantage pursuant to Graydon v. Pasadena Redevelopment Agency (1980) 104 Cal. App. 3d 631:

“This principle has been held applicable in California decisions in a variety of situations involving both the purchase of services and products and the construction of public improvements and buildings where it has appeared that competitive bidding would be incongruous or would not result in any advantage to the public entity in efforts to contract for the greatest public benefit.”

Financial Impact:

Coronado Unified School District will pay a total of \$257,760 for the five years of the life of the contract.

Superintendent's Recommendation:

That the Board adopt the attached Resolution #17-05-01 regarding Business Operations.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣	Resolution for Emergency Waiver	5/9/2017	Cover Memo	2017-5-18_resolution_17-05-01_St Stanley_Convergent.pdf

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION NO. #17-05-01**

AUTHORIZING AWARD OF A CONTRACT WITHOUT COMPETITIVE BIDDING

WHEREAS, The Coronado Unified School District awarded a contract to Stanley Convergent on May 11, 2015; and,

WHEREAS, the scope of the contract is insufficient to meet the needs of the Coronado Unified School District and the necessary changes exceed the change order rate allowable under Public Contract Code 20118.4; and,

WHEREAS, terminating the contract and rebidding create a financial hardship; and,

WHEREAS, the District has determined that it would be unavailing and no advantage would result if it were to engage in the public bidding process as the outcome will likely be the same. (Graydon v. Pasadena Redevelopment Agency (1 980) 104 Cal.App.3d 63 1 .);

NOW, THEREFORE, BE IT RESOLVED,

1. All of the recitals set forth above are true.
2. The District hereby waives competitive bidding requirements to allow for fire and intrusion alarm system panel and monitoring to continue and because public bidding would be unavailing and offer no advantage.
3. The Governing Board hereby authorizes the Superintendent or his/her designee, to take such action and execute such agreements and documentation necessary to affect the intent of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Coronado Unified School District at Coronado, California, on this 18 day of May, by the following vote:

AYES: _____MEMBERS NOES: _____MEMBERS ABSENT: _____MEMBERS

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Karl Mueller, Secretary of the Governing Board of the Coronado Unified School District of Coronado, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at the regular meeting thereof at the time and place of vote stated, which resolution is on file and of record in the office of said Board.

Date

Secretary of the Governing Board

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.8 Adopt Governing Board Resolution for Emergency Waiver – Silver Strand Elementary School Water Line Rupture (Action)

Background Information:

Public Contract Code section 20113, as further defined by Public Contract Code section 1102, provides that school districts may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life or property.

Reports:

On December 26, 2016, there was a major underground leak at Silver Strand Elementary School. The source of the leak has been located and the area excavated by the district's in-house maintenance personnel; however, after inspection it was determined that the repair required specialized contractor support. The District has obtained final costs from a qualified contractor in the amount of \$19,522.38 to make the emergency repairs. This exceeds the bid threshold of \$15,000.00. The Governing Board is asked to pass the necessary resolution related to this work being performed without going out to bid due to the need to restore the learning environment and the safety nature of these repairs.

Financial Impact:

The \$19,522.38 in repair work will be paid for from Fund 40, the Special Reserve for Capital Outlay.

Superintendent's Recommendation:

That the Governing Board unanimously adopt Resolution #17-05-02 for Emergency Waiver – Silver Strand Elementary School Water Leak.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□ Resolution for Emergency Waiver	5/5/2017	Cover Memo	Resolution_for_Emergency_Waiver_SSES_Water_Line_Rupture.pdf

GOVERNING BOARD RESOLUTION FOR EMERGENCY WAIVER

Coronado Unified School District

Resolution # 17-05-02

On Motion of _____, Seconded by _____, the following resolution is adopted by the Governing Board of the Coronado Unified School District:

WHEREAS, unexpected major underground water line rupture occurred at the Silver Strand Elementary School; and

WHEREAS, the estimate for the repair work of \$19,522.38 exceeds the bid threshold of \$15,000.00; and

WHEREAS, Public Contract Code section 20113, as further defined by Public Contract Code section 1102, provides that school districts may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life or property;

NOW THEREFORE BE IT RESOLVED that the Governing Board of the Coronado Unified School District has determined that these circumstances constitute an emergency condition and requests approval from the county superintendent of schools to enter into contracts for the work as described above without advertising or inviting bids pursuant to Public Contract Code section 20113 and Public Contract Code section 1102.

PASSED AND ADOPTED by unanimous vote of the members of the Governing Board of the School District this 18th day of May 2017, by the following vote:

AYES:

NOES:

ABSENT:

I, Karl Mueller, Secretary of the Governing Board of the School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

Secretary to the Governing Board

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.9 Adopt Governing Board Resolution for Emergency Waiver – Silver Strand Elementary School Sewer Line Break (Action)

Background Information:

Public Contract Code section 20113, as further defined by Public Contract Code section 1102, provides that school districts may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life or property.

Reports:

On March 4, 2017, there was a break in a sewer line at Silver Strand Elementary School. The break has been located and the area excavated by the district's in-house maintenance personnel; however, after inspection it was determined that repair required specialized contractor support. The District has obtained final costs from a qualified contractor in the amount of \$20,785 to make the emergency repairs. This exceeds the \$15,000 bid limit. The Governing Board is asked to pass the necessary resolution related to this work being performed without going out to bid due to the need to restore the learning environment and the safety nature of these repairs.

Financial Impact:

The \$20,785.00 in repair work will be paid for from Fund 40, the Special Reserve for Capital Outlay.

Superintendent's Recommendation:

That the Governing Board unanimously adopt Resolution #17-05-03 for Emergency Waiver – Silver Strand Elementary School Sewer Line Break.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□ Resolution for Emergency Waiver	5/5/2017	Cover Memo	Resolution_for_Emergency_Waiver_SSES_Sewer_Line_Break_17-05-03.pdf

GOVERNING BOARD RESOLUTION FOR EMERGENCY WAIVER

Coronado Unified School District

Resolution # 17-05-03

On Motion of _____, Seconded by _____, the following resolution is adopted by the Governing Board of the Coronado Unified School District:

WHEREAS, unexpected major underground sewer line break occurred at the Silver Strand Elementary School; and

WHEREAS, the estimate for the repair work of \$20,785 exceeds the bid threshold of \$15,000.00; and

WHEREAS, Public Contract Code section 20113, as further defined by Public Contract Code section 1102, provides that school districts may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life or property;

NOW THEREFORE BE IT RESOLVED that the Governing Board of the Coronado Unified School District has determined that these circumstances constitute an emergency condition and requests approval from the county superintendent of schools to enter into contracts for the work as described above without advertising or inviting bids pursuant to Public Contract Code section 20113 and Public Contract Code section 1102.

PASSED AND ADOPTED by unanimous vote of the members of the Governing Board of the School District this 18th day of May 2017, by the following vote:

AYES:

NOES:

ABSENT:

I, Karl Mueller, Secretary of the Governing Board of the School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

Secretary to the Governing Board

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.10 Award Troxel Communications, Inc. Piggyback Bid (Action)

Background Information:

Public Contract Code Section 20118 authorizes school districts and other public agencies to “piggyback” from contracts publicly bid by other agencies, provided the originating agency’s bid documents contain a piggyback option. This allows purchasing equipment, material or supplies from said vendor utilizing the same terms and conditions that are available to the public agency under the contract.

The San Marcos Unified School District in compliance with Public Code 20118, has contracted with Troxel Communications, Inc. as the awarded vendor on RFP #P2016-09. The aforementioned bid has included a “Piggybacking” clause, allowing school districts to piggyback for materials listed on the contract.

This contract allows CUSD to utilize a competitively bid contract to purchase Chromebooks, carts, software, licensing, and services at the lowest cost without incurring the costs associated with the bid process.

Reports:

Financial Impact:

The San Marcos Unified School District "piggyback" bid is to be used in conjunction with the State of California bid the Governing Board awarded at the December 17, 2015 meeting. The overall spending authority is not being requested to increase, but rather this second piggyback bid allows for additional manufacturers of Chromebooks to be utilized, as warranted. Staff will submit individual contracts for ratification and approval by the Governing Board as projects arise.

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□	Troxel Chromebook Bid	5/5/2017	Cover Memo	Troxel_Chromebook_Bid.pdf

**Agenda Item Details**

Meeting Mar 14, 2017 - Regular Meeting of the Governing Board

Category 10. CONSENT AGENDA

Subject 10.13 AWARD OF REQUEST FOR PROPOSAL #P2016-09, "CHROMEBOOK CART AND SERVICES PACKAGE FOR VARIOUS SCHOOL SITES," TO TROXELL COMMUNICATIONS, INC.

Type Action (Consent)

Recommended Action Ratify Award of Request for Proposal #P2016-09, "Chromebook Cart and Services Package for Various School Sites," to Troxell Communications, Inc.

DISCUSSION:

At the August 16, 2016, Governing Board meeting, the District was authorized to solicit a request for proposal #P2016-09, "Chromebook Cart and Services Package for Various School Sites," and award to the bidder that ranked highest in the bid evaluation criteria, as allowed by PCC 20118-2.

Request for Proposal #P2016-09 was opened on February 1, 2017, with five bidders responding. The results of the RFP Evaluation are indicated below:

COMPANY	LUMP SUM BID AMOUNT	COST PROPOSAL (60%=60 POINTS)	VENDOR CERTIFICATIONS & QUALIFICATIONS (20%=20 POINTS)	CUSTOMER SERVICE & WARRANTY (20%=20 POINTS)	TOTAL POINTS
Arey Jones Educational Solutions	Non-Responsive				
CDW-Government, LLC	1,035,020.50	42.45	17	14.04	73.49
Datel Systems, Inc.	942,009.50	57.20	18	15.33	90.53
Tek Visions	1,302,550.61	0	14	16.02	30.02
Troxell Communications, Inc.	924,345.87	60	19	16.38	95.38

In reviewing the bid response from Arey Jones Educational Solutions, it was discovered that they had submitted two separate and complete sets of Bid Pricing Sheets, one which provided pricing on specified products and one which offered an alternate product with different pricing. Since the bid documents requested pricing for the specified product, or an equivalent, their bid was deemed to be non-responsive and further evaluation of their bid response was halted. This respondent was notified of the District's decision to deem their bid as non-responsive.

The bidder who scored highest in the RFP Evaluation Criteria, while meeting all other terms and conditions of the RFP, is Troxell Communications, Inc. with a total of 95.38 points out of a possible 100. Their submitted cost proposal was \$916,332. However, in the RFP evaluation process, it was noticed that they had quoted a California Electronic Waste Recycling Fee (EWRFF) of \$3 each for the chromebook devices. The mandated State of CA EWRFF for the chromebook device is \$5, effective January 1, 2017. This typographical error on the part of the bidder has been corrected, as it does not change the award and the value is incidental to the overall bid award. This is a mandatory cost for which all bidders would have needed to bid the same amount.

The bid award value of \$924,346 is slightly higher than the original budget estimate of \$840,000 for this project; however, since the original Board approval in August, 2016, the scope of work was modified to include additional carts to be purchased during the 2017-18 school year.

This bid included a Cooperative Purchasing/Other Agencies Clause which will allow other public school districts, community college districts, joint power agencies and public agencies in San Diego County to purchase identical items at the same prices and upon the same terms and conditions pursuant to sections 20118 and 20652 of the Public Contract Code. The District waived its right to require other districts to draw their warrant in favor of the District and authorizes each district/agency to make payment directly to the successful bidder.

BUDGET IMPACT: \$924,346 to General Fund (Fund 0100)

SUBMITTED BY:

Mark A. Schiel
Assistant Superintendent
Business Services

The San Diego Union-Tribune

Bill To:
SAN MARCOS UNIFIED PURCHASING -
CU00469292
255 Pico Ave
Ste 250
San Marcos, CA 92069-3712

This space is for the County Clerk's Filing Stamp

PROOF OF PUBLICATION (2015.5 C.C.P.)

STATE OF ILLINOIS
County of Cook

I am a citizen of the United States and a resident of the County aforesaid; I am over the age of eighteen years and not a party to or interested in the above-entitled matter. I am the principal clerk of the printer of

Proof of Publication of

See Attached

The San Diego Union Tribune

Formerly known as the North County Times and UT North County and which newspaper has been adjudicated as a newspaper of general circulation by the Superior Court of the County San Diego, State of California, for the City of Oceanside and the City of Escondido, Court Decree numbers 172171, 171349, for the County of San Diego that the notice of which the annexed is a printed copy (set in type not smaller than nonpareil), has been published in each regular and entire issue of the said newspaper and not in any supplement thereof on the following dates, to-wit:

Jan 10, 2017; Jan 17, 2017

I certify (or declare) under the penalty of perjury that the foregoing is true and correct.

Dated at Chicago, Illinois on this
17th day of January, 2017


Taylor Wash
Legal Advertising

4689897

RECEIVED JAN 26 2017

The San Diego Union-Tribune

Bill To:

SAN MARCOS UNIFIED PURCHASING - CU00469292
255 Pico Ave, Ste 250
San Marcos, CA 92069-3712

NOTICE TO BIDDERS
NOTICE IS HEREBY
GIVEN that the San
Marcos Unified
School District of San
Diego County, Cal-
ifornia, acting by and
through its Govern-
ing Board, hereinafter
referred to as the Dis-
trict will receive up to,
but not later than 2:00
p.m. on January 31,
2017, sealed bids for
the award of a con-
tract for the following:

**RFP #P2016-09:
CHROME BOOK
CART & SERVICES
PACKAGE FOR VARI-
OUS SCHOOL SITES**

Such bids shall be re-
ceived in the Purchas-
ing office of San Mar-
cos Unified School
District, 255 Pico Av-
enue, Suite 250, San
Marcos, CA 92069,
and shall be opened
at the stated time and
place.

Each RFP must con-
form and be respon-
sive to this invitation,
the information for
bidders, the Specifi-
cations, and all other
documents compris-
ing the pertinent
Contract Documents.
Copies of the Con-
tract Documents are
now on file and may
be obtained in the of-
fice of Purchasing at
the above address.

A Mandatory Pre-
Bid Meeting will be
held on January 18,
2017, at 11:00AM, at
San Marcos Unified
School District, lo-
cated at 255 Pico Av-
enue, San Marcos, CA
92069. Please RSVP
to susan.wallace@smusd.org to confirm
your attendance.

The District reserves
the right to reject
any or all bids, to ac-
cept or to reject any
one or more items of
a bid, or to waive any
irregularities or infor-
malities in the bids or
in the bidding.

No bidder may with-
draw his bid for a pe-
riod of sixty (60) days
after the date set for
the opening of bids.

**SAN MARCOS UN-
IFIED SCHOOL DIS-
TRICT**

Clerk of the Board:
Randy Walton

4699897

AGREEMENT

THIS AGREEMENT, made and entered into this 14th day of February, 2017, by and between the San Marcos Unified School District, San Diego County, California, hereinafter called the District, and Troxell Communications, Inc. hereinafter called the Contractor.

WITNESSETH: That the parties hereto have mutually covenanted and agreed, and by these presents do covenant and agree with each other, as follows:

1. **THE CONTRACT DOCUMENTS:** The complete contract consists of the following documents: The Notice to Bidders, the Information to Bidders, the Accepted Bid, the General Specifications, and the Agreement, including all modifications thereof duly incorporated therein. Any and all obligations of the District and the Contractor are fully set forth and described therein or are reasonably inferable that any work called for in one and not mentioned in the other, or vice versa, is to be executed the same as if mentioned in said documents. The documents comprising the complete Contract are sometimes hereinafter referred to as the Contract Documents, or the Contract.

2. **THE MATERIALS AND SUPPLIES:** The contractor agrees to furnish the item or items of the stated bid listed herein, and all transportation, service, labor, and material necessary to furnish and deliver same in good condition, in the manner designated in, and in strict conformity with the specifications and other contract documents, at the price or prices hereinafter set forth. Member districts shall not be responsible for the care or protection of any property, material, or parts ordered against said contract before date of delivery to the respective district. It is understood by the Contractor that all items or service will be promptly delivered to the ordering district.

(List of items awarded is attached), RFP #P2016-09, Chromebook Cart & Services Package for Various School Sites

3. **PAYMENTS:** Within thirty (30) days after delivery of any or all of the items hereinabove set forth and their acceptance by the ordering district, the ordering district agrees to pay to the Contractor, and the Contractor agrees to accept in full payment therefor, the sums set opposite each item.

4. **TERMINATION FOR DEFAULT:** If the said Contractor fails or neglects to supply or deliver any of said goods, articles, or service at the prices named and at the times and places above stated, the District may, with final notice and demand, cancel and rescind this contract or may purchase said goods, supplies, or services elsewhere, and hold said Contractor responsible and liable for all damages which may be sustained thereby, or on account of the failure or neglect of said Contractor in performing any of the terms and conditions of this contract; it being specifically provided and agreed that time shall be the essence of this agreement.

The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the District.

5. **DISTRICT'S RIGHT TO WITHHOLD CERTAIN AMOUNTS AND MAKE APPLICATION THEREOF:** The District may authorize to withhold a sufficient amount or amounts of any payment otherwise due to the Contractor, as in its judgment may be necessary to cover defective items not remedied, and the District may apply such withheld amount or amounts to the payment of such claims, in its discretion.

6. **TIME OF COMPLETION:** The Contractor shall begin performance of the Contract promptly upon due execution and delivery to the District of the Contract and Bond (if required). The Contractor is obligated to completely and satisfactorily perform the Contract within the period or periods specified in the Contract documents.

7. **SAVE HARMLESS CLAUSE:** The Contractor must save, keep, bear harmless and fully indemnify said District and any of its officers or agents from all damages, or claims for damages, costs or expenses in law or equity that may at any time arise or be set up for any infringement of the patent rights, copyright, or trademark of any person or persons in consequence of the use by said District or by any of its officers or agents, or articles to be supplied under this contract.

8. **THE DISTRICT'S INSPECTOR:** All items shall be subject to the inspection of the District. Inspection of the items shall not relieve the Contractor from any obligation to fulfill this Contract. Defective items shall be made good by the Contractor, and unsuitable items may be rejected, notwithstanding that such defective work and materials have been previously overlooked by the district and accepted. If any item shall be found defective at any time before final acceptance of the complete delivery, the Contractor shall forthwith remedy such defect in a manner satisfactory to the District.

9. **REMOVAL OF REJECTED ITEMS:** All items rejected by the district at any time prior to final inspection and acceptance shall at once be removed from the place of delivery by the Contractor who shall assume and pay the cost thereof without expense to the district, and shall be replaced by satisfactory items.

10. **DELAY DUE TO UNFORESEEN OBSTACLES:** The parties to this Contract shall be excused from performance thereunder during the time and to the extent that they are prevented from obtaining, delivering, or performing by act of God, fire, strike, loss or shortage of transportation facilities, lockout, or commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to the other party, provided that it is also established that the non-performance is not due in part to the fault or neglect of the party not performing.

11. **ASSIGNMENT OF CONTRACT:** The Contractor shall not assign, transfer, convey, sublet, or otherwise dispose of this Contract or any part thereof, or any right, title, or interest therein, funds to be received hereunder, or any power to execute the same without the consent in writing of the District.

12. **ATTORNEYS' FEES:** If suit is brought by either party to this Contract to enforce any of its terms (including all component parts of the contract documents), and the District prevails in such suit, the Contractor shall pay all litigation expenses incurred by the district, including reasonable attorneys' fees, court costs, expert witness fees and investigation expenses.

13. **CONTRACTOR IS NOT AN OFFICER, EMPLOYEE, OR AGENT OF THE DISTRICT:** While engaged in carrying out and complying with the terms and conditions of this Contract, the Contractor is an independent contractor, and is not an officer, employee or agent of the District.

14. **INSURANCE PERMITS AND LICENSES REQUIRED OF THE CONTRACTOR:** The Contractor shall maintain insurance adequate to protect him/her from claims under workers' compensatory acts, and from claims for damages for personal injury including death, and damage to property which may arise from operations under the Contract in amounts specified in the Specifications. The failure to furnish such evidence, if required, may be considered default by the Contractor.

The Contractor and all of its employees or agents shall secure and maintain in force such licenses and permits as are required by law, in connection with the furnishing of materials, articles, or services covered under this Contract. All operations and materials shall be in accordance with the law.

15. **CONDITIONAL BID:** The District reserves the right to reject any bid which imposes conditions, or terms, on purchases, which were not specified in the original bid document.

IN WITNESS WHEREOF, the District, by order of its Governing Board, has caused this instrument to be duly subscribed by the Secretary of said Board, and the Contractor has caused this instrument to be duly subscribed and executed, all on the date first hereinbefore set forth.

SAN MARCOS UNIFIED SCHOOL DISTRICT
San Diego County, California

By: 
Mark Schiel, Asst. Supt. of Business Services

By:  Michael Fabio, VP of Finance
Contractor (Authorized Agent Signature) & Title

Company Name: Troxell Communications, Inc.

Address: 10755 Scripps Poway Pkwy Box #350

San Diego, CA 92131

**Agenda Item Details**

Meeting	Aug 16, 2016 - Regular Meeting of the Governing Board
Category	10. CONSENT AGENDA
Subject	10.12 SPECIFICATIONS AND AUTHORIZATION TO SOLICIT A REQUEST FOR PROPOSAL #P2016-09, "CHROMEBOOK CART AND SERVICES PACKAGE FOR VARIOUS SCHOOL SITES," AND AUTHORIZE THE AWARD OF RFP TO THE BIDDER THAT RANKS HIGHEST IN THE BID EVALUATION CRITERIA
Access	Public
Type	Action (Consent)
Recommended Action	Approve Specifications and Authorization to Solicit a Request for Proposal #P2016-09, "Chromebook Cart and Services Package for Various School Sites," and Authorize the Award of RFP to the Bidder that Ranks Highest in the Bid Evaluation Criteria

Public Content**DISCUSSION:**

The current practice of purchasing our standard notebook device & notebook cart setup for classrooms is by purchasing the device from Unistar-Sparco (PEPPM Bid, low awardee) and purchasing the Bretford cart off a % off bid and the added services needed thru Datel Systems, (low awardee for cart). Prior to this, Datel Systems had been low bid awardee on the WSCA bid, and we could buy altogether, which saved a large amount of technician labor in imaging and activating the devices, coordination between vendors, cleaner documentation stream and asset tagging processing, etc. The next large purchase the District will be making of this type of technology package will be for approximately 60 packages (device/cart/services), and we believe it's in the District's best interest to bid the complete package so that we can award to one vendor who would be responsible for the entire process.

We request approval to go out to bid for the classroom technology device package and award to one of three lowest bidders, which we are able to do, per PCC 20118-2.

BUDGET IMPACT: Estimate \$840,000 to General Fund (Fund 0100)

SUBMITTED BY:

Mark A. Schiel
Assistant Superintendent
Business Services

Administrative Content

BID FORM

To: San Marcos Unified School District, acting by and through its Governing Board, herein called the District:

1. Pursuant to and in compliance with your Notice to Bidders and other documents relating thereto, the undersigned Bidder, having familiarized the terms of the Agreement, the Specifications, and other Contract Documents, hereby proposes and agrees to perform, within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, all in strict conformity with the specifications and other Contract Documents, including Addenda Nos. 1, 2, 3, and _____ on file at the Purchasing Office of said District for the prices set opposite the articles listed herein.

2. It is understood that the District reserves the right to reject this bid in whole or in part; to waive informalities in the bids or bidding, and that this bid shall remain open and not be withdrawn for a period of sixty (60) days from the date prescribed for the opening of this bid.

3. It is understood that the successful bidder will be required to deliver: Chrome Devices and Cart as noted in the specification.

This bid is to cover the period of February 1, 2017 through January 31, 2018.

4. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned within sixty (60) days after the opening of the bid, or at any time thereafter before this bid is withdrawn, the undersigned agrees that they will execute and deliver to the District a contract in the form attached hereto in accordance with the bid as accepted, all within TEN (10) days after the receipt of notification of award, and that performance of the contract shall be commenced immediately by the undersigned bidder, upon due execution and delivery to the District of the Contract, and shall be completed by the Contractor in the time specified in Paragraph 2 of the Agreement of said Contract Documents.

5. COOPERATIVE PURCHASING/OTHER AGENCIES CLAUSE

Other public school districts, community college districts, joint power agencies and public agencies in the County of San Diego may purchase identical items at the same prices and upon the same terms and conditions pursuant to sections 20118 and 20652 of the Public Contract Code. The San Marcos Unified School District waives its right to require other districts to draw their warrant in favor the District and authorizes each district/agency to make payment directly to the successful bidder.

Acceptance or rejection of this clause will not affect the outcome of this bid. Please indicate below:

Option granted X It was discussed during the pre-bid meeting at San Marcos USD that services (white glove) may not be extended as part of the cooperative agreement but Troxell is willing to negotiate pricing with any end-user on any individual project.

Option not granted _____

Prices in effect until: 01/31/2018

6. Notice of acceptance or request for additional information should be addressed to the undersigned at the address stated below.

Troxell Communications, Inc.

Legal Name of Bidder

By

Signature of Authorized Officer or Agent

Address

10755 Scripps Poway Pkwy Box #350

San Diego, CA 92131

Toll-free
Telephone 800-578-8858 ext 4202

Fax 858-693-3287

E-mail terra.norine@trox.com

MUST BE TURNED IN WITH BID

BID PRICING SHEET- Revised: Chromebook, Cart & Services

Part I: UNIT PRICING FOR FUTURE INDIVIDUAL PURCHASES

Item	Part #	Make and Model & Part # (If Alternate)	Unit Cost (Include shipping charges, NO Sales Tax)
A. Cart	Anywhere Cart w/ 5 year "Intelli-Sense" Warranty (or equivalent)		
	AC Plus-T, 36 device (with "Intelli-Sense")		
	AC1323144		833.16
			1005.19
	AC-45, 45 device (with "Intelli-Sense") (special order)		
B. Device	Asus C202SA-Y502 (or equivalent)		
	EWRP (CA ewaste fee)		
	Chrome Console		
	C202SAYS02		148.72
	CAWASTEFE		5.00
	CROSSWDNEDU		23.40
C. Mouse	910001439	Logitech 910001439	8.40 alternate
D. Headphone	90120		11.57
LABOR: Cart Set-up with # of specified devices, including chrome console enrollment and delivery (as defined in Scope of Work Summary)			
E. LABOR: Cart Set-up with 20 devices			139.80
E.2. LABOR: Cart Set-up with 25 devices			174.75
E.3. LABOR: Cart Set-up with 36 devices			251.64
E.4. LABOR: Cart Set-up with 40 devices			279.60
E.5. LABOR: Cart Set-up with 42 devices			293.58
F. Replacement Parts for Asus C202SA (or Equivalent)			
	Battery		
	0B2000190000		30.16
	90NX00Y1R30120		27.00
	90NX00Y0R90010		24.89
	1801011621100		48.05
	90NX00Y2R7A010		19.33
	90NX00Y2R7B010		12.26
	90NX00Y0R00110		122.79
	0A00100031300		23.84
	Mainboard W/ 4G		
	AC Adapter		
G. Replacement Parts Anywhere Cart (or equivalent)			
	"Intelli-Sense" Timer		
	TIMER		140.52

BID PRICING SHEET- Revised: Chromebook, Cart & Services (continued)

Part II: *Complete Cart Pricing (Includes items and pricing, as identified in Part I, Items A through E)

* Cart, chromebook devices, mice, headphones and labor (set-up, chrome console enrollment and delivery) as listed in narrative portion of Bid Specifications Scope of Work/Summary, (including CA e-waste fees, completion of forms, etc.) List total cost for one (1) complete cart with # of devices specified in Unit Cost column; Multiply by Quantity indicated and Record Extended Cost Prices below (DO NOT INCLUDE SALES TAX):

DESCRIPTION	QTY	UNIT COST	EXTENDED COST
1. 36-Device Cart with 20 Devices*	8	\$ 4,914.76	\$ 39,318.08
2. 36-Device Cart with 25 Devices*	33	\$ 5,935.16	\$ 195,860.28
3. 36-Device Cart with 36 Devices*	23	\$ 8,180.04	\$ 188,140.92
4. 45-Device Cart with 40 Devices*	16	\$ 9,168.39	\$ 146,694.24
5. 45-Device Cart with 42 Devices*	37	\$ 9,576.55	\$ 354,332.35
LUMP SUM TOTAL FOR INITIAL CART PURCHASES. ADD EXTENDED COST FOR LINES 1 THROUGH 5 ABOVE AND RECORD HERE:			\$ 924,345.87

Asus C202SA-Y502 (or equivalent) Options for Extended Warranty

1 year
2 year
3 year
4 year

Optional Extended Warranty	Optional Extended Warranty to include Accidental Damage
Included	\$ 16.84
\$ 28.42	\$ 47.37
\$ 47.37	\$ 77.89
\$ 108.42	\$ 135.79

MAXIMUM PERCENTAGE OF INCREASE IN COST TO EXTEND CONTRACT FOR YEAR 2; IF OPTION IS EXERCISED:	5 %
---	-----

MAXIMUM PERCENTAGE OF INCREASE IN COST TO EXTEND CONTRACT FOR YEAR 3; IF OPTION IS EXERCISED:	5 %
---	-----

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.11 Award Dave Bang Associates, Inc. Piggyback Bid (Action)

Background Information:

Public Contract Code Section 20118 authorizes school districts and other public agencies to “piggyback” from contracts publicly bid by other agencies, provided the originating agency’s bid documents contain a piggyback option. This allows purchasing equipment, material or supplies from said vendor utilizing the same terms and conditions that are available to the public agency under the contract.

The Colton Joint Unified School District, in compliance with Public Code 20118, has contracted with Dave Bang Associates, Inc. as the awarded vendor on Bid #15-04. The aforementioned bid has included a “piggybacking” clause, allowing other school districts to piggyback for materials listed on the bid.

Financial Impact:

This bid allows CUSD to utilize a competitively bid contract to purchase materials and services at the lowest cost without incurring the costs associated with the bid process. Staff will submit individual contracts for ratification and approval by the Governing Board as projects arise.

Superintendent's Recommendation:

That the Board award the bid for the Coronado Unified School District to purchase shade structures utilizing the Piggyback Bid Process from Dave Bang Associates, Inc. and authorize Administration to sign all related documents.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

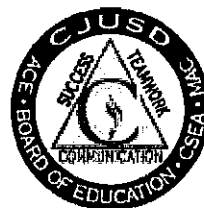
<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□ Dave Bang Associates, Inc. Award	5/5/2017	Cover Memo	Dave_Bang_Shade_Structure_Award.pdf
□ Dave Bang Associates, Inc. contract section 1 of 2	5/5/2017	Cover Memo	Dave_Bang_Contract_section_1_of_2.pdf
□ Dave Bang Associates, Inc. contract section 2 of 2	5/5/2017	Cover Memo	Dave_Bang_Contract_section_2_of_2.pdf

Colton Joint Unified School District

Jerry Almendarez, Superintendent

Jaime R. Ayala, Assistant Superintendent, Business Services Division

Dave Beeson, Director, Purchasing and Warehouse



BOARD OF EDUCATION

Mr. Dan Flores, *President*

Mr. Frank A. Ibarra, *Vice-President*

Mrs. Joanne E. Thoring-Ojeda, *Clerk*

Mr. Randall Cenicerros

Mrs. Patt Haro

Mr. Pilar Tabera

Mr. Kent Taylor

February 21, 2017

Dave Bang Associates

Attn: Pete Stokes

PO Box 1088

Tustin, CA 92781-1088

Dear Pete,

I am pleased to inform you that at the February 16, 2017 meeting of the Colton Joint Unified School District Board of Education, the Board took formal action to extend Bid 15-04 for Playground Equipment, Outdoor Site Furnishings and DSA Shade Shelters for one additional year. The bid terms and conditions will remain in effect through March 11, 2018. Please find attached the Board agenda item and certification of Board minutes.

The District looks forward to working with your firm this next year.

Sincerely,

Dave Beeson

Director, Purchasing and Warehouse

909-580-6670

david_beeson@cjustd.net



Agenda Item Details

Meeting Feb 16, 2017 - Board of Education Regular Meeting Agenda
Category 7. Action Session - Action Items
Subject 7.20 Approval to Extend the Dave Bang Associates Bid #15-04 for One Year Effective March 12, 2017 through March 11, 2018
Type Action - Business Services Division
Preferred Date Feb 16, 2017
Absolute Date Feb 16, 2017
Budget Source General Fund or Self Insurance Fund: \$75,000 (as needed)
Recommended Action That the Board approve the extension of Bid #15-04 for playground equipment, outdoor site furnishings and DSA shade shelters with Dave Bang Associates for one additional year effective March 12, 2017 through March 11, 2018.

At the March 12, 2015 Board meeting, the Board of Education approved Dave Bang Associates as the lowest responsible bidder for playground equipment, outdoor site furnishings and DSA shade shelters. The original award created a "piggyback bid" that allows other California school districts and state agencies, to purchase playground equipment, outdoor site furnishings and DSA shade shelters at potential savings.

As allowed in Education Code 17596 (K-12) and 81644 (Community Colleges), and as stated in the original bid documents, the Contract term was for an initial two year period after award of Bid, and may be extended for additional one-year periods. Dave Bang Associates has requested approval for this one-year extension with no Consumer Price Index (CPI) price increase.

Not only has the Colton Joint Unified School District taken advantage of the highly competitive pricing obtained from this bid, numerous school districts throughout the State have also found Bid #15-04 for playground equipment, outdoor site furnishings and DSA shade shelters to be advantageous.

Colton Joint Unified School District

Jerry Almendarez, Superintendent

Dr. Frank Miranda, Assistant Superintendent, Business Services



Certification of Minutes

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, February 16, 2017 at 6:00 p.m. in the Board Room at the 18829 Orange Street, Bloomington, California 92316.

Members Present: 7

Members Absent: 0

Action Section – Consent Items

Section 7 On motion of Board Member Tabera and Board Member Cenicerros and carried on a 7-0 vote, the Board approved Action Consent Item 7.20 as presented.

#7.20 Approval to Extend the Dave Bang Associates Bid #15-04 for One Year Effective March 12, 2017 through March 11, 2018

I, Dr. Frank Miranda, Assistant Superintendent, Business Services, for the COLTON JOINT UNIFIED SCHOOL DISTRICT, do hereby certify that the above is a true and correct copy of the motion duly made, adopted, and entered on the minutes of the Governing Board of said District.

By: _____

February 21, 2017

PUBLIC CONTRACT PURCHASING

DAVE BANG ASSOCIATES, INC.

1-800-669-2585

FAX 1-800-729-2483

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 VALENCIA DRIVE, COLTON, CA 92324

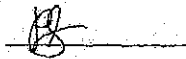
BID NUMBER 15-04 **PLAYGROUND EQUIPMENT AND DSA SHADE SHELTERS**

Piggyback Clause: For the term of the contract and any mutually agreed extensions pursuant to this request for bids, at the option of the vendor, other school districts and community college districts, any public corporation or agency, including any county, city or town in the State of California, may purchase, lease-purchase, the identical item(s) at the same price and upon the same terms and conditions pursuant to Public Contract Code 20118 (K-12) and 20652 (Community Colleges).

The Colton Joint Unified School District waives its right to require such other districts and offices to draw their warrants in the favor of the District as provided in said Code sections.

Acceptance or rejection of this clause WILL NOT affect the outcome of this bid.

Piggyback option granted



(please initial)

Piggyback option not granted

The undersigned has read all of the conditions, instructions and specifications, is familiar with, understands, and will conform by furnishing and delivering the goods and/or services at the prices quoted above.

BID PRICING

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
PRICING INFORMATION

<u>Item</u>	<u>Quantity</u>	<u>Brand/Model Supplied</u>	<u>Unit Cost</u>	<u>Shipping</u>	<u>Total</u>
1.	1 each	Playworld Systems #C15004CH -As Specified	\$47,437.-	\$4,278.-	\$51,715.-
2.	1 each	Playworld Systems #C15003SP -As Specified	\$32,716.-	\$3,323.-	\$36,039.-
3.	1 each	Playworld Systems #C15001SP -As Specified	\$21,949.-	\$2,325.-	\$24,274.-
4.	1 each	Americana Building Products #IL1058-13 C&C, Illini 10:58 -As Specified DSA PC# 02-113840	\$25,865.-	\$1,724.-	\$27,589.-

TOTAL BASE BID AMOUNT (Items 1-4)

\$139,617.00

DO NOT INCLUDE SALES TAX OR INSTALLATION ON THE PROPOSAL FORM

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
ADDITIONAL PRICING INFORMATION

Optional: Bidders may list percent discounts from their current, general published component pricing catalog for playground equipment, or specified catalogs for their full line of products, if they wish. The District reserves the right to accept or reject any general discount when making any award.

Manufacturer Submitted	% Discount	Shipping	Minimum Freight
		Less than 1K lbs: \$2.05/LB	
Playworld Systems	17.0%	more than 1K lbs: \$1.72/LB	\$1,000.-
		more than 2K lbs: \$1.47/LB	
Playworld Shipping Cont...		more than 5K lbs: \$1.28/LB	
Wabash	15.0%	Less than 1K lbs: \$2.35/LB	\$1,000.-
		more than 1K lbs: \$1.96/LB	
		more than 2K lbs: \$1.68/LB	
Wabash Shipping Cont...		more than 5K lbs: \$1.46/LB	
PW Athletic	15.0%	less than 1K lbs: \$1.40/LB	\$1,000.-
		more than 1K lbs: \$1.15/LB	
		more than 2K lbs: \$1.00/LB	
Americana Building Products	5.0%	\$.58/LB	\$ 600.-
Pro-tect Turf	5.0%	Included	N/A
Tot Turf	5.0%	Included	N/A
Robertson Recreational Surfaces	5.0%	\$.65/LB	\$1,000.-
Custom Canopies, Inc.	5.0%	\$.20/LB	\$ 400.-
Patterson-Williams	10.0%	less than 1K lbs: \$1.40/LB	\$1,000.-
		more than 1K lbs: \$1.15/LB	
		more than 2K lbs: \$1.00/LB	
Zeager Brothers	5.0%	\$800 per 100 cubic yards	\$1,000.-
Urbanscape	10.0%	Less than 1K lbs: \$2.35/LB	\$1,000.-
		more than 1K lbs: \$1.96/LB	
Playsimple	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	
LifeTrail	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	
Neos	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
ADDITIONAL PRICING INFORMATION (cont.)

Optional: Bidders may list percent discounts from their current, general published component pricing catalog for playground equipment, or specified catalogs for their full line of products, if they wish. The District reserves the right to accept or reject any general discount when making any award.

<u>Manufacturer Submitted</u>	<u>% Discount</u>	<u>Shipping</u>	<u>Minimum Freight</u>
LA Steelcraft	10.0%	\$.58/LB	\$ 1,000.-
Kay Park	10.0%	\$.58/LB	\$ 600.-
Most Dependable Fountains	5.0%	\$.50/LB	\$ 600.-
HAWS	5.0%	\$.50/LB	\$ 600.-
Jensen Swing Products	5.0%	\$.32/LB	\$ 400.-
Childforms	5.0%	\$.58/LB	\$ 600.-
National Recreation	10.0%	\$.67/LB	\$ 700.-
Playworld Systems, Inc. Family of Products	5.0%	Less than 1K lbs: \$2.05/lb more than 2K lbs: \$1.72/lb	\$ 1,000.-
Sunports	5.0%	\$.63/LB	\$ 600.-
Recycled Wood Products	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Artesia Sandust Products	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Sof' Fall	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Sof' Solutions	5.0%	\$.65/LB	\$ 600.-
Sof' Surfaces	5.0%	\$.65/LB	\$ 600.-
No Fault	5.0%	\$.65/LB	\$ 600.-
Turboscape	5.0%	\$ 25 per cubic yard	\$ 1,000.-

PIGGYBACK CLAUSE

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324


PROPOSAL FORM FOR BID #15-04
PIGGYBACK CLAUSE AND SIGNATURE PAGE

Piggyback Clause: For the term of the contract and any mutually agreed extensions pursuant to this request for bids, at the option of the vendor, other school districts and community college districts, any public corporation or agency, including any county, city or town in the State of California, may purchase, lease-purchase, the identical item(s) at the same price and upon the same terms and conditions pursuant to Public Contract Code 20118 (K-12) and 20652 (Community Colleges).

The Colton Joint Unified School District waives its right to require such other districts and offices to draw their warrants in the favor of the District as provided in said Code sections.

Acceptance or rejection of this clause WILL NOT affect the outcome of this bid.

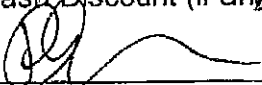
Piggyback option granted



(please initial)

Piggyback option not granted

The undersigned has read all of the conditions, instructions and specifications, is familiar with, understands, and will conform by furnishing and delivering the goods and/or services at the prices quoted above.

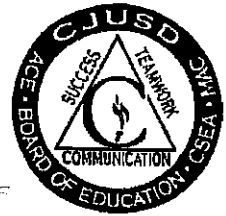
<u>Dave Bang Associates Inc. of CA</u>		<u>PO BOX 1088</u>
Name of Company	Address	
<u>Tustin, CA 92781</u>	<u>800-669-2585</u>	<u>800-729-2483</u>
City, State, Zip Code	Telephone	FAX
<u>N/A</u>	<u>30-60</u>	
Cash Discount (if any)	Delivery (in days)	
	<u>President</u>	
Signature	Title	

MINUTES / ADVERTISING

Colton Joint Unified School District

Jerry Almendarez, Superintendent

Jaime R. Ayala, Assistant Superintendent, Business Services



Certification of Minutes

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, March 12, 2015, at 6:00 p.m. in the Board Room at the 18829 Orange Street, Bloomington, California 92316.

Members Present: 6

Members Absent: 1

Action Section – Action Items

Section 8 On motion of Board Member Cenicerros and Board Member Taylor and carried on a 6-0 vote, (Board Member Tabera absent) the Board approved Action Item 8.9 as presented.

#8.9 Award of Bid #15-04 to Dave Bang Associates for Playground Equipment and DSA Shade Shelters

I, Jaime R. Ayala, Assistant Superintendent, Business Services, for the COLTON JOINT UNIFIED SCHOOL DISTRICT, do hereby certify that the above is a true and correct copy of the motion duly made, adopted, and entered on the minutes of the Governing Board of said District.

By: _____

March 16, 2015

**Agenda Item Details**

Meeting	Mar 12, 2015 - Board of Education Regular Meeting Agenda
Category	8. Action Session - Action Items
Subject	8.9 Award of Bid #15-04 to Dave Bang Associates for Playground Equipment and DSA Shade Shelters
Access	Public
Type	Action - Business Services Division
Preferred Date	Mar 12, 2015
Absolute Date	Mar 12, 2015
Dollar Amount	\$0,000.00
Budget Source	General Fund or Self Insurance Fund 67 Expenditure: \$50,000 as needed
Recommended Action	That the Board award Bid #15-04 to the lowest responsible bidder, Dave Bang Associates, Inc., for playground equipment and DSA shade shelters, as presented.
Goals	1. Communication Facilities/Support Services Budget Planning

Public Content

Bids for playground equipment and DSA shade shelters were opened on February 11, 2015. The bid was conducted in accordance with Public Contract Code 20111 and advertised in accordance with Public Contract Code 20112. One vendor submitted and bid.

This bid was conducted to meet the needs of the District on an as needed basis. The District currently has fifty-eight separate play equipment areas on our campuses. The main use of this bid will be to maintain the safety of our playground's fall surface material. Properly maintained engineered wood fiber has the highest impact attenuation rating out of all fall surfaces available. Impact attenuation is the ability of a fall surface to absorb and dissipate the impact of a child's fall from play equipment to the safety surface below. Fall surface materials are rated by the Consumer Products Safety Commission (CPSC).

The District will replenish engineered wood fiber fall surface material as needed in play equipment areas in the District. Cost to replenish specific sites varies due to the varying sizes of play areas at each site.

Executive Content

SAN BERNARDINO COUNTY SUN

This space for filing stamp only

4030 N GEORGIA BLVD, SAN BERNARDINO, CA 92407
Telephone (909) 889-9666 / Fax (909) 885-1253

DAVID BEESON
COLTON JOINT UNIFIED SCHOOL DIST.
1212 VALENCIA DRIVE
COLTON, CA - 92324

SBS #: 2710738

PROOF OF PUBLICATION

(2015.5 C.C.P.)

State of California)
County of SAN BERNARDINO) ss

Notice Type: BIDS-B - NOTICE INVITING BIDS-SB

Ad Description:


Playground Equipment and DSA Shade Shelters

I am a citizen of the United States and a resident of the State of California; I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the printer and publisher of the SAN BERNARDINO COUNTY SUN, a newspaper published in the English language in the city of SAN BERNARDINO, county of SAN BERNARDINO, and adjudged a newspaper of general circulation as defined by the laws of the State of California by the Superior Court of the County of SAN BERNARDINO, State of California, under date 06/20/1952, Case No. 73084. That the notice, of which the annexed is a printed copy, has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to-wit:

01/27/2015, 02/03/2015

Executed on: 02/03/2015
At: Riverside, California

I certify (or declare) under penalty of perjury that the foregoing is true and correct.


Signature

NOTICE INVITING BIDS
Notice is hereby given that the Board of Trustees of the Colton Joint Unified School District will receive sealed bids to be delivered to the Purchasing Department, 1212 Valencia Drive, Colton, CA 92324 on or before 10:00 a.m., on February 11, 2015, for Playground Equipment and DSA Shade Shelters in accordance with specifications contained in Bid #15-04, which is available at the above stated address.
The Governing Board of said school district reserves the right to accept or reject any or all bids or parts thereof, to be the sole judge of merits and qualifications of the items or services offered and the ability of the bidder to responsibly perform; to waive any irregularities or informalities in any bid or in the bidding procedure and may accept other than the lowest bid offered.
Dave Beeson
Purchasing and Warehouse Director
1/27, 2/3/15
SBS-2710738



BID DOCUMENT

NOTICE INVITING BIDS

Notice is hereby given that the Board of Trustees of the Colton Joint Unified School District will receive sealed bids to be delivered to the **Purchasing Department**, 1212 Valencia Drive, Colton, CA 92324 on or before **10:00 a.m.**, on **February 11, 2015**, for **Playground Equipment and DSA Shade Shelters** in accordance with specifications contained in Bid **#15-04**, which is available at the above stated address.

The Governing Board of said school district reserves the right to accept or reject any or all bids or parts thereof, to be the sole judge of merits and qualifications of the items or services offered and the ability of the bidder to responsibly perform; to waive any irregularities or informalities in any bid or in the bidding procedure and may accept other than the lowest bid offered.

Dave Beeson
Purchasing and Warehouse Director

To be published on:
January 27, 2015 and
February 3, 2015.

General Bid Instructions and Conditions

1. **Preparation of Bid:** Submit bid on District form in a separate sealed envelope with project identification name on the outside. Bid must be returned to the Purchasing Department of the Colton Joint Unified School District on or before the day and hour specified. Faxed bids will not be accepted.
2. **Responsibility:** All bids shall be signed with the firm name and by a responsible officer or employee. It is the sole responsibility of the bidder to see that his bid is received in the Purchasing Department, in proper time. Bids received after this time will be returned unopened.
3. **Corrections:** All prices and notations shall be typewritten or in ink. No erasures will be permitted. Mistakes may be crossed out and corrections made adjacent to the error and shall be initialed in ink by the person signing the bid. Verify bids before submission. Once opened, they cannot be corrected or withdrawn.
4. **Acceptance:** Prices shall be stated in units specified only. Both the unit price and extensions must be shown. In case of a discrepancy between the unit price and extension, the unit price will be considered correct.
5. **Award of Contract:** The District reserves the right to accept or reject any or all bids, to accept or reject any item thereon, to waive any irregularities in the bid or bidding. The District will act as the sole judge of the merit and qualifications of the materials offered and accept whatever bid is deemed to be in the best interest of the District. **The award of the contract, if made by the District, will be to the lowest responsible bidder based on the total base bid amount.**
6. **Brand Name and Number:** Brands of equal make or type which are substantially the same or better than those specified are acceptable. Brands as listed on the bid form are given for descriptive purposes only. The bidder shall state the brand name and number in the column provided. If none is indicated, it shall be understood that the bidder is quoting on the exact brand and number specified in the bid form.

The playground layout shown in the plan view is based upon equipment and measurements from Playworld Systems, with age specific components. Acceptable manufacturer is Playworld Systems or equal. Other products may be considered equal if all of the parameters, specifications and design intent of the drawings are met and the provisions contained in paragraph 7, "Product Substitutions" are met. If the playground equipment bid is based on product other than Playworld Systems and the product is determined by the District to be not equal, the bid will be rejected.

The acceptable manufacturer for shade shelters is American Building Products or equal. Other products may be considered equal if all of the parameters, specifications and design intent of the drawings are met and the provisions contained in paragraph 7,

"Product Substitutions" are met. If the shade shelter bid is based on product other than Americana Building Products and the product is determined by the District to be not equal, the bid will be rejected.

7. **Product Substitutions:** Nothing in this specification is intended to limit competition or to specify a particular manufacturer. Where a manufacturer's name or trade name is specified the intent is to establish quality, specifications or utility of the items desired; and an item of equal quality and meeting equal specification and utility may be substituted subject to the following provisions:

Playground Equipment - All substitutions must be reviewed and approved by the District. For this purpose, submit with the bid, in duplicate, a list containing a description of each proposed substitute item or material along with the manufacturer's name, contact and phone number. The list must include a match, item for item, for those listed in the specifications for Playworld Systems in tabular form with a plan view and 3-D view of the layout. Attach to the list sufficient data, drawings, samples, literature or other detailed information that will demonstrate to the District that the proposed substitute is equal in quality, utility and appearance to the material specified. Failure of the bidder to submit proposed substitutions for approval in the manner described above, and with the sealed bid response, shall be sufficient cause for disapproval by the District of any substitutions proposed.

Shade Shelters - All substitutions must be reviewed and approved by the District. For this purpose, submit with the bid, in duplicate, a list containing a description of the proposed substitute item or material along with the manufacturer's name, contact and phone number. The list must include a match, item for item, for those listed in the specifications for Americana Building Products in tabular form. Attach to the list sufficient data, drawings, samples, literature or other detailed information that will demonstrate to the District that the proposed substitute is equal in quality, utility and appearance to the material specified. Failure of the bidder to submit proposed substitutions for approval in the manner described above, and with the sealed bid response, shall be sufficient cause for disapproval by the District of any substitutions proposed.

8. **Design and Fabrication:** Playground equipment and modular units submitted for consideration shall be equivalent in design, layout, deck size, post size, clamping/fastening system, deck/slide/climber height, ADA accessibility, appearance, color and construction detail of the playground equipment, structure or modular unit specified in the drawings. Reasonable variations in size/height (no more than +/- 6") and manufacturer's standard colors may be allowed at the District's discretion. Color schemes are to match as closely as possible to the original specified colors. Play value and safety features of components must be equal or superior to specified design as judged by the District. Variations resulting in the reduction of safety will not be considered equal.

9. **Samples:** Samples of items, when required, shall be furnished free of expense to the District, and may be retained by the District for the purpose of comparing against material delivered by the successful bidder. The final decision as to whether the material or product is equal to that specified shall be made by the District.

9. **Hold Harmless Clause:** The supplier shall hold harmless and indemnify the District and the Board of Education, its officers and employees, from every claim or demand which may be made by reason of:

- a. Any injury to person or property sustained by the supplier or by any person, firm, or corporation employed directly or indirectly by him upon or in connection with his performance under the purchase order, however caused.
- b. Any injury to person or property sustained by any person, firm, or corporation, caused by any act, neglect, default, or omission of the supplier or of any person, firm, or corporation, directly or indirectly employed by him upon or in connection with his performance under the purchase order.
- c. Any liability that may arise from the furnishing or use of any copyrighted or uncopyrighted composition, secret process, or patented or unpatented invention, under the purchase order.

10. **Delivery:** The vendor shall be responsible for delivery and shall pay all costs including drayage, freight, and packing, for delivery F.O.B. to the District warehouse or to other points within the Colton Joint Unified School District as may be specified in this bid form. Each item shall be packed and shall be accompanied by a packing list and purchase order number. The right is reserved to reject and return at the risk and expense of the vendor such portion of any shipment which may be defective or fail to comply with specifications, without invalidating the remainder of the order.

11. **Taxes:** INCLUDE California State Sales Tax. DO NOT include Federal Excise Tax as school districts are exempt therefrom.

12. **Discount:** Cash discounts, when stated on the bid, shall be allowed on all payments that are processed by the District with reasonable promptness after acceptance of material and receipt of vendor's invoice in triplicate. Cash discounts for a period of less than thirty (30) days will not be considered in determining low bidder.

13. **Non-Bidders:** If a bid is not made, please notify the District if you wish to remain on the mailing list.

14. **Interpretations of Bid Documents:** All interpretations of the bid conditions and/or specifications shall be made only by written addendum. The District shall not be responsible for any other explanation or interpretation of the bid document.

Requests for interpretations of the bid conditions and/or specifications shall be made to the District no later than four (4) business days prior to the bid opening date.

15. **Safety Regulations:** All equipment and supplies furnished, and/or work performed, shall meet all applicable safety regulations of the Division of Occupational Safety and Health of the State of California and Safety and Health Codes of the State of California. All supplies purchased must conform with Education Code 32060, which restricts the use of toxic supplies requiring that they bear a label informing the user of the presence of hazardous ingredients, the potential health effects, and instructions for safe use. Material Safety Data Sheet must accompany invoice on these items.

16. **Affirmative Action:** The bidder in responding affirms that they are an Equal Opportunity Employer. No discrimination shall be made in the employment of persons upon public works in this project because of the sex, race, color, national origin or ancestry, religion, or handicap of such personnel.

17. **Default by Supplier:** If the supplier fails or neglects to furnish or deliver any of the materials, supplies, or services at the prices stated and in accordance with the terms and conditions of the bid and purchase order, the District may cancel the entire purchase order or any items affected by such default; may procure the articles or services from other sources and may deduct from any unpaid balance due the supplier or collect against the security, excess costs so paid. The prices paid by the District at the time such purchases are made shall be considered the prevailing market prices.

18. **Non-Discrimination:** In response to this bid, the vendor affirms that it is an equal opportunity employer, and does not discriminate in regard to race, color, religion, sex, or national origin.

19. **Pricing – Term of Contract:** Minimum contract term is two (2) years. Quoted prices for additional equipment must stay in effect for two (2) years after award of bid and may be extended upon mutual consent of the District and the vendor for an additional three (3), one year periods (total five years) in accordance with provisions contained in Education Code Sections 17596 (K-12) and 81644 (Community Colleges). A maximum price increase of five percent (5%) per contract term may be negotiated subject to existing market conditions. In the event of a general price decrease, the District reserves the right to revoke the bid unless the decrease is passed onto the District.

20. **Multi-year Extensions:** Subject to the provisions of **Paragraph 19** (above), and pursuant to Education Codes 17596 and 81644, this bid may be extended by mutual consent expressed in writing for three (3) additional, one (1) year increments (total potential bid life of five years from Board of Education award).

21. **No Minimum or Maximum Quantities, Order Charges, or Limitations Upon Number of Orders:** The District does not guarantee orders in the quantities shown on

the bid form, nor shall the District be required to limit its orders to only those figures. **This is an indefinite-quantity bid.** Bidders shall not specify minimum or maximum quantities or charges for specific order types. Unlimited orders within the term of the contract shall be allowed to the awarding district and/or districts represented by this bid at prices quoted.

22. **Piggyback Clause:** For the term of the contract and any mutually agreed extensions pursuant to this request for bids, at the option of the vendor, other school districts and community college districts, any public corporation or agency, including any county, city or town in the State of California, may purchase or lease-purchase, the identical item(s) at the same price and upon the same terms and conditions pursuant to Public Contract Code 20118 (K-12) and 20652 (Community Colleges).

The Colton Joint Unified School District waives its right to require such other districts and offices to draw their warrants in the favor of the District as provided in said Code sections.

Acceptance or rejection of this clause WILL NOT affect the outcome of this bid.

23. **Insurance Requirements:** The Contractor shall secure and maintain from an admitted California surety, the minimum amounts of coverage listed below to protect against claims that may arise from operations under the contract, whether such operations are by the Contractor or anyone directly or indirectly employed by them. All Contractors shall have Commercial General Liability (CGL) and Commercial (Business) Automobile Liability (CA or BA). Workers Compensation (WC) shall also be provided unless exempted as outlined below. Under some circumstances, the District may also require Errors and Omissions (E&O), excess, or other coverage whenever exposure warrants, as determined by the District.

Failure to obtain or maintain the required coverage or furnish the required certificates, endorsements, or policies shall constitute a material breach of this agreement and may result in termination of the agreement.

Evidence of Insurance

Satisfactory Evidence of Insurance shall be provided to the District. All Certificates and endorsements shall be signed by an authorized representative of the insurance carrier. The District reserves the right to require the original Certificate(s)/endorsement(s) and/or to require copies of the Contractor's insurance policy(ies).

Insurance Certificates are required to have a 30-day non-renewal/cancellation notice clause and shall include NAMED ADDITIONAL INSURED ENDORSEMENTS as indicated below.

Satisfactory Evidence of Insurance must be submitted and approved by the District prior to providing any product or service covered under this agreement.

Additional Insureds

The CGL and CA/BA policies shall be endorsed to name the following as additional insureds:

- ✓ Colton Joint Unified School District, its directors, officers, employees, volunteers and Board members.

Rating of Insurer

All policies shall be from admitted insurers with an A.M. Best rating of at least A-, VII, or better, except that for W/C coverage, the California State Compensation Insurance Fund (State Fund) is acceptable. The District reserves the right to approve other carriers if found acceptable to the District Department of Risk Management and Health Benefits.

Minimum Coverages

Commercial General Liability (CGL)

Includes both bodily injury and property damage

\$1,000,000 per occurrence

\$ 100,000 fire damage

\$ 5,000 medical expenses

\$1,000,000 personal and advertisement injury

\$3,000,000 general aggregate*

\$3,000,000 products/completed operation aggregate

*\$3,000,000 general aggregate may be waived if the policy is endorsed stating that the \$1,000,000 occurrence applies solely and separately to the Colton Joint Unified School District and the waiver is approved by the Colton Joint Unified School District.

Commercial (Business) Automobile Liability (CA or BA)

All owned, hired and non-owned vehicles

\$1,000,000 combined single limit

Workers Compensation (WC)

Part A – Statutory Limits

Part B – Employer's Liability - \$1,000,000/\$1,000,000/\$1,000,000

Exemption: Sole proprietors with no employees are exempt from providing WC coverage. Contractors meeting this exemption requirement must provide the District with evidence of their exemption.

24. Contractor License Requirements: All bidders must be registered with the California State Contractors License Board prior to the bid opening. Each bidder must possess a current **Class D-34 Prefabricated Equipment license**.

Additionally, all bidders must be registered with the California Department of Industrial Relations prior to bid opening in accordance with SB 854.

SPECIAL CONDITIONS OR INSTRUCTIONS

BID #15-04

1. Quantities shown are approximate. The Colton Joint Unified School District does not guarantee them as minimum or maximum quantities to be furnished.
2. All deliveries will be F.O.B. destination. Specific destinations within the District will be noted on individual purchases orders as purchases are made.
3. Bid prices must remain in effect for two (2) years from the bid award date. See paragraphs 19-21 of the General Bid Instructions and Conditions.
4. Successful bidder will be required to replace any damaged items before acceptance is made by the District.
5. **Optional:** Where indicated on the bid proposal form, bidders may also list percent discounts from their current, general published component pricing catalog for playground equipment, or specified catalogs for their full line of products, if they wish. The District reserves the right to accept or reject any general discount when making any award.

PLAYGROUND EQUIPMENT GENERAL SPECIFICATIONS

1. All playground equipment bid must be International Play Equipment Manufacturers Association (IPEMA) certified. In addition, the manufacturers of the play equipment must be members of the International Play Equipment Manufacturer's Association (IPEMA).

Bidders must submit proof of these requirements with their sealed bid response.

2. All playground equipment must meet the most current American Society for Testing and Materials (ASTM) standard F1487 and the requirements contained in the Consumer Product Safety Commission (CPSC) Handbook for Public Playground Safety.

Bidders must submit proof of these requirements with their sealed bid response.

3. To ensure proven quality control standards, the manufacturer of the play equipment must have ISO 9001 certification.

Bidders must submit proof of this requirement with their sealed bid response.

4. All playground designs must meet or exceed the most current American's with Disabilities Act (ADA) "Accessibility Guidelines for Play Areas".

Bidders must submit proof of this requirement with their sealed bid response.

5. A minimum warranty as follows must be offered:

Limited Warranty Time Periods

- **LIFETIME** on steel and aluminum posts, stainless steel hardware, clamps, deck hangers, post caps, and cast aluminum parts, except as otherwise specified below.

- **25 YEARS** on Spring Mates® aluminum castings.

- **15 YEARS** on all perforated steel decks and stairs, steel rails, stationary weldments, rotationally-molded and sheet plastic components, recycled plastic lumber, roof panels, stainless steel slides, aluminum slide, and PlayWeb® tubular steel parts, except as otherwise specified below by product family type.

- **10 YEARS** on fiberglass signage, RockBlocks® handholds, accessible swing seats, steel-core cable, all Fun Centers™ and FirstPlay™ play structures, and pre-cast PolyFiberCrete® or reinforced concrete products. The warranty for pre-cast concrete products does not cover minor chips, hairline cracks or efflorescence.

- **5 YEARS** on all PlaySimple® play structures; CushionPlay™; DropZone Tower™; LiveWire Zip Line™; AeroGlider™; Border Timbers™; swing seats; steel coil and C springs; and site amenities including all benches, tables, litter receptacles and bike racks. All motion/moving play components and parts, except as listed below.

- **2 YEARS** on NEOS®, electronic based play products, GardenSoxx® polyethylene bags, swing chain, swing clevises, swing galvanized attachment hardware, and any other materials not covered above. (*An extended 3-year NEOS parts-only warranty is available for purchase, providing a total coverage of five years.)

Bidders must submit proof of these warranties with their sealed bid response.

6. Specifications and site drawings for the playground equipment requested are included with this bid packet for your convenience.
7. Playground equipment shall be Playworld Systems or approved equal.

SHADE SHELTER SPECIFICATIONS

Americana Illini 10' x 58' DSA Approved Shade Shelter or approved equal

I. Shelter Design

- A. The Structural Design of the Components And Connections Of This Shelter Are Sufficient For Eave Heights Ranging From 7' Up To 12' Tall.
- B. Required Eave Height For Each Site Shall Be Determined By Owner.
- C. This Shelter Has Been Designed As An Open Structure. The Addition Of Any Enclosure Directly Attached To The Shelter, Such As Walls, Insect Mesh, Or Shade Screens, Shall Be Prohibited As Increased Wind Forces May Result.

II. Design and Construction Standards

- A. The Design Of This Structure Is In Conformance With The Following Standards And All Phases Of Construction Shall Be Performed In Accordance with The Following Standards.
 - 1. 2013 California Administrative Code (CAC)(Part 1, Title 24. CCR)
 - 2. 2013 California Building Code (CBC). Volumes 1 And 2 (Part2. Title 24, CCR)(2012 International Building Code With 2013 California Amendments)
 - 3. 2013 California Electrical Code. (Part 3, Title 24. CCR)(2011 National Electrical Code With 2013 California Amendments)
 - 4. 2013 California Mechanical Code (CMC)(Part 4, Title 24, CCR)(2012 Uniform Mechanical Code With 2013 California Amendments)
 - 5. 2013 California Plumbing Code (CPC)(Part 5. Title 24, CCR)(2012 Uniform Plumbing Code With 2013 California Amendments)
 - 6. 2013 California Energy Code (Part 6, Title 24, CCR)
 - 7. 2013 California Fire Code {CFC}(Part 9, Title 24, CCR) (2012 International Fire Code With 2013 California Amendments)
 - 8. 2013 California Green Building Standards Code {Part 11, Title 24, CCR)
 - 9. 2013 California Referenced Standards Code(Part 12, Title 24, CCR)
 - 10. NFPA 13- 2013
 - 11. NFPA 72-2013

III. Construction Changes

- A. Changes To The Approved Plans And Specifications Shall Be Made By Addenda Or Construction Change Document Approved By The Division Of The State Architect As Required by Part 1, Title 24. C.C.R

IV. Foundation

- A. The foundation Shall Rest On Sound Soil That Is Free Of Organic And Deleterious Materials And Capable Of Supporting 1000 PPSF Vertical Bearing Pressure.
- B. For Lateral Loading, The Foundation Has Been Designed To The Minimum Lateral Bearing Value In CBC Table 1806A.2. This is 100 PSF/Ft Lateral Bearing.
- C. Foundation Design Shown Is Based On Soil Conditions Given In Notes A And B, Above. Owner Shall Verify Actual Soil Conditions At Each Job Site and any(Required Adjustments To The Footing Design Shall Be Designed By Others.

V. Concrete

- A. Compression Strength Of All Reinforced Concrete Shall Not Be Less Than 4000 PSI At 28 Days.
- B. Reinforcing Bars Shall Be Deformed Bars Conforming To The Requirements Of Minimum ASTM A615 Grade 40 For #4 And Smaller Bars And Grade 60 For Bars Larger Than #4.
- C. Minimum Concrete Clear Cover For Reinforcing Bars Shall Be 3".
- D. A Concrete Mix Design In Accordance With CBC Section Chapter 19A Shall Be Performed And Stamped By A Civil Engineer licensed In The State Of California. The Concrete Mix Design Shall Be Submitted To The Inspector Of Record Prior To Construction.
- E. The Mix Design shall meet the criteria herein and shall be proper for local conditions including, but Not Limited To, freezing and Thawing Exposure, Chemical And Salt Exposure, and Soil Corrosivity where Such Problems Exist.
- F. Non-Shrink Grout Or Dry Pack Shall Be A premixed, Nonmetallic Formula with A Minimum Compressive Strength Of 7000 PSI At 28 Days And Having The Following characteristics: No Shrinkage After Placement Or Expansion after Set (ASTM C1090), One Day Compressive Strength Of At Least 3000 PSI (ASTM C109) and Initial Set Time Of Not Less Than 45 Minutes (ASTM C191) Provide "Hi-flow Grout" Or "Dry Pack Grout" By Euclid, Or An Approved Equal.

VI. Structural Steel

- A. Steel Plate Shall Conform To The Requirements Of ASTM A36.
- B. Hollow Structural Sections (HSS) Shall Conform To The Requirements Of ASTM A500, Grade B.
- C. All Structural Steel Shall Be Identified By Mill Certificate.
- D. High Strength Bolts (HSB) Shall Be Galvanized And Shall Conform To The Requirements Of ASTM A325-N. High Strength Bolts Shall Be Tightened To A Snug Tight Condition Plus An Additional Half Turn.

- E. All High Strength Bolts Shall Have Certification.
- F. Welding Shall Conform To The Requirements Of The American Welding Society's Specification For The Material Being Welded. All Welding Shall Be Performed By AWS Certified Welders.
- G. Weld Electrodes Shall Be E70XX And Shall Conform To The Requirements Of AWS D.1 .8-6.3 For Demand Critical Welds.
- H. All Welding Shall Be Approved By An AWS Certified Inspector
- I. Steel Framing Shall Be Coated With Anti-Graffiti Polyester TGIC Powder Coat finish Meeting AAMA 2604-02 Specifications.
- J. Shop Drawings Of All Structural Steel Shall Be Submitted To Hyytinen Engineering For Approval Prior To Fabrication.
- K. All Bolt Hole Diameters Shall Be Equal To The Bolt Diameter Plus 1/16" U.N.O Bolt Holes For Anchor Bolts Shall Be Equal To The Bolt Diameter Plus 1/8".
- L. Anchor Bolts Shall Conform To ASTM F1554, Grade 36 And Shall Be Hot Dip Galvanized.

VII. Aluminum

- A. Interlocking Seam Aluminum Roof Deck Shall Be Roll Formed From Aluminum Alloy 3004-H151 and Shall Conform To The Deck Profile Shown On The Drawings.
- B. Aluminum Roof Deck Shall Be Coated With heat Reflective Basf Ultra Cool Coating Or Approved Equal.
- C. Extruded Aluminum Ridge Cap Shall Be Fabricated From Aluminum Alloy 6105-T5 and Shall Conform To The Requirements Shown On The Drawings.
- D. Extruded Aluminum Fascia Shall Be Fabricated from Aluminum Alloy 6063-T5. Extruded aluminum Gutter Shall Be Fabricated From Aluminum Alloy 6105-T5. Aluminum Components Shall Conform To The Requirements Shown On The Drawings.
- E. Extruded Aluminum Ridge Cap, Gutter, And Fascia Shall Be Coated With An Anti-Graffiti Polyester TGIC Powder Coat Finish Meeting AAMA 2604-02 Specifications

VIII. Screws

- A. Screws Shall Be Hilti Kwik-Pro Self Drilling Screws With Bond Seal Washers Per ICC ESR-2196 Or approved Equal.
- B. Screws Attaching To Steel Shall Be 12-24 Hex Washer Head (HWH)#5 Point Screws. Screws Attaching To Aluminum Shall Be 8-18 Hex Washer Head (HWH) #2 Point Screws.
- C. All Screws Shall Be Stainless Steel Or Coated with Zinc.
- D. The Manufacturer Shall Provide A Screw Certification Letter Stating That Screws Provided Match The Size and Type Specified Herein. The Certification Letter Shall Be Submitted To The Inspector Of Record Prior To Installation.

IX. Shop Fabrication And Field Assembly

- A. All Structural Steel And Aluminum Components Shall Be Shop Fabricated So That Field Assembly Of Connections Can Be Performed Using Only Bolting And Screw Placement.**

X. Special Inspection

- A. The Owner Shall Employ A Special Inspector To Perform Inspection Of The Construction Of This Part In Accordance With The Requirements Of Chapter 17A Of The 2013 California Building Code (Part 2, Title 24, C.C.R) and The Division Of The State Architect.**

XI. Fire Life Safety

- A. An Automatic Fire Protection System May Be Required For This Building Depending On Site Specific Requirements. Where Required. The Automatic Fire Protection System Shall Be Designed By Others .**
- B. The Design Of This Shelter Is Capable Of Supporting The Weight Of A Fire Sprinkler System (1.5 PSF).**
- C. The Metal Roofing Complies With fire Classification B. This Shelter Has Not Been Designed For Placement Within Any Fire Hazard Severity Zone.**

XII. Warranty

- A. Limited Lifetime warranty on aluminum against material failure and corrosion.**
- B. 25 Year Limited Warranty on steel against material failure and defects.**
- C. 5 Year Limited Warranty on powder coating finish.**

**COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324**

SPECIFIC ITEMS REQUESTED BID #15-04

<u>Item</u>	<u>Quantity</u>	<u>Brand/Model or equal</u>
1.	1 each	Playworld Systems Model #C15004CH
2.	1 each	Playworld Systems Model #C15003SP
3.	1 each	Playworld Systems Model #C15001SP
4.	1 each	Americana Building Products Illini 10' x 58' DSA Approved Shade Shelter

DO NOT INCLUDE SALES TAX OR INSTALLATION ON THE PROPOSAL FORM

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
PRICING INFORMATION

<u>Item</u>	<u>Quantity</u>	<u>Brand/Model Supplied</u>	<u>Unit Cost</u>	<u>Shipping</u>	<u>Total</u>
1.	1 each	Playworld Systems #C15004CH -As Specified	<u>\$47,437.-</u>	<u>\$4,278.-</u>	<u>\$51,715.-</u>
2.	1 each	Playworld Systems #C15003SP -As Specified	<u>\$32,716.-</u>	<u>\$3,323.-</u>	<u>\$36,039.-</u>
3.	1 each	Playworld Systems #C15001SP -As Specified	<u>\$21,949.-</u>	<u>\$2,325.-</u>	<u>\$24,274.-</u>
4.	1 each	Americana Building Products #IL1058-13 C2C, Ill. n: 10258 -As Specified DSA PC# 02-113840	<u>\$25,865.-</u>	<u>\$1,724.-</u>	<u>\$27,589.-</u>

TOTAL BASE BID AMOUNT (Items 1-4)

\$139,617.00

DO NOT INCLUDE SALES TAX OR INSTALLATION ON THE PROPOSAL FORM

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
ADDITIONAL PRICING INFORMATION

Optional: Bidders may list percent discounts from their current, general published component pricing catalog for playground equipment, or specified catalogs for their full line of products, if they wish. The District reserves the right to accept or reject any general discount when making any award.

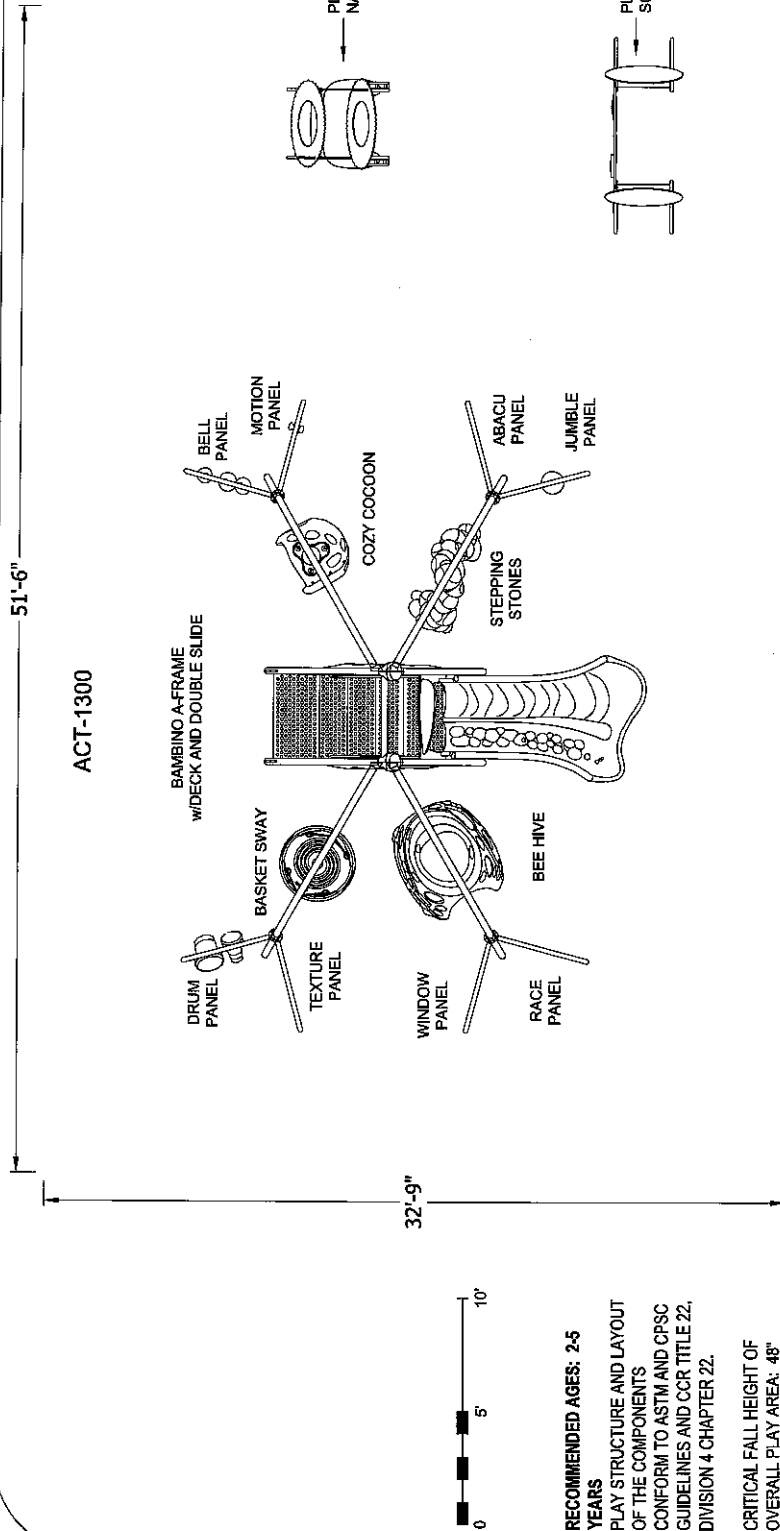
Manufacturer Submitted	% Discount	Shipping	Minimum Freight
		Less than 1K lbs: \$2.05/LB	
Playworld Systems	17.0%	more than 1K lbs: \$1.72/LB	\$1,000.-
		more than 2K lbs: \$1.47/LB	
Playworld Shipping Cont...		more than 5K lbs: \$1.28/LB	
Wabash	15.0%	Less than 1K lbs: \$2.35/LB	\$1,000.-
		more than 1K lbs: \$1.96/LB	
		more than 2K lbs: \$1.68/LB	
Wabash Shipping cont...		more than 5K lbs: \$1.46/LB	
PW Athletic	15.0%	less than 1K lbs: \$1.40/LB	\$1,000.-
		more than 1K lbs: \$1.15/LB	
		more than 2K lbs: \$1.00/LB	
Americana Building Products	5.0%	\$.58/LB	\$ 600.-
Pro-tect turf	5.0%	Included	N/A
Tot Turf	5.0%	Included	N/A
Robertson Recreational Surfaces	5.0%	\$.65/LB	\$1,000.-
Custom Canopies, Inc.	5.0%	\$.20/LB	- \$ 400.-
Patterson-Williams	10.0%	less than 1K lbs: \$1.40/LB	\$1,000.-
		more than 1K lbs: \$1.15/LB	
		more than 2K lbs: \$1.00/LB	
Zeager Brothers	5.0%	\$800 per 100 cubic yards	\$1,000.-
Urbanscape	10.0%	Less than 1K lbs: \$2.35/LB	\$1,000.-
		more than 1K lbs: \$1.96/LB	
Playsimple	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	
LifeTrail	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	
Neos	5.0%	Less than 1K lbs: \$2.05/LB	\$1,000.-
		more than 1K lbs: \$1.72/LB	

COLTON JOINT UNIFIED SCHOOL DISTRICT
1212 Valencia Drive
Colton, CA 92324

PROPOSAL FORM FOR BID #15-04
ADDITIONAL PRICING INFORMATION (cont.)

Optional: Bidders may list percent discounts from their current, general published component pricing catalog for playground equipment, or specified catalogs for their full line of products, if they wish. The District reserves the right to accept or reject any general discount when making any award.

<u>Manufacturer Submitted</u>	<u>% Discount</u>	<u>Shipping</u>	<u>Minimum Freight</u>
LA Steelcraft	10.0%	\$.58/LB	\$ 1,000.-
Kay Park	10.0%	\$.58/LB	\$ 600.-
Most Dependable Fountains	5.0%	\$.50/LB	\$ 600.-
HAWS	5.0%	\$.50/LB	\$ 600.-
Jensen Swing Products	5.0%	\$.32/LB	\$ 400.-
Childforms	5.0%	\$.58/LB	\$ 600.-
National Recreation	10.0%	\$.67/LB	\$ 700.-
Playworld Systems, Inc. Family of Products	5.0%	Less than 1K lbs: \$2.05/lb more than 2K lbs: \$1.72/lb	\$ 1,000.-
Sunports	5.0%	\$.63/LB	\$ 600.-
Recycled Wood Products	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Artesia Sandust Products	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Sof'Fall	5.0%	\$ 800 per 100 cubic yards	\$ 1,000.-
Sof' Solutions	5.0%	\$.65/LB	\$ 600.-
Sof' Surfaces	5.0%	\$.65/LB	\$ 600.-
No Fault	5.0%	\$.65/LB	\$ 600.-
Turboscape	5.0%	\$ 25 per cubic yard	\$ 1,000.-



RECOMMENDED AGES: 2-5 YEARS
 PLAY STRUCTURE AND LAYOUT OF THE COMPONENTS CONFORM TO ASTM AND CPSC GUIDELINES AND CCR TITLE 22, DIVISION 4 CHAPTER 22.

CRITICAL FALL HEIGHT OF OVERALL PLAY AREA: 48"

TOTAL ELEVATED PLAY COMPONENTS: 1
 TOTAL ELEVATED PLAY COMPONENTS ACCESSIBLE BY RAMP: 0
 TOTAL ELEVATED PLAY COMPONENTS ACCESSIBLE BY TRANSFER: 1
 TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS SHOWN: 12
 TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS OF DIFFERENT TYPES: 12

**2015
 BAMBINO**

SITE PLAN
PROJECT NO. C15001SP
DATE 02-JAN-15
SCALE 3/16" = 1'-0"
DRAWN BY: Marilyn Allen

COLTON USD

PLAYWORLD™

© 2015 Playworld Systems, Inc.
 Playworld is a trademark of Playworld Systems, Inc.

dave bang associates, inc.
 Since 1979
 P.O. Box 1088, Tustin, CA 92781 P: 1-800-669-2385
 License #795832 • www.davebang.com

COLTON USD

Design Number: C15001SP - Compliance and Technical Data
Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre- Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
1	ZZAC0035	4	OUTRIGGERS FOR PANELS	Certified	332.16		742	0	5.00	0.24	0
2	ZZAC0036	1	ACTIVO BAMBINO RAINBOW WINDOW PANEL	Certified	28.11		454	2	0.50	0.00	1
3	ZZAC0037	1	ACTIVO BAMBINO BELL PANEL	Certified	35.81		346	2	0.50	0.00	1
4	ZZAC0038	1	ACTIVO BAMBINO DRUM PANEL	Certified	36.35		386	2	0.50	0.00	1
5	ZZAC0039	1	ACTIVO BAMBINO TACTILE PANEL	Certified	26.93		326	2	0.50	0.00	1
6	ZZAC0040	1	ACTIVO BAMBINO CAR RACE PANEL	Certified	28.03		338	2	0.50	0.00	1
7	ZZAC0041	1	ACTIVO BAMBINO COUNTING PANEL	Certified	27.00		439	2	0.50	0.00	1
8	ZZAC0042	1	ACTIVO BAMBINO MOVE-IT PANEL	Certified	37.72		458	2	0.50	0.00	1
9	ZZAC0043	1	ACTIVO BAMBINO JUMBLE PANEL	Certified	41.53		684	2	0.50	0.00	1
10	ZZAC0030	1	ACTIVO BAMBINO A-FRAME	Certified	1,061.23		3,731	6	10.50	0.63	3
11	ZZAC0031	1	ACTIVO BAMBINO ARCH - BEE HIVE	Certified	194.17		1,015	2	3.50	0.25	1
12	ZZAC0032	1	ACTIVO BAMBINO ARCH - STEPPING STONES	Certified	138.67		772	3	3.50	0.25	1
13	ZZAC0033	1	ACTIVO BAMBINO ARCH - COCOON	Certified	217.67		1,309	3	3.00	0.26	1
14	ZZAC0034	1	ACTIVO BAMBINO ARCH - BASKET SWAY	Certified	148.38		878	3	2.00	0.26	1
Totals:					2,353.76	370	584	33	31.50	1.89	15
					1,059.19 Kg	167 Kg	263 Kg	12 Metric Tons		1.44 m3	



COLTON USD

Design Number: C15001SP - Compliance and Technical Data
Reference Document: ASTM F1487

Ref.	No.	Part No.	Qty.	Description	Unit	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Install Hours	Concrete (Yds3)	Active Play Events
------	-----	----------	------	-------------	------	--------------------	-------------------------------------	----------------------	---------------	-----------------	--------------------

ASTM F1487

The lay-out for this custom playscape, design number C15001SP, has been configured to meet the requirements of the ASTM F1487 standard. In addition, each of the above components listed as "Certified" have been tested and are IPEMA certified. Components listed as "Not Applicable" do not fall within the scope of the ASTM F1487 standard and have not been tested. IPEMA certification can be verified on the IPEMA website, www.ipema.org. In the interest of playground safety, IPEMA provides a Third Party Certification Service which validates compliance.

2010 ADA Standards for Accessible Design

The lay-out was also designed to meet the 2010 Standards published 15-Sep-2010, by the Department of Justice when installed over a properly maintained surfacing material that is in compliance with ASTM F1951 "Accessibility of Surface Systems Under and Around Playground Equipment" as well as ASTM F1292, "Impact Attenuation of Surfacing Materials Within the Use Zone of Playground Equipment", appropriate for the fall height of the structure.

Installation Times

Installation times are based on one experienced installer. A crew of three experienced individuals can perform the installation within the given time, each member working 1/3 of the given hours. [Eg. Installation Time = 30 hours. For a crew of three, each member will work 10 hours on the installation for a total of 30 hours on the project.]

Carbon Footprint

The CO2e (carbon footprint given in Kilograms and Metric Tons) listed above is a measure of the environmental impact this play structure represents from harvesting raw materials to the time it leaves our shipping dock. Playworld Systems nurtures a total corporate culture that is focused on eliminating carbon producing processes and products, reducing our use of precious raw materials, reusing materials whenever possible and recycling materials at every opportunity. Playworld Systems elected to adopt the Publicly Available Specification; PAS 2050 as published by the British Standards Institute and sponsored by Defra and the Carbon Trust. The PAS 2050 has gained international acceptance as a specification that measures the greenhouse gas emissions in services and goods throughout their entire life cycle.

Pre-Consumer Recycle Content

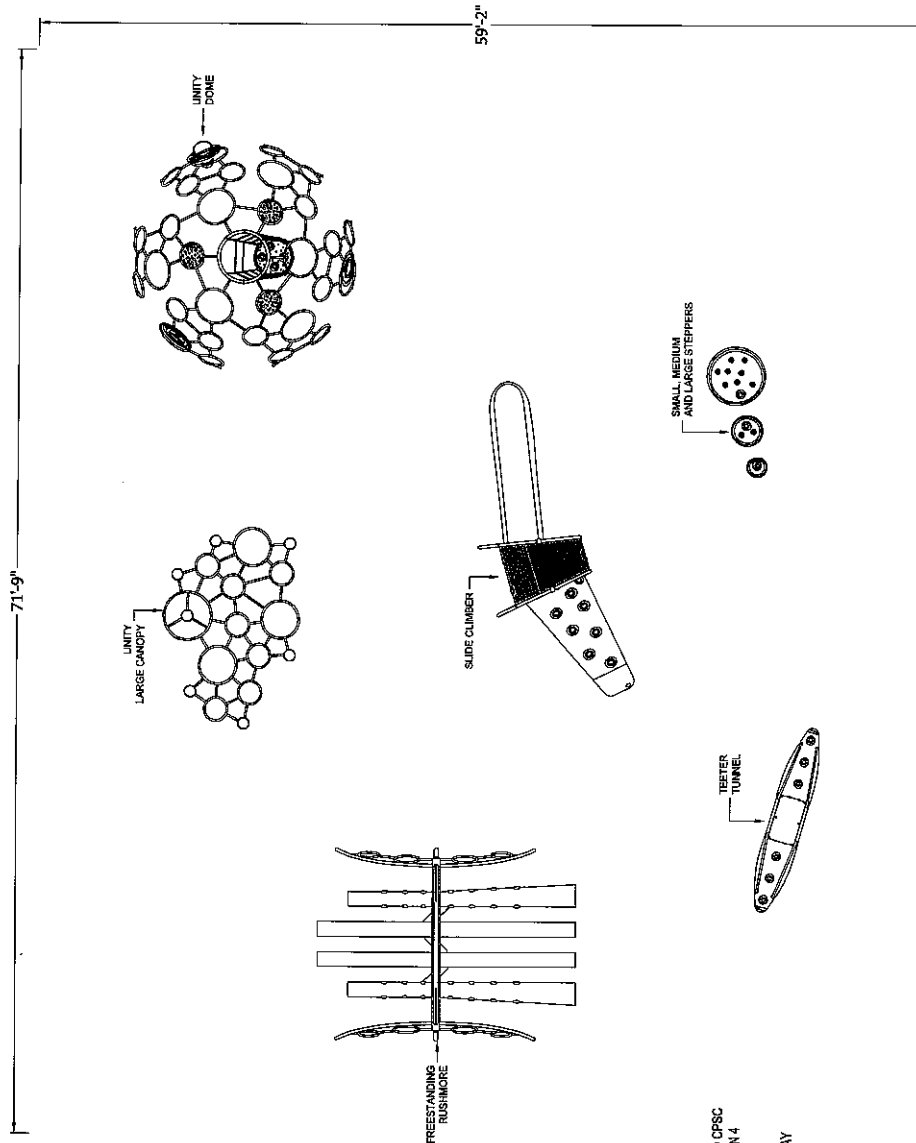
A measurement, in pounds, that qualifies the amount of material that was captured as waste and diverted from landfill during an initial manufacturing process and is being redirected to a separate manufacturing process to become a different product. E.g. 100% of our Aluminum Tubing is made from captured waste material during the manufacturing process of extruded Aluminum products such as rods, flat bars and H-channels.

Post-Consumer Recycle Content

A measurement, in pounds, that qualifies the amount of material that was once another product that has completed its lifecycle and has been diverted from a landfill as a solid waste through recycling and is now being used in a Playworld Systems' product. E.g. **20% to 40% of the steel in our steel tubing and sheet steel have been diverted from landfills. Automobiles are scrapped and recyclable steel is purchased by the steel mill that produces our raw product.

** The amount of Post-Consumer recycled steel fluctuates daily based on the availability of the recycled steel.





2015 SITE PLAN

SITE PLAN
PROJECT NO: C15003SP
DATE: 07-JAN-15
SCALE: 1/8" = 1'-0"
DRAWN BY: Marilyn Allen

RECOMMENDED AGES: 5-12 YEARS
PLAY STRUCTURE AND LAYOUT OF THE
COMPONENTS CONFORM TO ASTM AND CPSC
GUIDELINES AND CCR TITLE 22, DIVISION 4
CHAPTER 22.

CRITICAL FALL HEIGHT OF OVERALL PLAY
AREA: 84"

PLAYWORLD™

© 2007 Playworld Systems, Inc.
Playworld is a brand of Playworld Systems, Inc.

COLTON USD

dave bang associates, inc.
Since 1979
P.O. Box 1068, Tustin, CA 92781 P: 1-800-669-2585
License #795932 • www.davebang.com

COLTON USD

Design Number: C15003SP - Compliance and Technical Data
Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
1	ZZXX0182	1	UNITY TEETER TUNNEL W/ LEXAN TOP	N/A	694.53		2,124	7	12.00	0.78	1
2	ZZXX0183	1	UNITY RUSHMORE	N/A	1,170.18		7,319	18	28.00	1.32	1
3	ZZXX0187	1	UNITY LARGE OVERHEAD CANOPY	N/A	608.08		1,212	0	9.50	0.84	0
4	ZZXX0346	1	UNITY SLIDE CLIMBER	Certified	892.51		3,422	10	7.50	0.21	1
5	ZZXX0366	1	UNITY DOME	Certified	600.10		2,878	17	20.00	1.80	1
6	ZZXX0367	1	UNITY DOME SENSORY PANELS	Certified	75.21		873	3	1.50	0.00	3
7	ZZUN7136	1	UNITY STEPPER - SMALL	N/A	29.97		69	1	1.00	0.13	1
8	ZZUN7137	1	UNITY STEPPER - MEDIUM	N/A	54.71		145	1	1.00	0.13	1
9	ZZUN7138	1	UNITY STEPPER - LARGE	N/A	128.05		342	4	2.00	0.00	1
Totals:					4,253.34	688	1,250	61	82.50	5.21	10
					1,914.00 Kg	310 Kg	563 Kg	18 Metric Tons			
										3.96 m3	



COLTON USD

Design Number: C15003SP - Compliance and Technical Data
Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
----------	----------	------	-------------	------------------	--------------------	-------------------------------------	----------------------	-------	---------------	-----------------	--------------------

ASTM F1487

The lay-out for this custom playscape, design number C15003SP, has been configured to meet the requirements of the ASTM F1487 standard. In addition, each of the above components listed as "Certified" have been tested and are IPEMA certified. Components listed as "Not Applicable" do not fall within the scope of the ASTM F1487 standard and have not been tested. IPEMA certification can be verified on the IPEMA website, www.ipema.org. In the interest of playground safety, IPEMA provides a Third Party Certification Service which validates compliance.

2010 ADA Standards for Accessible Design

The lay-out was also designed to meet the 2010 Standards published 15-Sep-2010, by the Department of Justice when installed over a properly maintained surfacing material that is in compliance with ASTM F1951 "Accessibility of Surface Systems Under and Around Playground Equipment" as well as ASTM F1292, "Impact Attenuation of Surfacing Materials Within the Use Zone of Playground Equipment", appropriate for the fall height of the structure.

Installation Times

Installation times are based on one experienced installer. A crew of three experienced individuals can perform the installation within the given time, each member working 1/3 of the given hours. [Eg. Installation Time = 30 hours. For a crew of three, each member will work 10 hours on the installation for a total of 30 hours on the project.]

Carbon Footprint

The CO2e (carbon footprint given in Kilograms and Metric Tons) listed above is a measure of the environmental impact this play structure represents from harvesting raw materials to the time it leaves our shipping dock. Playworld Systems nurtures a total corporate culture that is focused on eliminating carbon producing processes and products, reducing our use of precious raw materials, reusing materials whenever possible and recycling materials at every opportunity. Playworld Systems elected to adopt the Publicly Available Specification; PAS 2050 as published by the British Standards Institute and sponsored by Defra and the Carbon Trust. The PAS 2050 has gained international acceptance as a specification that measures the greenhouse gas emissions in services and goods throughout their entire life cycle.

Pre-Consumer Recycle Content

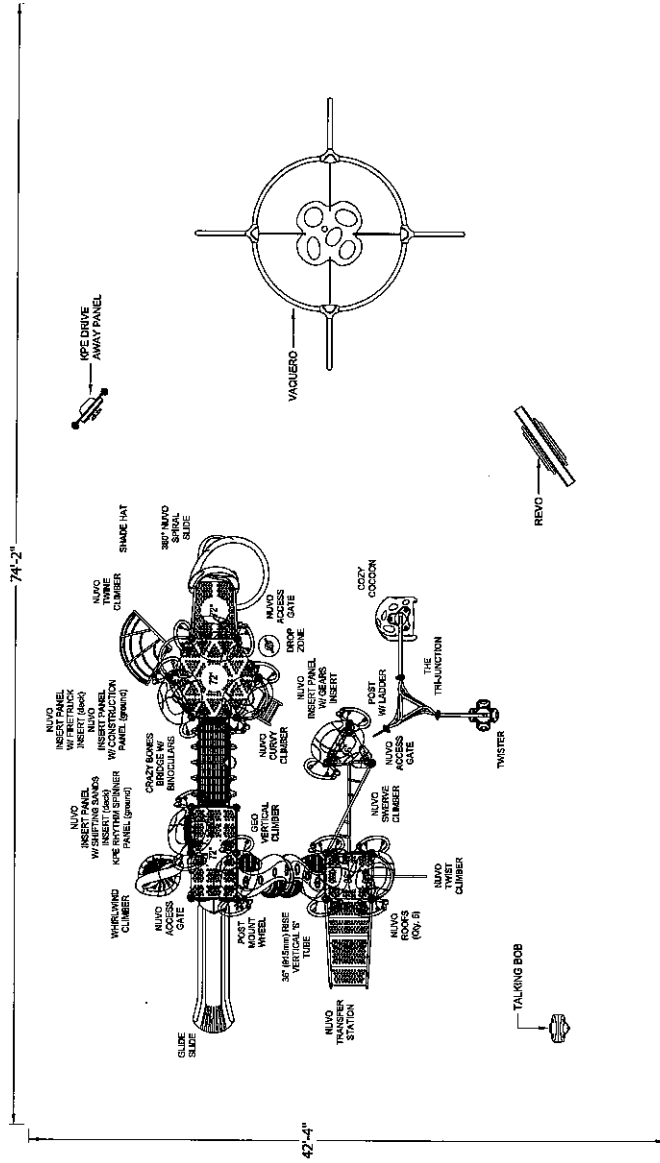
A measurement, in pounds, that qualifies the amount of material that was captured as waste and diverted from landfill during an initial manufacturing process and is being redirected to a separate manufacturing process to become a different product. E.g. 100% of our Aluminum Tubing is made from captured waste material during the manufacturing process of extruded Aluminum products such as rods, flat bars and H-channels.

Post-Consumer Recycle Content

A measurement, in pounds, that qualifies the amount of material that was once another product that has completed its lifecycle and has been diverted from a landfill as a solid waste through recycling and is now being used in a Playworld Systems' product. E.g. **20% to 40% of the steel in our steel tubing and sheet steel have been diverted from landfills. Automobiles are scrapped and recyclable steel is purchased by the steel mill that produces our raw product.

** The amount of Post-Consumer recycled steel fluctuates daily based on the availability of the recycled steel.





RECOMMENDED AGES: 5-12 YEARS
 PLAY STRUCTURE AND LAYOUT OF THE
 COMPONENTS CONFORM TO ASTM
 AND CPSC GUIDELINES AND CCR TITLE
 22, DIVISION 4 CHAPTER 22.

CRITICAL FALL HEIGHT OF OVERALL
 PLAY AREA: 7'7"

TOTAL ELATED PLAY COMPONENTS:
 TOTAL ELATED PLAY COMPONENTS ACCESSIBLE BY RAMP:
 TOTAL ELATED PLAY COMPONENTS ACCESSIBLE BY TRANSFER:
 TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS KNOWN:
 TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS OF DIFFERENT TYPES:

13
 0
 11
 5
 5
 0
 7
 5
 3

2015

CHALLENGERS

SITE PLAN
PROJECT NO: C15004CH
DATE: 02-JAN-15
SCALE: 1/8" = 1'-0"
DRAWN BY: Marilyn Allen

COLTON USD

PLAYWORLDTM

dave bang associates, inc.
 Since 1979
 P.O. Box 1088, Tustin, CA 92781 P: 1-800-569-2585
 License #795072 • www.davebang.com

COLTON USD

Design Number: C15004CH - Compliance and Technical Data
Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
1	ZZXX0149	1	VAQUERO	Certified	533.00		1,809	6	8.00	0.65	1
2	ZZXX4200S	1	TALKING BOB	Certified	75.30		1,089	1	2.00	0.00	1
3	ZZCH0018	1	3.5in OD x 124in STEEL POST W/RIVETED CAP	Certified	38.91		54	0	1.00	0.13	0
4	ZZCH0038GZ	2	3.5in OD x 148in GROUND ZERO POST	Certified	94.02		127	0	2.00	0.36	0
5	ZZCH0048	2	3.5in OD x 160in STEEL POST W/ RIVETED CAP	Certified	100.42		136	0	2.00	0.25	0
6	ZZCH0237	6	3.5in OD x 168in SWAGED STEEL POST	Certified	309.66		409	0	3.00	0.75	0
7	ZZCH0246	10	3.5in OD x 196in SWAGED STEEL POST	Certified	647.10		793	0	5.00	1.25	0
8	ZZCH0297	1	POST W/ LADDER CLIMBER (36in OR 48in DECK)	Certified	52.81		74	1	0.50	0.18	1
9	ZZCH0356	2	3.50in x 88in STEEL POST w/CAP	Certified	59.42		79	0	2.00	0.26	0
10	ZZCH0616	1	SQUARE COATED DECK ASSEMBLY	Certified	54.86		174	3	1.00	0.00	0
11	ZZCH0617	1	TRIANGULAR COATED DECK ASSEMBLY	Certified	29.90		120	2	1.00	0.00	0
12	ZZCH0619	1	FULL HEX COATED DECK ASSEMBLY	Certified	151.26		444	6	1.50	0.00	0
13	ZZCH0629	1	LONG COATED DECK ASSEMBLY	Certified	107.02		318	6	1.00	0.00	0
14	ZZCH0679	1	NUVO- 36in TRANSFER STATION	Certified	239.49		418	2	3.50	0.12	0
15	ZZCH8599	1	COZY COCOON	Certified	183.06		1,345	1	2.00	0.13	1
16	ZZCH2696	1	GLIDE SLIDE (72in DECK)	Certified	151.63		653	2	2.00	0.03	1
17	ZZCH3537	1	SLIDE- NUVO 360 SPIRAL SLIDE	Certified	650.00		1,417	2	6.00	0.15	1
18	ZZCH4290	1	POST MOUNTED STEERING WHEEL	Certified	7.83		44	1	0.25	0.00	1
19	ZZCH4488	1	DRIVE AWAY PANEL (DECK MOUNT)	Certified	60.50		1,415	2	1.50	0.00	1
20	ZZCH4836	4	NUVO ACTIVITY PANEL	Certified	78.32		930	0	2.00	0.00	0
21	ZZCH6770	1	RHYTHM SPINNER HALF PANEL	Certified	37.90		1,386	2	1.50	0.00	1
22	ZZUN4857	1	NUVO - CONSTRUCTION PANEL INSERT	Certified	30.80		401	1	0.50	0.00	1
23	ZZUN4868	1	NUVO - GEAR PANEL INSERT	Certified	24.14		375	1	0.50	0.00	1
24	ZZUN4877	1	NUVO - SHIFTING SANDS PANEL INSERT	Certified	24.18		280	1	0.50	0.00	1
25	ZZUN4878	1	NUVO - FIRETRUCK PANEL INSERT	Certified	26.36		282	1	0.50	0.00	1
26	ZZCH5636	1	VERTICAL S ADVENTURE TUBE	Certified	132.02		1,056	3	3.00	0.00	1



COLTON USD

Design Number: C15004CH - Compliance and Technical Data
Reference Document: ASTM F1487

Ref. No.	Part No.	Qty.	Description	Unit ASTM Status	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
27	ZZCH4837	3	NUVO- ACCESS GATE W/ HANDLE	Certified	52.29		497	0	1.50	0.00	0
28	ZZCH6956	1	NUVO SWERVE CLIMBER	N/A	93.54		539	2	2.00	0.00	1
29	ZZCH6998	1	GEO VERTICAL CLIMBER (72in DK)	Certified	75.05		267	2	1.00	0.00	1
30	ZZCH7039	1	72in TWINE CLIMBER	Certified	100.51		410	1	4.00	0.12	1
31	ZZCH7046	1	36in TWIST CLIMBER	Certified	82.51		540	1	1.50	0.03	1
32	ZZCH7059	1	72in CURVY CLIMBER	Certified	85.42		474	1	2.00	0.06	1
33	ZZCH9079	1	TRI JUNCTION	Certified	89.44		250	3	0.50	0.00	1
34	ZZUN6740	1	WHIRLWIND CLIMBER 72in	Certified	189.86		858	2	2.50	0.23	1
35	ZZUN7027	1	DROP ZONE (72in DECK)	Certified	216.32		2,299	2	2.00	0.21	1
36	ZZXX0081	1	REVO	Certified	294.68		2,444	2	2.00	0.26	1
37	ZZCH6809	1	TWISTER	Certified	104.80		681	1	2.00	0.05	1
38	ZZCH6427	1	CRAZY BONES 6ft ARCH BRIDGE w/BINOCULARS	Certified	308.76		2,016	2	4.00	0.00	1
39	ZZCH9867	8	NUVO ROOF	Certified	678.00		4,750	0	16.00	0.00	0
Totals:					6,271.09	898	1,592	63	94.75	5.21	25
					2,821.99 Kg	404 Kg	716 Kg	32 Metric Tons			



COLTON USD

Design Number: C15004CH - Compliance and Technical Data
Reference Document: ASTM F1487

Ref.	No.	Part No.	Qty.	Description	Unit	Total Weight (lbs)	Pre-Consumer Recycled Content (lbs)	CO2e Footprint (kgs)	Users	Install Hours	Concrete (Yds3)	Active Play Events
------	-----	----------	------	-------------	------	--------------------	-------------------------------------	----------------------	-------	---------------	-----------------	--------------------

ASTM F1487

The lay-out for this custom playscape, design number C15004CH, has been configured to meet the requirements of the ASTM F1487 standard. In addition, each of the above components listed as "Certified" have been tested and are IPEMA certified. Components listed as "Not Applicable" do not fall within the scope of the ASTM F1487 standard and have not been tested. IPEMA certification can be verified on the IPEMA website, www.ipema.org. In the interest of playground safety, IPEMA provides a Third Party Certification Service which validates compliance.

2010 ADA Standards for Accessible Design

The lay-out was also designed to meet the 2010 Standards published 15-Sep-2010, by the Department of Justice when installed over a properly maintained surfacing material that is in compliance with ASTM F1951 "Accessibility of Surface Systems Under and Around Playground Equipment" as well as ASTM F1292, "Impact Attenuation of Surfacing Materials Within the Use Zone of Playground Equipment", appropriate for the fall height of the structure.

Installation Times

Installation times are based on one experienced installer. A crew of three experienced individuals can perform the installation within the given time, each member working 1/3 of the given hours. [Eg. Installation Time = 30 hours. For a crew of three, each member will work 10 hours on the installation for a total of 30 hours on the project.]

Carbon Footprint

The CO2e (carbon footprint given in Kilograms and Metric Tons) listed above is a measure of the environmental impact this play structure represents from harvesting raw materials to the time it leaves our shipping dock. Playworld Systems nurtures a total corporate culture that is focused on eliminating carbon producing processes and products, reducing our use of precious raw materials, reusing materials whenever possible and recycling materials at every opportunity. Playworld Systems elected to adopt the Publicly Available Specification; PAS 2050 as published by the British Standards Institute and sponsored by Defra and the Carbon Trust. The PAS 2050 has gained international acceptance as a specification that measures the greenhouse gas emissions in services and goods throughout their entire life cycle.

Pre-Consumer Recycle Content

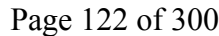
A measurement, in pounds, that qualifies the amount of material that was captured as waste and diverted from landfill during an initial manufacturing process and is being redirected to a separate manufacturing process to become a different product. E.g. 100% of our Aluminum Tubing is made from captured waste material during the manufacturing process of extruded Aluminum products such as rods, flat bars and H-channels.

Post-Consumer Recycle Content

A measurement, in pounds, that qualifies the amount of material that was once another product that has completed its lifecycle and has been diverted from a landfill as a solid waste through recycling and is now being used in a Playworld Systems' product. E.g. **20% to 40% of the steel in our steel tubing and sheet steel have been diverted from landfills. Automobiles are scrapped and recyclable steel is purchased by the steel mill that produces our raw product.

** The amount of Post-Consumer recycled steel fluctuates daily based on the availability of the recycled steel.





4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.12 Designate Jennifer Moore, CHS Principal, as School League Representative to California Interscholastic Federation San Diego Section (CIFSD) for the 2017-2018 School Year (Action)

Background Information:

Annually districts with high schools that participate in CIFSD interscholastic sports must select a School League Representative to CIFSD for the 2017-2018 school year and notify the CIFSD Commissioner of that selection. The District's representative has traditionally been the high school principal.

Financial Impact:

None

Superintendent's Recommendation:

That the Board designate Jennifer Moore, CHS Principal, as School League Representative to the CIFSD for the 2017-2018 school year.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.13 Approve 2017-2018 Outdoor Education Contract (Action)

Background Information:

Contracts to participate in the County Outdoor Education program, which include the Sixth Grade Camp Program, are executed annually between the School District and the County. The contracts cover the 2017-2018 school year.

Financial Impact:

Students participating in the Sixth Grade Camp program are responsible for the pupil fee of \$320, which covers pupil's food, lodging, transportation, and the fee for the instructional program of \$166 per pupil. The fee for arranged student field trips to the Marine Science Floating Lab (\$690.00) is the responsibility of the school site. The PTO sponsors scholarships for those families in need of assistance, as well as other Coronado Middle School Partners in Education. Contracts are available for review at the District Office.

Superintendent's Recommendation:

That the Board approve the Outdoor Education Contract and the Marine Science Floating Lab Contact for the 2017-2018 school year with the County Office of Education.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.14 Approve/Ratify Out of State Conference (Action)

Background Information:

Board Policy 3350 requires that out-of-state travel be approved. Board Policy further establishes that the Governing Board shall authorize payment for actual and necessary expenses, incurred by any employee performing authorized services for the district.

In addition, the Board of Trustees has authority, under education Code Sections 35044, 35172, and 44032, to reimburse employees for necessary travel expenses.

Reports:

The following employees are requesting Board approval to attend an out-of-state conferences:

1. Lindsay Goldman and Manny Mohareb will be attending the NACAC (National Association for College Admissions Counseling) conference held in Boston, MA from September 13, 2017 to September 17, 2017. This professional development conference relates to college admissions counseling, and allows the counselors to learn the latest trends in college counseling and develop a professional network with college admission representatives from around the country.

Financial Impact:

1. The estimated cost is \$1,891 per person. Conferences are supported from the Educator Effectiveness fund and General Education Fund.

Superintendent's Recommendation:

That the Board approve the out-of-state travel as requested for the above employees, and that the Board approve the reimbursement of the registration fee.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.1 Approval of the Coronado Unified School District 2016-2017 School Site Local Control Accountability Plans (Action)

Background Information:

Federal law and CA Education Code requires each school site to annually create a Single Plan for Student Achievement (SPSA). Since 2005, CUSD and each site including Coronado High, Coronado Middle, Silver Strand Elementary, and Village Elementary Schools have developed these guidance documents, locally referred to as Strategic Plans. Due to the inception of the Local Control Accountability Plan (LCAP) and the CA School Dashboard launched in early 2017, all District and site accountability plans now align directly to the 8 State Priorities, required LCAP metrics, and goals outlined in the district LCAP, creating a set of cohesive guidance documents supporting programs and services throughout CUSD.

Reports:

Coronado Unified School District's annual cycle of strategic LCAP planning meetings for all CUSD sites began in January for the District, with all other site and department annual meetings following in February:

- | | |
|----------------------------|-------------------|
| • District | February 1, 2017 |
| • Silver Strand Elementary | February 21, 2017 |
| • Village Elementary | February 22, 2017 |
| • Coronado Middle School | February 23, 2017 |
| • Coronado High School | February 24, 2017 |

At each annual meeting, Strategic Planning Teams were comprised of representative members of parents, the community, and staff. Students were included on District, Coronado Middle, and High Schools' annual meetings. At least one CUSD governing board member was in attendance as an observer at each annual meeting. Claudia Gallant, Senior Director of Learning, site administrators, and identified staff facilitated these meetings.

At each site's annual meeting, participants listened to information on successes and discussed needs and considerations for next steps for the three CUSD goal areas: Learning, Communication, and Support. Common themes present at site annual meetings were student achievement/learning, academic and social-emotional supports, implementation of new standards, interventions, special populations, communication, and opportunities for students.

Site strategic planning committees worked with administration to write key actions aligned to the three Board Goals on a new template which is a smaller version of the required state LCAP template. Pending Governing Board approval, all CUSD Strategic LCAPs will be available on the main District website at www.coronadousd.net on the LCAP page as well as each site's website under Strategic Plan.

The District and school site LCAPs guide the work of CUSD and each department or school site for the next school year through 2020. The Strategic Planning cycle will continue in the summer and early fall with an analysis of all student achievement and other data for 2016-17. Site LCAPs are attached and are available for the public to see at the District Office.

Financial Impact:

None for this report

This report is presented to the Board for information.

ATTACHMENTS:

<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▣ CHS LCAP Report	5/9/2017	Cover Memo	CHS_LCAP_2017-2020_Final_May_2017.pdf
▣ CMS LCAP Report	5/10/2017	Cover Memo	CMS_LCAP_2017-2020_Final_May_-_2017.pdf
▣ Village Elementary LCAP Report	5/9/2017	Cover Memo	VES_LCAP_2017-2020_Final_May_2017.pdf
▣ SSES LCAP Report	5/9/2017	Cover Memo	SSES_LCAP_2017-2020_Final_May_2017-.pdf



2017-20 LCAP Summary

Coronado High School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Aspects of our Strategic Plan were heavily influenced by our WASC accreditation review in Spring of 2015, which culminated in goals, progress on which will be revisited during our 6-year accreditation three-year mid-cycle visit anticipated in Spring 2018.

Goal Area 1: Learning: CHS will provide structural, programmatic, and individualized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners.

Key Achievements:

- WASC Goal/Science: Implementation of NGSS underway and Board approval of accompanying 3-year science requirement for graduation (January 2017)
- WASC Goal/Math: Implementation of Common Core approaches through adoption of CPM (College Preparatory Mathematics) curriculum and integrated math courses (SY 2016-17)
- WASC Goal: Development of department-wide common assessments and aligned curriculum (Math, Science, and World Languages Departments)
- Development of multi-year course pathways (physics, woodworking, ceramics, engineering/computer science, band, choir, physical education)

Areas for Ongoing Attention:

- WASC Goal: Continue to develop department-wide common assessments and aligned curriculum (English and Social Studies Departments)

- Evolution of online learning approaches at CHS to reflect a focus on intervention (credit recovery) versus alternatives/options to the traditional classroom
- Growing internships and Work Experience opportunities
- Development and support of intervention courses and strategies (coordinated curriculum) (Math Support, Success Skills, ELD, Basic Curriculum, Co-Teaching, Homework Help)
- Achievement of Hispanic students

Goal Area 2: Communication: CHS will involve representative shareholders in planning and decision-making and provide timely information to all members of the school community regarding student progress and achievement, resources, and events

Key Achievements:

- WASC Goal: Increased collaboration and communication between CHS and departments at the District Office (Technology, Business, Student Services, Learning, Human Resources), and between Association of Coronado Teachers and District Leadership, CHS representation on district Professional Development, Personalized Learning, and English Learner committees.
- Quarterly combined School Site Council and Islander Leadership Team Meetings (open to all staff)
- Weekly Islander Family Emails regarding events, concerns, areas of focus
- Increased student awareness through use of ASB Haiku page as central location for communication of student events
- Daily student announcements at beginning of 5th period
- Ongoing morning and evening PTO meetings and semi-annual Parents' Book Club meetings
- MOU with Coronado Police Department and adoption of School Resource Officer program
- Partnership Coronado SAFE and CHS representation in Coalition meetings and Parent Conference

Areas for Ongoing Attention:

- Update CHS website communication and resources, streamline communication

Goal Area 3: Support: CHS will foster a community culture of safety, health, and life balance, and of trust, value, and respect between all students and staff

Key Achievements:

- WASC Goal: Implementation of mental health awareness and mindfulness activities/space, Driver and Digital Citizenship awareness programs (SY 2016-17)
- Implementation of Career Day
- Streamlined emergency response and communication via *InTouch* program

Areas for Ongoing Attention:

- WASC Goal: Implement New Student Orientation and Support Program and Human Relations Activities
- WASC Goal: Develop individualized and site-wide professional development plan, including calendar of meetings and prioritized trainings/topics

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Implementation of common core curriculum across the subject areas and in math, ELA, and science, in particular; development of multi-year course pathways, including CTE; increased inclusion in college-preparatory courses; increased collaboration and communication with community, district, families, and among students;

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Implementation of coordinated curriculum for Success Skills course and before-/after-school interventions in support of students struggling academically, updating and enriching resources on CHS website, reestablishment of new student orientation and support programs. See also Areas for Ongoing Attention in Highlights section above.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

CHS is currently addressing performance gaps in suspension rate, graduation rate, and ELA and Math among subgroups. See [CA School Dashboard](#)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We are improving services for English Learners, foster youth, and students from low-income families by providing a designated ELD class on the master schedule at CHS and before/after-school supports for students in math and ELA and in homework completion

Stakeholder Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Our SSC (School Site Council) and Islander Leadership Team ((ILT - comprising department chairs and staff members) met six times over the course of school year 2016-17 to review our Site Strategic LCAP and key actions and achievements. Our site Strategic Planning Session, including a group of staff, student, family, and community shareholders, met on January 23, 2017 to review and develop specific goal areas for the site. Individual departments and interdisciplinary teams met throughout the year to provide feedback and updates.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Key actions and goals were conceived and developed through SSC and ILT meetings, including annual Site Strategic Planning/LCAP Review, with input from staff, students, and parents.

Goals, Actions, & Services 2017-20

<u>Goal 1: Learning</u>	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Site Strategy:	CHS will provide structural, programmatic, and personalized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners
Identified Need:	Students benefit from programs, courses, and content aligned with skills, interests, and goals, and opportunities for multi-year commitments to various disciplines

Goal 1/Learning: Key Actions and Services									
Goal/Step	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	Personalized Paths: Students will choose from options in both academic and elective course pursuits which reflect their personal college/career goals and achievement data with increased opportunities for multi-year commitments in disciplines			<ul style="list-style-type: none"> • Increased second- and third-year course opportunities • Documented evidence of students' personalized paths/portfolio, including interests, goals, data • Established Work Experience and Internship programs 			Support and maintain multi-year paths in CTE and other elective pathways and continue to enrich career exposure		

Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	<ul style="list-style-type: none"> • CTE Grant • DoDEA M3 and Arts for Learning Grant • CSF Funds to enrich programs/electives offerings 	<ul style="list-style-type: none"> • CTE Grant • DoDEA M3 and Arts for Learning Grant • CSF Funds to enrich programs/electives offerings 	<ul style="list-style-type: none"> • CTE Grant • DoDEA Arts for Learning Grant • CSF Funds to enrich programs/electives offerings
Expected Outcomes/Metrics	<p>Increased number of students enrolled in second-and third-year courses within a program</p> <p>Enriched Career Day program with increased student attendance</p>	<p>Established site for student Personalized Pathway Plan, with 70% of students populating their PPP</p> <p>Established Work Experience and Internship Programs with 30+ students enrolled</p>	<p>95% of students populating PPP with annual update</p>
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	<p>Personalized Approaches: All students will demonstrate evidence of instruction and/or assessments that incorporate student choice, connection to current events, and/or students' interests over the course of the school year</p>	<p>Pilot year-long project opportunities in specific courses/programs</p>	<p>All students will provide evidence of student choice, connection to current events and/or student interests in each course</p>
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	Professional Development \$ CSF/Department Funds	Professional Development \$ CSF/Department Funds	Professional Development \$ CSF/Department Funds

Expected Outcomes/ Metrics	Each classroom/course provides evidence of at least one assessment which includes student choice, student design of the product, and/or student interests reflected in the product	Daily/weekly evidence of students connecting curriculum to current events/issues/Pilot year-long projects in courses	Evidence of established year-long projects in specific courses tied to student interests and relevant course/program topics
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	English/Language Arts: Maintain/increase “Very High” Status on CDE Equity Report (45 or more points above Level 3) with 71% of students meeting or exceeding standards on CAASPP, and increase number of students meeting ELA benchmarks on PSAT test by targeting specific subgroups and skills areas of need	Maintain/increase “Very High” Status on CDE Equity Report Demonstrate growth in achievement of students in subgroups	Maintain/increase “Very High” Status on CDE Equity Report Demonstrate growth in achievement of students in subgroups
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds DoDEA Grant	General Funds DoDEA Grant	General Funds DoDEA Grant
Expected Outcomes/ Metrics	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report (71% meeting or exceeding standards), with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades	Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (....), and maintenance/increase of students meeting benchmarks on PSAT in grades 9-11

	9: 10: 11:	9: 10: 11:	
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.4	Mathematics: Continued implementation and development of assessments and support materials for CPM curriculum, and maintain or increase the “High” band in the “College/Career” area of State Equity Report (3 points above level 3 and an increase from previous year, with 55% of students meeting or exceeding standards on CAASPP, by targeting specific subgroups and skills areas of need	Full implementation of CPM curriculum Maintain or increase the “High” band in the “College/Career” area of State Equity Report Demonstrate growth in achievement of subgroups	Achieve in the “Very High” band in the “College/Career” area of State Equity Report
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds DoDEA Grant	General Funds DoDEA Grant	General Funds DoDEA Grant
Expected Outcomes/ Metrics	Evidence of increased implementation and development of assessments and support materials for CPM	Maintenance/increase of achievement in the “High” band in the “College/Career” area of State Equity Report, with increased achievement in	Achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in

	Maintenance of achievement in the “High” band in the “College/Career” area of State Equity Report (55% meeting or exceeding standards), with increased achievement in subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:	subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:	subgroups (...), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	Science: Continued implementation and development of assessments and support materials for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners.	Continued implementation and development of assessments and support materials for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners. Examine pilot test results for areas of focus of instruction	Full implementation of NGSS instructional approaches and assessments; first class of students enrolling in required three years of science
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds	General Funds	General Funds

Expected Outcomes/ Metrics	Evidence of increased implementation and development of assessments and support materials for Next Generation Science Standards Implement CAST Science Assessment and set baseline	Evidence of all major assessments aligning with Next Generation Science Standards Evidence of growth in achievement on CAST assessment	Evidence of full implementation of Next Generation Science Standards instructional approaches and assessments Evidence of growth in achievement on CAST assessment Evidence of successful completion of three-year NGSS course sequence among a range of learners
---------------------------------------	---	---	---

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	Social Science: Exploration and first stages of alignment with CA State Framework for Social Studies through development of goals and unit plans	Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies	Full implementation of curriculum aligned with CA State Framework
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds	General Funds	General Funds
Expected Outcomes/ Metrics	Evidence of awareness of CA State Framework and development of goals and unit plans	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
--	---------------------------------	--------------------------------------	--------------------------------------

1.7	Arts/CTE: Integrate arts instruction using the English/Language Arts standards and the National Arts Standards. Develop additional second- and third-year courses in the arts and CTE (Choir, Band, Yearbook, and Home Economics)	Arts/CTE: Implement arts integration units at all grade levels. Evaluate the need of second and third-year courses in the Arts and CTE pathways.	Arts/CTE: Evaluate and add additional arts integrated learning experience (units). Evaluate the need of second and third-year courses in the Arts and CTE pathways.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	DoDEA Grant/Arts for Learning CTE Grant	DoDEA Grant/Arts for Learning CTE Grant	DoDEA Grant/Arts for Learning CTE Grant
Expected Outcomes/ Metrics (how your site tracks progress towards the expected outcomes of this goal)	Plan, write and pilot a minimum of one integrated arts lessons/unit. English Language Arts standards/concepts will be integrated with the art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards. Submit unit outlines for advanced choir, band and yearbook. Determine feasibility of offering Fashion Design (CTE).	Implement arts integrated learning experiences (units) for all grade levels. English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards. Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.	Evaluate and add new arts integrated learning experiences (units). English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards. Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
--	----------------------------	-------------------------------	---------------------------------

1.8	Professional Development: Develop Individual Teacher Education Plans (ITEP) and establish a rotation of weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers	Implement ITEP Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers	Update ITEP Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds CSF Funds	General Funds CSF Funds	General Funds CSF Funds
Expected Outcomes/Metrics (how your site tracks progress towards the expected outcomes of this goal)	Draft of ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time	Implementation and updates to ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time	Implementation and updates to ITEP Established calendar of PD meetings developed by teachers and administrators Evidence of increased relevance and effectiveness of PD time

Goal 2: Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
Site Strategy:	Centralize, standardize, increase consistency in the communication of progress, resources, events, emergencies
Identified Need:	CHS Staff and Shareholders rely on multiple sites and sources for information, provided in a variety of timelines/formats

Goal 2/Communication: Key Actions and Services			
	2017-18	2018-19	2019-20
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.1	Community Awareness: Update CHS website, and increase awareness of programs, events, and resources through ASB Haiku page, social media pages/broadcast, and maintenance of bulletin boards	Continue update of CHS website and highlight and clarify programs, resources, and events Update bulletin boards	Continue update of CHS website and highlight and clarify programs, resources, and events Update bulletin boards
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget(s)	District and Site Funds	District and Site Funds	District and Site Funds

Expected Outcomes/ Metrics	Updated CHS Website with streamlined guides to programs, resources, and events Establishment of bulletin boards with names/faces of personnel for staff and student awareness Established norms/seasonal updates of social media page and Islander This Week	Updated CHS Website with streamlined guides to programs, resources, and events Updated bulletin boards with names/faces of personnel for staff and student awareness Regular social media presence and broadcast of Islander This Week	Updated CHS Website with streamlined guides to programs, resources, and events Updated bulletin boards with names/faces of personnel for staff and student awareness Regular social media presence and broadcast of Islander This Week
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.2	Weekly/Bi-weekly Communication: Continue Islander Family Emails, student bulletin announcements, and establish best practices and norms for use of and communication of progress through Haiku to increase student/family awareness	Continue Islander Family Emails, student bulletin announcements, and implement best practices and norms for use of and communication of progress through Haiku to increase student/family awareness	Continue Islander Family Emails, student bulletin announcements, and continue best practices and norms for use of and communication of progress through Haiku to increase student/family awareness
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	District Funds	District Funds	District Funds
Expected Outcomes/ Metrics	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Established norms for Haiku use	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Evidence of increased consistency in use of Haiku and of increased awareness of progress

		Evidence of increased consistency in use of Haiku and of increased awareness of progress	
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.3	Emergency Communications: Practice use of InTouch system to inform shareholders in real time of emergencies/critical information	Implementation of protocols for emergency communications	Continued fine-tuning and implementation of protocols for emergency communications
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	District Funds	District Funds	District Funds
Expected Outcomes/ Metrics	Two practice trials of InTouch texting and emailing with response to feedback from shareholders Established protocols for emergency response/communication	Evidence of successful implementation of protocols for emergency response/communication	Evidence of successful implementation of protocols for emergency response/communication

<u>Goal 3: Support</u>	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	All students feel healthy, safe, and part of a community at CHS
Identified Need:	Students' reports of concerns related to safety, mental health, and motivation/connections.

Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	Implement coordinated intervention programs for 9th graders and 10th-12th graders: Success Skills, Math Support, ELD, basic credit, Study Skills, Credit Recovery, Palm Academy, Homework Club, and ELA/Math before- or after-school interventions, and continue to develop a multi-tiered system of support for students (including documentation)			Continue interventions in established courses (Success Skills, Math Support, ELD, Study Skills, Credit Recovery, Palm Academy) and developing/adapting before- and after-school supports (Homework Club) Implement a multi-tiered system of support (MTSS) document as part of PEP			Continue interventions in established courses (Success Skills, Math Support, ELD, Study Skills, Credit Recovery, Palm Academy) and developing/adapting before- and after-school supports (Homework Club) Continue to track interventions through implementation of MTSS document as part of PEP		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__								

Budget(s)	DoDEA Grant TIIG funds	DoDEA Grant TIIG funds	DoDEA Grant TIIG funds
Expected Outcomes/ Metrics	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Evidence of piloted implementation of curriculum for Success Skills Evidence of implementation of new online courseware Evidence of piloted implementation of Homework Club and Math/ELA supports Evidence of continued development of curriculum and strategies at Palm Academy Development of documentation of MTSS used by Student Support Team	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Implementation of formal curriculum for Success Skills course Established online curriculum Continued development of SST and MTSS protocols	Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Implementation of MTSS and SST protocols
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.2	Human Relations, Inclusiveness, and Campus Culture: Reestablish campus new student welcome/orientation/support organization, and continue to develop annual messaging on topics related to student safety	Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture	Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture

	and campus culture (mental health, driving awareness, digital responsibility, academic integrity, substance abuse, etc.)		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	District and Site General Funds	District and Site General Funds	District and Site General Funds
Expected Outcomes/ Metrics	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Evidence of annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.3	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.	English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.
Students Served	All__ Military__ EL/RFEP_X__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/ Metrics	Increase graduation rate among subgroups, including students identifying as Hispanic, from 92.7% to 94%	Increase graduation rate among subgroups, including students identifying as Hispanic, from __% to 95%	Increase graduation rate among subgroups, including students identifying as Hispanic, from __%to 96%
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

3.4	Research and implement a multi-tiered response to behavior system which includes trainings for teachers, incentives for students, and alternatives to detention, Saturday School and suspension, to reduce referrals and suspensions and increase learning time	Continue implementation of MTSS and established alternatives to suspension and research and implement restorative practices	Continue implementation of MTSS and established alternatives to suspension and implement restorative practices
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	General funds	General funds	General funds
Expected Outcomes/ Metrics	Reduce suspension rate from 2.5% to 2.3%	Reduce suspension rate from __% to 2.1%	Reduce suspension rate from __% to 2%

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Research and Implement attendance incentives and alternative interventions, and increase communication and awareness regarding impact and importance of attendance	Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance	Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget(s)	General Funds, including attendance makeup days	General funds, including attendance makeup days	General funds, including attendance makeup days

Expected Outcomes/ Metrics	Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate
---------------------------------------	--	--	--



2017-20 LCAP Summary

Coronado Middle School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Goal 1: Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success. **Site Strategy:** CMS staff will access a variety of professional learning opportunities throughout the year. We will develop a personalized education plan that every student will be able to use throughout middle and high school and will provide students with personalized learning opportunities in all discipline areas. Additionally, we will use multiple measures of data to support students in setting goals for the academic year. We will continue to implement our new math curriculum, pilot ELA curriculum, dig into understanding the new history frameworks, implement our new arts integration program, and continue to integrate NGSS in science.

Goal 2: Communication Communicate openly, freely, and accurately to engage and involve all shareholders. **Site Strategy:** CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable. CMS administration will provide clear and timely information to staff. The CMS staff will provide students and families with information via website, InTouch, Haiku and other community venues. Additionally, CMS will provide educational parent nights and resources to support student success.

Goal 3: Support: Maintain a safe and support school where students and staff can thrive. **Site Strategy:** CMS will provide a safe and supportive environment that values the whole child. CMS will provide a safe environment for students and staff, increase attendance rate, and research new behavior support systems to reduce referrals and implement the 8 Keys of Excellence. Additionally, CMS will provide intervention classes in math and ELA and provide supports for targeted student subgroups.

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Goal 1: Learning

- Each student will develop a goal based on their own data gathered from the multiple measures of assessment and supported through student and teacher collaboration.
- Implementation of Common Core curriculum across all departments and grade levels
- Year 1 implementation of math - CPM
- Continued integration and implementation of NGSS
- Successful implementation of co-teaching model
- Use of MAP and SBAC data to track student growth,
- Providing students with personalized learning choices
- Collaborative department team work and planning
- Weekly sharing of best practices
- Supportive leadership team
- Dissemination of information to staff
- Implementation of Hybrid PE
- implementation of CMS Vision and growth mindset

Goal 2: Communication

- Staff and key shareholders (students, parents, other) will have the opportunity to utilize a standardized technology communication system to engage with reciprocate with each other.
- consistent use of Haiku to provide students and parents with curriculum and information,
- weekly parent updates,
- Updated CMS website and social media sites
- Staff Wave weekly updates

Goal 3: Support:

- Provide meaningful, unique, learning and teaching opportunities for students and staff in order to support all students with their academic development and social / emotional well-being.

Smarter Balanced data

- ELA CAASPP 7th grade 78% - 2% increase
- ELACAASPP 8th grade 79% - 2% increase
- Math CAASPP 7th grade 73% - 9% increase
- Math CAASPP 8th grade 65% - 10% increase

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST
NEEDS**

- Increase performance of students with disabilities and socioeconomically disadvantaged in English language arts and math.
- Decrease suspension rate for students with disabilities, Hispanic and socioeconomically disadvantaged
- Increase performance of English Learners in ELA
- Increased parent involvement in parent events
- Implement additional character education opportunities and social/emotional supports and programs
- Professional development to support new standards, Social Science Frameworks, NGSS, Arts Integration

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

- Increase percentage of socioeconomically disadvantaged student scores on Math CAASPP
- ELA 6th grade 72% - 5% decrease
- Math 6th grade 59% - 1% decrease
- Decrease number of suspensions

Stakeholder Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

The CMS Site consulted with our SSC (School Site Council) and (TLT) Triton Leadership Team (comprising department chairs and staff members) met six times over the course of school year 2016-17 to review our Site Strategic Plan and key actions and achievements. The CMS Strategic Planning committee, including a group of staff, student, family, and community shareholders, met on January 23, 2017 to review and develop specific goal areas for the site. Individual departments and interdisciplinary teams met throughout the year to provide feedback and updates

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Key actions and goals were conceived and developed through SSC and TLT meetings, with input from staff, students, and parents

Goals, Actions, & Services 2017-20

<u>Goal 1:</u> Learning	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Site Strategy:	CMS will provide programs and structures that ensure every student experiences personalized learning opportunities that supports his/her academic strengths, needs, goals, interests, and curiosity.
Identified Need:	<ul style="list-style-type: none"> Student Personalized Education plans (MAP - goal setting) have been paper-based to date and are not easily shared with parents and other teachers. Use of an electronic PEP will increase student ownership.

- Increased support to students with disabilities and socioeconomically disadvantaged is needed in English language arts and math.

Goal 1/Learning: Key Actions and Services

Goal/Step	2017-18	2018-19	2019-20
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.1	<p>CMS will create a personalized education plan (PEP) template and pilot it with 50% of grade 7 students to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system to include:</p> <ul style="list-style-type: none"> SBAC, Lexile, MAP, PE data Grades Work samples Interest survey/extra curriculars Self-rating scales Students and staff tracks progress Student reflection on goals two times a year Parent input and feedback 	<p>CMS will revise and update PEP template and implement it into grades 7 and 8 to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system to include 2018 feedback in addition to:</p> <ul style="list-style-type: none"> SBAC, Lexile, MAP, PE data Grades Work samples Interest survey/extra curriculars Self-rating scales Students and staff tracks progress Student reflection on goals two times a year Parent input and feedback 	<p>All CMS students will utilize the PEP template to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity.</p> <p>PEP via e-portfolio feature in Haiku learning management system to include 2019 feedback in addition to:</p> <ul style="list-style-type: none"> SBAC, Lexile, MAP, PE data Grades Work samples Interest survey/extra curriculars Self-rating scales Students and staff tracks progress Student reflection on goals two times a year Parent input and feedback

Students Served	All X__Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District budget for Haiku LMS	District budget for Haiku LMS	District budget for Haiku LMS
Expected Outcomes/Metrics Baseline: 100% of grade 6-8 students have a paper-based PEP.	50% of 7th grade students will have a completed PEP that they can add to over time - in 8th grade and beyond. <u>16-17:</u> Paper-based PEP for 100% of CMS students	All 7th and 8th grade students will have a completed PEP that they can add to over time - in 8th, 9th grade and beyond <u>17-18:</u> e-portfolio PEP for 100% of CMS 7th grade students	All students will have a completed PEP that they can add to over time <u>18-19:</u> e-portfolio PEP for 100% of CMS 7th and 8th grade students
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	Staff will use multiple measures of data to inform instruction and support all learners <ul style="list-style-type: none"> • Staff PD time to be trained on how to use data • Staff PD time to look at data and gather information about student needs • Student goal setting with MAP data and Lexile scores • MAP data 	Staff will continue to use multiple measures of data to inform instruction and support all learners, <ul style="list-style-type: none"> • Student goal setting with MAP data and Lexile scores • MAP data • SBAC data • Use of Achieve 3000 	Staff will continue to use multiple measures of data to inform instruction and support all learners, <ul style="list-style-type: none"> • Student goal setting with MAP data and Lexile scores • MAP data • SBAC data • Use of Achieve 3000

	<ul style="list-style-type: none"> • SBAC data • Use of Achieve 3000 		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds for Wednesday PD time	District Funds for Wednesday PD time	District Funds for Wednesday PD time
Expected Outcomes/ Metrics <u>Baseline 16-17:</u> 100% of teachers assessed MAP and SBAC data at one staff mtg	100% of teachers assessed MAP and SBAC data at least once a year. 100% of staff used data to inform instruction and support student needs	100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.	100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	Mathematics: Continued implementation of CPM curriculum and maintain or increase number of students meeting or exceeding standards on CAASPP SBAC by targeting specific subgroups and skills areas of need <ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class 	Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas <ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class • Track MAP data and use scores to set student growth goals 	Mathematics: Full implementation of CPM curriculum and demonstrate growth in targeted areas <ul style="list-style-type: none"> • CPM Professional development trainings • Math intervention class • Track MAP data and use scores to set student growth goals

	<ul style="list-style-type: none"> Track MAP data and use scores to set student growth goals Continue implementation of CPM 		
Students Served	All __x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds Site Funds	District Funds Site Funds	District Funds Site Funds
Expected Outcomes/Metrics <u>Baseline:</u> 15-16 SBAC: % Met/Exceeded in Math Overall: 63% 6th grade: 59% 7th grade: 73% 8th grade: 65%	By June 2018: At least 60% of 6th grade students will meet or exceed standards on MATH SBAC At least 74% of 7th grade students will meet or exceed standards on MATH SBAC At least 66% of 8th grade students will meet or exceed standards on MATH SBAC	Increase number of students meeting or exceeding standards on CAASPP SBAC	Increase number of students meeting or exceeding standards on CAASPP SBAC
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.4	All departments will provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.	All departments will continue to provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.	All departments will continue to provide personalized learning opportunities for all students based on strengths and needs, personal passions, and academic interests.

	<ul style="list-style-type: none"> All departments will develop a list of personalized learning opportunities that will allow for student choice Use of available district tech resources such as Compass Learning, Achieve 3000, etc. 	<ul style="list-style-type: none"> Research and develop a grade level semester or yearlong project All departments will maintain a list of personalized learning opportunities that will allow for student choice Students with e-portfolio PEP will upload one piece of work from each class 	<ul style="list-style-type: none"> Implement a grade level semester or yearlong project All departments will maintain a list of personalized learning opportunities that will allow for student choice Students with e-portfolio PEP will upload one piece of work from each class
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Professional Development monies Department/District Funds	Professional Development monies Department/District Funds	Professional Development monies Department/District Funds
Expected Outcomes/Metrics Baseline 16-17: All departments have started a personalized list of opportunities. One department provided one student choice project or assessment	All departments maintain a list of personalized learning opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product	Documentation of grade level project ideas All departments continue maintain a list of personalized learning opportunities and assessment opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product	Grade level project evidence All departments continue maintain a list of personalized learning opportunities and assessment opportunities Each department will provide at least one student choice project and assessment

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	<p>All departments will support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> • Increase the number of students with disabilities meeting or exceeding standards on CAASPP - SBAC • Provide professional development on supporting literacy skills across disciplines • Provide professional development on use of Lexile data and Achieve 3000 • Explore CCSS aligned ELA curricula. • Continue co-teaching with SPED support at each grade level 	<p>All departments will continue to support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> • Provide professional development on supporting literacy skills • Provide professional development on use of Lexile data and Achieve 3000 	<p>All departments will continue to support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC</p> <ul style="list-style-type: none"> • Provide professional development on supporting literacy skills • Provide professional development on use of Lexile data and Achieve 3000
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds DoDEA Funds	District Funds DoDEA Funds	District Funds DoDEA Funds
Expected Outcomes/Metrics	<p>By June 2018:</p> <p>At least 73% of 6th grade students will meet or exceed standards on ELA SBAC</p>	<p>By June 2019:</p> <p>Increase % of 6th grade students who will meet or exceed standards on ELA SBAC</p>	<p>By June 2020:</p> <p>Increase % of 6th grade students who will meet or exceed standards on ELA SBAC</p>

Baseline Spring 2016: % Overall ELA Met/Exceeded: 77% 6th grade: 72% 7th grade: 78% 8th grade: 79%	At least 79% of 7th grade students will meet or exceed standards on ELA SBAC At least 80% of 8th grade students will meet or exceed standards on ELA SBAC	Increase % of 7th grade students who will meet or exceed standards on ELA SBAC Increase % of 8th grade students who will meet or exceed standards on ELA SBAC	Increase % of 7th grade students who will meet or exceed standards on ELA SBAC Increase % of 8th grade students who will meet or exceed standards on ELA SBAC
---	--	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	Provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers <ul style="list-style-type: none"> • ELA/ELD Framework training • Pilot ELA curriculum • Continued math PD via CPM • Arts integration 	Continue to provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers <ul style="list-style-type: none"> • ELA/ELD Framework training • Implement ELA/ELD curriculum • Continued math PD via CPM • Continued Arts integration • History/Social Sciences pilot 	Continue to provide professional learning opportunities via Wednesday PD time, SDCOE, conferences, outside site visits, release days to support instructional needs of the site/students, departments, programs and individual teachers <ul style="list-style-type: none"> • Full implementation of math CPM • Continued Arts integration • Implement History/Social Sciences curriculum

	<ul style="list-style-type: none"> History/Social Sciences frameworks Next Generation Science Standards Gather PD topics and themes for Wednesday PD time 	<ul style="list-style-type: none"> Next Generation Science Standards Implement PD topics and themes for Wednesday PD time 	<ul style="list-style-type: none"> Pilot Next Generation Science Standards materials
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics Baseline16-17: PD meetings are held 1 time per month, each teacher has at least 1 release day per year	Evidence of PD agendas and notes Pilot outcomes 2 release days per year	Evidence of PD agendas and notes Pilot materials and outcomes 2 release days per year	Evidence of PD agendas and notes Pilot materials and outcomes 2 release days per year

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.7	Implement Yr 1 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Introduction of program 	Implement Yr 2 of arts integration in grades 6-8 per DoDEA Arts for Learning grant.	Implement Yr 3 of arts integration in grades 6-8 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Additions or modifications may be made to program based upon how

	where DODEA grant instructors engage in partner work with classroom teachers to introduce and implement curriculum. Year 1 of grant success noted and reported	<ul style="list-style-type: none"> Continuation of program - teachers provide instruction to their students per last year's model. Recommendations for modifications needed noted Yr 2 of success of grant reported. 	<p>the program was fully implemented during Year 2.</p> <ul style="list-style-type: none"> Recommendations for next steps and future success for program noted and next steps determined
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics <u>Baseline:</u> 59.84% of CUSD teachers report being unfamiliar with CA Visual and Performing Arts Standards (per fall 2015 survey). Teachers self-reported that they do not have a comfort level teaching neither	Metrics related to grant	Metrics related to grant	Metrics related to grant

discrete nor integrated arts (per fall 2015 survey).			
--	--	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.8	<p>Increase percentage of socioeconomic disadvantaged students meeting or exceeding standards in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level Provide co-teaching PD for new staff Provide math and ELA intervention classes Research afterschool intervention support 	<p>Increase percentage of socioeconomic disadvantaged students meeting or exceeding standards in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level Provide co-teaching PD for new staff Provide math and ELA intervention classes <p>Research afterschool intervention support</p>	<p>Increase percentage of socioeconomic disadvantaged students meeting or exceeding standards in math and students with disabilities in math and ELA</p> <ul style="list-style-type: none"> Continue co-teaching with SPED support at each grade level Provide co-teaching PD for new staff Provide math and ELA intervention classes <ul style="list-style-type: none"> Research afterschool intervention support
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds TIIG Funds DoDEA Funds	District Funds TIIG Funds DoDEA Funds	District Funds TIIG Funds DoDEA Funds
Expected Outcomes/	Increase ELA and Math subgroups by at least 1%	Increase ELA and Math subgroups by %age based on previous data	Increase ELA and Math subgroups by %age based on previous data

Metrics Baseline Spring 2016 SBAC: ELA Students with Disability All grades 34% Math Students with Disability All grades 29% Math Socio economically disadvantaged Students All grades 49%			
--	--	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.9	Science: Integrate and implement and develop conceptual flow model and grade level story lines, assessment and support materials for Next Generation Science Standards.	Science: Continued implementation and development of conceptual flow model and grade level story lines, 3 dimensional assessments and support materials for Next Generation Science Standards with supports/modifications to provide access to the curriculum for all learners. Examine pilot test results for areas of focus of instruction	Full implementation of NGSS instructional approaches and assessments
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		

Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcomes/ Metrics Baseline: CMS has been teaching integrating NGSS lessons since 2012-13	Evidence of increased implementation and development of conceptual flow model and grade level story lines assessments and support materials for Next Generation Science Standards Implement CAST Science Assessment and set baseline	Evidence of 3 dimensional assessments aligning with grade level story lines Evidence of Phenomena based lessons Evidence of growth in achievement on CAST assessment	Evidence of full implementation of Next Generation Science Standards instructional approaches and assessments Evidence of growth in achievement on CAST assessment

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.10	Social Science: Explore first stages of alignment with CA State Framework for Social Studies through development of goals and unit plans <ul style="list-style-type: none"> Research social sciences curriculum 	Continued implementation and development of assessments and support materials aligned with CA State Framework for Social Studies <ul style="list-style-type: none"> Pilot social sciences curriculum 	Implementation of curriculum aligned with CA State Framework
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds	District Funds	District Funds

Expected Outcomes/ Metrics Baseline 16/17: New frameworks have been read and teachers have begun discussing. Team Mtg with SDCOE history coordinator	Evidence of awareness of CA State Framework and development of goals and unit plans	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of alignment with CA State Framework through instructional approaches, unit plans, and assessments
--	---	--	---

Goal 2: Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
Site Strategy:	CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable
Identified Need:	<ul style="list-style-type: none"> • Increase parent involvement at parent events • Increase parent awareness of site events and resources

Goal 2/Communication: Key Actions and Services												
	2017-18			2018-19			2019-20					
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged			

2.1	<p>Communication between CMS staff to community will include:</p> <ul style="list-style-type: none"> • Weekly principals' newsletters to parents and weekly text messages • Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal) • Implement a CMS ASB Instagram page • KCMS news broadcast • Required parent participation at SSC, and encourage parent participation in PTO. • Classroom resources can be found on Haiku • Parent information events • Implement Principal coffee 3 times a year • Use of InTouch system for emergency communication • Work with district to provide new families with a buddy family 	<p>Continued communication between CMS staff to community will include:</p> <ul style="list-style-type: none"> • Weekly principals' newsletters to parents and weekly text messages • Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal) • Continue CMS ASB Instagram page • KCMS news broadcast • Required parent participation at SSC, and encourage parent participation in PTO. • Classroom resources can be found on Haiku • Parent information events • Continue Principal coffee 3 times a year • Continued use of InTouch system for emergency communication 	<p>Continued communication between CMS staff to community will include:</p> <ul style="list-style-type: none"> • Weekly principals' newsletters to parents and weekly text messages • Updated website and social media pages. When needed - local news outlets (Coronado Times, Eagle Journal) • Continue CMS ASB Instagram page • KCMS news broadcast • Required parent participation at SSC, and encourage parent participation in PTO. • Classroom resources can be found on Haiku • Parent information events • Continue Principal coffee 3 times a year • Continued use of InTouch system for emergency communication
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds

Expected Outcome s/Metrics <u>Baseline</u> 16-17: Weekly parent updates and Facebook postings	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas	Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Haiku pages Principal parent coffee agendas
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.2	Communication between CMS administration and staff will include: <ul style="list-style-type: none"> • CMS Leadership Team, Strategic Planning Committee, School Site Council • Weekly Wave Bulletin • Weekly PD agendas and notes • Principal weekly “Things to Know” emails • Daily • Survey staff regarding effectiveness of communication 	Communication between CMS administration and staff will include: <ul style="list-style-type: none"> • CMS Leadership Team, Strategic Planning Committee, School Site Council • Weekly Wave Bulletin • Weekly PD agendas and notes • Principal weekly “Things to Know” emails • Gather staff feedback regarding PD topics 	Communication between CMS administration and staff will include: <ul style="list-style-type: none"> • Implement staff feedback regarding PD topics • CMS Leadership Team, Strategic Planning Committee, School Site Council • Weekly Wave Bulletin • Principal weekly “Things to Know” emails • Weekly PD agendas and notes
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		

Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics <u>Baseline</u> 16-17: Weekly Wave and Leadership agendas and notes	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes	Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.3	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • Math Night • Character Education • Social/Emotional supports • Partnership events with SAFE • Develop videos to post to website on How to access Haiku and Synergy 	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • Science / NGSS Night • Character Education • Social/Emotional supports • Continue Partnership events with SAFE 	Provide educational parent nights and resources to support student success <ul style="list-style-type: none"> • ELA and History Night • Character Education • Social/Emotional supports • Continue Partnership events with SAFE
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		

Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcome s/Metrics <u>Baseline</u> <u>16-17:</u> 3 educational parent night events	Parent education Night agendas and feedback	Parent education Night agendas and feedback	Parent education Night agendas and feedback

<u>Goal 3:</u> Support	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	CMS will provide a safe and supportive environment that values the whole child
Identified Need:	<ul style="list-style-type: none"> • Students' reports of concerns related to safety, mental health, and motivation/connections. • Improved tracking of targeted student subgroups academic growth over time • More enrichment/acceleration opportunities for students

Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	CMS will provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none">Homework ClubIntervention classes: Literacy Lab, Academic Lab, Math LabAcademic Support classes at each grade levelDevelop an MTSS document to track students in intervention courseResearch best practices for providing student reflection and feedback opportunities			Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none">Homework ClubIntervention classes: Literacy Lab, Academic Lab, Math LabAcademic Support classes at each grade levelImplement MTSS document to track students in intervention courseDevelop a plan after school classes for intervention and enrichmentImplement best practices for providing student reflection and feedback opportunities			Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents) <ul style="list-style-type: none">Homework ClubEvaluate Intervention classes: Literacy Lab, Academic Lab, Math LabAcademic Support classes at each grade levelImplement MTSS document to track students in intervention courseImplement a plan after school classes for intervention and enrichmentRefine and implement best practices for providing student reflection and feedback opportunities		
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)____								

Budget Amount and Source	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds	TIIG Funds DoDEA Funds SPED Funds Coronado City Funds
Expected Outcome s/Metrics <u>Baseline 16-17:</u> 3 sections of intervention on master schedule	Reduction of D/F List Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Development of documentation of MTSS used by Student Support Team	Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Implementation of MTSS document used by Student Support Team	Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Implementation of MTSS document used by Student Support Team
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.2	CMS will provide a safe and supportive environment that values character education, inclusion, and student connectedness <ul style="list-style-type: none"> • Student character education assemblies • Collaborate with SAFE to provide programs about student safety and health • Increase awareness of digital safety • Implement 8 Keys of Excellence 	CMS will continue to provide a safe and supportive environment that values character education, inclusion, and student connectedness <ul style="list-style-type: none"> • Administer California Healthy Kids Survey in grade 7 • Full staff implementation of 8 Keys of Excellence • Student character education assemblies • Collaborate with SAFE to provide programs about student safety and health 	CMS will continue to provide a safe and supportive environment that values character education, inclusion, and student connectedness <ul style="list-style-type: none"> • Review California Healthy Kids Survey in grade 7 • Student character education assemblies • Collaborate with SAFE to provide programs about student safety and health • Continued awareness of digital safety

	<ul style="list-style-type: none"> Review Ca. Healthy Kids Survey data Develop plan for students to easily report concerns Student Success Team Continue and monitor staff/student connections list 	<ul style="list-style-type: none"> Continued awareness of digital safety Revise implementation for students to easily report concerns Student Success Team Continue and monitor staff/student connections list 	<ul style="list-style-type: none"> Revise implementation for students to easily report concerns Student Success Team <ul style="list-style-type: none"> Continue and monitor staff/student connections list
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcome s/Metrics <u>Baseline 15/16:</u> 2 character education assemblies 90% of students with a staff connection, 1 Challenge Day, 5 lunchtime character ed events	Entire staff training on 8 Keys of Excellence <ul style="list-style-type: none"> 2017 California Healthy Kids Survey data Evidence on campus events and programs that support student health, connectedness and safety programs % of students without staff/student connection 	Full staff implementation of 8 Keys of Excellence <ul style="list-style-type: none"> Evidence on campus events and programs that support student health, connectedness and safety programs % of students without staff/student connection	<ul style="list-style-type: none"> Evidence on campus events and programs that support student health, connectedness and safety programs % of students without staff/student connection

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.3	<p>CMS will update its safety plan using new template and hold appropriate safety drills annually</p> <ul style="list-style-type: none"> • Vet plan with School Site Council • Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined • Develop a plan for staff and/or community feedback • Make needed changes to plan 	<p>Continue to update CMS safety plan and hold appropriate safety drills annually</p> <ul style="list-style-type: none"> • Vet plan with School Site Council • Implement practice drills in conjunction with community safety authorities to determine needs • Implement feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	<p>Continue to fully develop CMS Safety Plan</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics <u>Baseline</u> 16-17:	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2018</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2019</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2020</p>

5 drills held this year			
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.4	<p>English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> • Provide EL class and track MAP and Achieve 3000 data • Develop a plan/documentation to track RFEP students MAP and Achieve 3000 data 	English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready	English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready
Students Served	All___ Military___ EL/RFEP_X___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics Baseline 16-17:	<p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>	<p>ELPAC data</p> <p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>	<p>ELPAC data</p> <p>MAP data</p> <p>SBAC data</p> <p>Achieve 3000 Lexile level data</p>

EL students making at least 1 yr growth per CELDT: 100% RFEP rate: 63.6%			
---	--	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	<p>Continue to monitor daily attendance and implement interventions and increase communication and awareness regarding impact and importance of attendance</p> <ul style="list-style-type: none"> Revise current supports that are in place and develop additional supports Update ISC documentation regarding attendance Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> Key actions are dependent on feedback and outcome from previous years. Determine need for additional supports which may be helpful or necessary. 	<p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> Key actions are dependent on feedback and outcome from previous years. Determine need for additional supports which may be helpful or necessary.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		

Budget Amount and Source	District Funds	District Funds	District Funds
Expected Outcome s/Metrics <u>Baseline</u> 15-16: P2 at attendance: 97.9% Chronic Absenteeism: 14.2%	Monthly communication reminders regarding importance of attendance via newsletter and website Increase attendance at P2 to 98.4% Decrease chronic absenteeism, by at least 1.0 to 13.2%.	Maintain attendance Decrease chronic absenteeism by 1.0 based on 17-18	Maintain attendance Decrease chronic absenteeism by 1.0 based on 18-19

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Research behavior systems to support students and reduce referrals and suspensions <ul style="list-style-type: none"> Review current systems Attend restorative justice training Provide resources for teachers Research alternative behavioral consequences Decrease number of students 	Continue to monitor referrals and suspension rates <ul style="list-style-type: none"> Implement revised/new systems Implement restorative justice training Determine need for additional supports which may be helpful or necessary. 	Continue to monitor referrals and suspension rates <ul style="list-style-type: none"> Key actions are dependent on feedback and outcome from previous years. Determine need for additional supports which may be helpful or necessary.

	on citizenship ineligibility list	<ul style="list-style-type: none"> Gather feedback on systems 	
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income_X__ SWD__ Specific Student Group (xx)_X__		
Budget Amount and Source	District and Site Funds	District and Site Funds	District and Site Funds
Expected Outcome s/Metrics <u>Baseline</u> <u>15-16:</u> # of referrals Total =292 6 th – 68 7 th – 83 8 th - 141	Overall decreased referral rate for all students by 3% Decreased suspension rate percentage for socioeconomically disadvantaged students, students with disabilities and Hispanic students Decreased referrals	Metrics based on 17-18 data	Metrics based on 18-19 data



2017-20 LCAP Summary

Village Elementary School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Personalized Learning (Goal 1/ Learning)

Intent: Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, and personal interests and aspirations
Personalized Education Pathway
Student Interest/Voice & Choice

Communication Systems (Goal 2/ Communication)

Intent: Village Elementary seeks to ensure communication systems between and among all shareholders are effective.
Classrooms to Families
School to Community/Families

Multi-tiered Systems of Support (Goal 3/ Support)

Intent: Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services support all students' needs.
Intervention
Enrichment
Social/Emotional Supports

VES Demographics 2016/17

803 TK-5 students

84 New incoming Aug 2017 (10.5%)

65 English learners (8.1%)

222 Military dependent (27.8%)

105 Special education (13.1%)

1 Intra-district

71 Inter-district (8.8%)

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**GREATEST
PROGRESS**

- Personalized Education Plans (PEPs) created with all English Learners.
- Personalized Education Plans (PEPs) created with all students in MATH.
- PE for grades 1-5 to support small guided reading groups 5 days per week.
- Increased focus on social/emotional support for all students utilizing both the school counselor (LCSW) and the Military Family Life Counselor (MFLC) providing whole group, small group, and individual counseling sessions and classroom lessons.
- Increased Parent Information Nights in Math.
- Increased amount of professional development for staff regarding areas of interest.
- Increased before and after school extension activities for students.
- Increased successful practice drills.
- Increased staff education on Multi-Tiered Systems of Support (MTSS).
- ELA CAASPP 5th grade 83% - 16% increase
- Math CAASPP 3rd grade 74% - 2% increase from 14/15 baseline
- Math CAASPP 5th grade 71% - 13% increase

- Implemented a co-teaching model in grades preschool - grade 5.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- Increase performance of students with disabilities and socioeconomically disadvantaged in English language arts and math.
- Increased parent communication regarding progress reports, report cards, grading criteria and meaning of grades.
- Social/emotional curriculum for students in grades 1-5.
- Increased opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum.
- More planning and collaborating time for teachers within and across grade levels.
- Co-Teaching training and support (TK-5).
- Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB).
- Alignment of assessment calendar to grading periods.
- Increased monthly practice drills and complete development of both site and district safety plans.

LEA plans to address areas of greatest needs for improvement in the following manner:

- All teachers in grades 3-5 have begun implementing instructional practices using the new NGSS standards and supporting materials (FOSS kits) and K-2 teachers are currently being trained.
- Lucy Calkins writing is being implemented in all VES classrooms.
- District math TOSA and other professional development opportunities in mathematics have been made available to teachers to support math instructional practices.
- Enrichment Clubs continue to be offered both during students before and after school.
- Band and choir opportunities are now available to students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the site planning to take to address these performance gaps?

PERFORMANCE GAPS

- Students with disabilities and socioeconomically disadvantaged in English language arts and math.
- ELA 3rd grade 67% - 1% decrease from 14/15 baseline
- ELA 4th grade 65% - 8% decrease
- Math 4th grade 59% - 15% decrease

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the site will increase or improve services for low-income students, English learners, and foster youth.

Using the Multi-Tiered Systems of Support (MTSS) model, grade levels, counselors, and administration will provide support through the Student Success Team (SST) process for all students including our military, EL, homeless, low-income students, and foster youth sub groups. VES will ensure that these students are identified and placed in appropriate services per need.

All students will have access to a computer at home to complete homework, assignments, and online program requirements.

Stakeholder Engagement LCAP Year 2017-18

Annual Update/Involvement process for your site Strategic Plan/LCAP

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Village Strategic LCAP Planning Committee representing all grade levels at Village Elementary from Preschool through 5th grade met on 1/10/17, 1/24/17, 2/16/17 to discuss Strategic LCAP goals and prepare for the all-day Strategic LCAP community stakeholder meeting. Community all-day presentation and brainstorm session involving all stakeholders occurred on 2/22/17. The site technology teacher, ELD teacher, parents, school board members, special education teachers, community members, district representatives, military parents, parents of English learners, parents of special education students were all present at our all day 2/22/17 meeting. LCAP document was shared with staff at 3/1/17. Site Leadership team was consulted at the Leadership meeting on 3/7/17 and notes from brainstorming session were shared with team. Staff members and LCAP Strategic Planning Committee provided input into Google document and shared again on 4/12/17 with staff.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Brainstorming charts for each Board/district/site goal were typed up into a Google doc and shared with all Village Strategic LCAP Committee members on 3/24/17. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

EXAMPLES (per goal area):

Learning: STEAM Lab development - ideas and suggestions were discussed regarding coding, 3-D printers for Science Lab and for 5th grade, as well as Project Based Learning (PBL) extension and enrichment. Additional PBL professional development and other areas of potential growth to support the ongoing STEAM mission.

Communication: Educate parents concerning new curriculum as to new programs, curriculum, and support materials. The committee decided to offer more parent education workshops with district support from Director of Learning and TOSAs and to also provide additional support materials and resources both in paper form and online in the areas of Math, ELD/ELA, and Technology.

Support: Enrichment opportunities within the school day such as a “wheel” offering for 3rd, 4th, and 5th grade students in the areas of Choir, Visual Arts, and Dance. Additionally, discussion ensued regarding the need for more counseling support to alleviate the caseload on the current 1.0 FTE Counselor funded by the City of Coronado.

Goals, Actions, & Services 2017-20

<u>Goal 1: Learning</u>	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Identified Need:	<ul style="list-style-type: none"> • Increased support to students with disabilities and socioeconomically disadvantaged is needed in English language arts and math. • Increase opportunities for classroom activities (PBL) integrating several standards across the grade level curriculum is needed to prepare students for college and career. • More planning and collaborating time for teachers within and across grade levels is needed to deepen knowledge of new standards and new curriculum across several different content areas. • Co-Teaching training and support (TK-5) is needed to support students in the Least Restrictive Environment (LRE).
Site Strategy:	Village Elementary seeks to ensure all students experience personalized learning based on their academic strengths and needs, and personal interests and aspirations.

Goal 1/Learning: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. <ul style="list-style-type: none">• Ensure alignment to ELA/ELD Framework• Continue implementation of LC writing curriculum with a focus on conferencing (Yr 2).• Explore CCSS aligned reading curricula.• Implement Yr 1 of NGSS for grades K-5 using Foss NGSS curriculum.• Explore new HSS framework.• Math - implement high quality math tasks at least 2x/week.• VAPA - implement Year 1 of Arts for Learning DoDEA grant (arts integration with ELA)			1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. <ul style="list-style-type: none">• Ensure alignment to ELA/ELD Framework• Continue implementation of LC writing curriculum with a focus on <u>TBD</u> Yr 3)• Implement reading curriculum (Yr 1) if adopted• Implement year 2 of NGSS for grades K-5 using Foss NGSS curriculum• HSS align lessons to HSS framework; research new instructional materials when available from CDE• Math - implement high quality math tasks at least 2x/week.• VAPA - implement Year 2 of Arts for Learning DoDEA grant (arts integration with ELA)			1a. VES will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. <ul style="list-style-type: none">• Ensure alignment to ELA/ELD Framework• (Yr 4) Continue implementation of LC writing curriculum with a focus on <u>TBD</u>• Explore reading curriculum (Yr 2) if adopted• Implement year 3 of NGSS for grades K-5 using Foss NGSS curriculum• Adopt new HSS materials• Math - implement high quality math tasks at least 2x/week.• VAPA - implement Year 3 of Arts for Learning DoDEA grant (arts integration with ELA)		
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)___								

Budget Amount and Source	District provided curriculum District EEF for professional development	District provided curriculum District EEF for professional development	District provided curriculum District EEF for professional development
Expected Outcomes/ Metrics Baseline 15/16: CAASPP Math 68% ELA 72%	<ul style="list-style-type: none"> CAASPP ELA: 78% meeting standards Writing: Exemplars in each level of mastery in writing for each writing type Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP Science: CAST field test (gr 5) Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> CAASPP ELA: 80% meeting standards Writing: Exemplars in each level of mastery in writing for each writing type Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP Science: baseline CAST scores Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> CAASPP ELA: 82% meeting standards Writing: Exemplars in each level of mastery in writing for each writing type Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP Science: CAST Yr 1 growth from baseline Math: benchmark assessments, math tasks, CAASPP data CAASPP data 78% meeting standards VAPA: Evaluation of A4L grant
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	<p>Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> All ELs and all grades 2-5 math intervention students will have a PEP Pilot electronic portfolio usage based on PEP committee recommendation Yr 1 (electronic portfolio) 	<p>Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> All ELs and all grades 2-5 math will have a PEP Electronic portfolio usage Yr 2 Use available district tech resources to personalize learning Genius hour Yr 2 	<p>Village will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests.</p> <ul style="list-style-type: none"> All students will have a PEP in at least one subject area Electronic portfolio usage Yr 3 Use available district tech resources to personalize learning Genius hour Yr 3

	<ul style="list-style-type: none"> • Use of available district tech resources such as Compassing Learning and Ticket to Read for individualizing learning • All classes will explore Genius Hour Yr 1(1-1.5 hours/week) 		
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	TIGG funding, Site budget, CSF funding	TIGG funding, Site budget, CSF funding	TIGG funding, Site budget, CSF funding
Expected Outcomes/ Metrics Baseline 16/17: 9 students increased 1 CELDT level. 15/16 .02% RFEP. 16/17 .32 RFEP <u>EL:</u> growth data will be measured by ELPAC. <u>Math:</u> In Winter 2017 M3 identified students who made growth was 55%.	EL: % of ELs making growth will be baseline per ELPAC data (Yr 1). Grades 2-5 Math: 70% of students in these grades will make growth. Electronic portfolio participation will be baseline.	EL: ELs making growth will increase 2% per ELPAC data over baseline. (Yr.2) Grades 2-5 Math: 85% of students in these grades will make growth. Electronic portfolio participation will increase over baseline.	EL: ELs making growth will increase 4% per ELPAC data over baseline. (Yr.3) Grades 2-5 Math: 100% of students in these grades will make growth. Electronic portfolio participation will increase over previous year.

1.3	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 17/18 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 17/18. 	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 18/19 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 18/19. 	<ul style="list-style-type: none"> • Increase performance of students with disabilities on CAASPP in 19/20 in ELA by 10%; in math by 10% • Increase performance of students who are socioeconomically disadvantaged in ELA by 10% and math by 10% on CAASPP in 19/20.
Students Served	All__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__x_ Specific Student Group Socioeconomically Disadvantaged X		
Budget Amount and Source	CSF, DoDEA, LCFF supplemental, TIIG	CSF, DoDEA, LCFF supplemental, TIIG	CSF, DoDEA, LCFF supplemental, TIIG
Expected Outcomes/ Metrics Baseline 15/16: SWD ELA 41% met or exceeded standards. SWD MATH 42% met or exceeded standards. SED ELA 44% met or exceeded standards. SED MATH	CAASPP Grades 3-5 SWD ELA 51% Math 52% 17/18 SED ELA 54% Math 53% 17/18 MAP/Read Well scores for Grades K-2 Baseline Data Year (16/17 initial pilot)	CAASPP Grades 3-5 SWD ELA 61% Math 62% 18/19 SED ELA 64% Math 63% 18/19 MAP/Read Well scores for Grades K-2 Year 2 – Growth to be determined upon baseline information gathered.	CAASPP Grades 3-5 SWD ELA 71% Math 72% 19/20 SED ELA 74% Math 73% 19/20 MAP/Read Well scores for Grades K-2 Year 3 – Growth to be determined upon baseline information and Year 2 data.

43% met or exceeded standards. Growth data will be measured by CAASPP for Grades 3-5 and MAP/Read Well scores for Grades TK-2			
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.4	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Revisit implementation of CUSD K-5 Tech Scope and Sequence including professional development for all teachers. • Computer Lab instruction will be provided weekly for TK-5. • To support 1:1 resources, implement Hapara in grades 2-3. • Provide and explore PBL Project and Beyond resource for teachers to implement PBL lessons. 	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Survey teachers on effectiveness of CUSD K-5 Tech Scope and Sequence. • Computer Lab instruction will be provided weekly for TK-5. • Continue Hapara in grades 2-5. • Implement critical thinking exercises and creativity drills from the PBL Project and Beyond website at least 1x/week. 	<p>VES will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.</p> <ul style="list-style-type: none"> • Maintain use of CUSD K-5 Tech Scope and Sequence. • Computer Lab instruction will be provided weekly for TK-5. • Continue Hapara in grades 2-5. • Implement PBL scenarios from the PBL Project and Beyond website at least 1x/week.

Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site budget	Site budget	Site budget
Expected Outcomes/ Metrics Baseline 16/17: Yr 2 of Tech Scope and Sequence; Yr 1 of Hapara pilot (grades 4-5)	<ul style="list-style-type: none"> Students successfully complete assignments and projects appropriate to their grade using technology. Teachers will provide feedback on student engagement per use of Hapara. Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback. 	<ul style="list-style-type: none"> Students successfully complete assignments and projects appropriate to their grade using technology. Teachers will provide feedback on student engagement per use of Hapara. Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback. 	<ul style="list-style-type: none"> Students successfully complete assignments and projects appropriate to their grade using technology. Teachers will provide feedback on student engagement per use of Hapara. Success of PBL Project and Beyond will be observed in classroom instruction and teachers will provide feedback.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	<p>VES/District will provide professional develop in the areas of:</p> <ul style="list-style-type: none"> NGSS /Foss Kits ELA/ELD Framework training Co-teaching model Math Writing Arts/VAPA Physical Education (SPARK, especially for instructional aides) 	<p>VES/District will provide professional develop in the areas of:</p> <ul style="list-style-type: none"> History Social Science NGSS /Foss Kits ELA/ELD Framework training Co-teaching model Math Writing Arts/VAPA Physical Education (SPARK, especially for instructional aides) 	<p>VES/District will provide professional develop in the areas of:</p> <ul style="list-style-type: none"> History Social Science NGSS /Foss Kits ELA/ELD Framework training Co-teaching model Math Writing Arts/VAPA Physical Education (SPARK, especially for instructional aides)

	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.	Specific PD implementation is based on CUSD Elementary Plan for each content area as time and funding allow.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	EFF, Site, and District budget	EFF, Site, and District budget	EFF, Site, and District budget
Expected Outcomes/ Metrics Baseline 16/17: PD focused on math, writing, and co-teaching.	<ul style="list-style-type: none"> • CAASPP ELA: 78% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: CAST field test (gr 5) • Math: benchmark assessments, math tasks, CAASPP data 74% meeting standards • VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> • CAASPP ELA: 80% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: baseline CAST scores • Math: benchmark assessments, math tasks, CAASPP data 76% meeting standards • VAPA: Evaluation of A4L grant 	<ul style="list-style-type: none"> • CAASPP ELA: 82% meeting standards • Writing: Exemplars in each level of mastery in writing for each writing type • Reading: % of students at grade level in reading as measured by DRA/Lexile/MAP/RW/CAASPP • Science: CAST Yr 1 growth from baseline • Math: benchmark assessments, math tasks, CAASPP data 78% meeting standards • VAPA: Evaluation of A4L grant

<u>Goal 2:</u> Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
---	---

Identified Need:	<p>Currently there is inconsistent usage of Haiku at VES as a communication tool for parents.</p> <p>More parent communication regarding progress reports, report cards, grading criteria and meaning of grades is needed.</p> <p>Grade level appropriate and clear language on report cards is needed.</p> <p>Alignment between Fall parent/teacher conferences (NOV) and end of 1st semester report card (FEB 1) is needed.</p> <p>Alignment of assessment calendar to grading periods is needed.</p> <p>Simplified explanations, timeframes of the MAP window, purpose of the MAP, and directions how to interpret scores is needed.</p>
Site Strategy:	Village Elementary seeks to ensure communication systems between and among all shareholders are effective.

Goal 2/Communication: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
2.1	Shareholder participation, communication, and engagement will continue to be a priority to support all VES students. <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 			Shareholder participation, communication, and engagement will continue to be a priority to support all VES students. <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 			Shareholder participation, communication, and engagement will continue to be a priority to support all VES students. <ul style="list-style-type: none"> Survey teachers on K-2 Haiku usage. VES will ensure required parent participation at SSC, ELAC, and encourage parent participation in PTO. 		

	<ul style="list-style-type: none"> • Strive for 100% participation of parents at fall parent-teacher conferences. • Parent information nights each year on educational topics related to elementary grades. • Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). • MAP training for all teachers. 	<ul style="list-style-type: none"> • Strive for 100% participation of parents at fall parent-teacher conferences. • Parent information nights each year on educational topics related to elementary grades. • Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). • Refresher MAP training for existing and new teachers. 	<ul style="list-style-type: none"> • Strive for 100% participation of parents at fall parent-teacher conferences. • Parent information nights each year on educational topics related to elementary grades. • Parent communication and information will be provided on grading and reporting system (grade level appropriate with clear language). • Refresher MAP training for existing and new teachers.
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	EFF, Site, and District budget	EFF, Site, and District budget	EFF, Site, and District budget
Expected Outcomes/Metrics Baseline 16/17: 98% of parents participated in P/T conferences	<ul style="list-style-type: none"> • Haiku usage K-2 will be baseline • 100% of parents will participate in P/T conferences. 	<ul style="list-style-type: none"> • Haiku usage K-2 will be based on results from 2017/18. • 100% of parents will participate in P/T conferences. 	<ul style="list-style-type: none"> • Haiku usage K-2 will be based on results from previous year. • 100% of parents will participate in P/T conferences.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

2.2	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed 	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed 	<p>Communication between VES administration and staff will include:</p> <ul style="list-style-type: none"> • VES Leadership Team, Strategic Planning Committee, School Site Council, ELAC, Co-Teaching Committee • Monthly certificated professional development meetings • Weekly Expedition • PLC agendas and notes • Goal and evaluation/reflection conferences • As needed
Students Served	All_X___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	None	None	None
Expected Outcomes/Metrics Baseline 16/17:	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes 	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes 	<ul style="list-style-type: none"> • Feedback from teachers in year-end conferences • Year-end reflection with Leadership Team • Various meeting agendas and notes
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

2.3	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> • Parent survey • Weekly principals' newsletters to parents • Haiku (see above 2.1) • social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) • Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) • Coffee with administration (3x per yr) • PTO • SSC • ELAC • SEPAC 	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> • Parent survey • Weekly principals' newsletters to parents • Haiku (see above 2.1) • social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) • Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) • Coffee with administration (3x per yr) • PTO • SSC • ELAC • SEPAC 	<p>Communication between VES staff to community will include:</p> <ul style="list-style-type: none"> • Parent survey • Weekly principals' newsletters to parents • Haiku (see above 2.1) • social media, local news outlets (eCoronado, Eagle Journal, Facebook, Twitter, district website) • Parent Nights (i.e., curriculum, report cards, assessments, and other trainings as needed) • Coffee with administration (3x per yr) • PTO • SSC • ELAC • SEPAC
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	None	None	None
Expected Outcomes/Metrics Baseline 16/17: P/T conference participation rate was 98%	Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 98.5%	Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99%	Number of meetings per year will be maintained as stated above. P/T conference attendance will improve by .5% to 99.5%

<p><u>Goal 3:</u> Support</p>	<p>Maintain safe and supportive schools where students and staff thrive.</p>
<p>Identified Need:</p>	<p>There is no adopted CUSD social/emotional curriculum for students in grades 1-5. Students' needs are unique; therefore, site staff should be provided with resources to support those unique needs. Academic performance should be enhanced through enrichment, strength based learning, and social-emotional support.</p>
<p>Site Strategy:</p>	<p>Village Elementary seeks to ensure that, through data-driven decision making, intervention and enrichment experiences, and social/emotional services support all students' needs.</p> <p>Enrichment:</p> <ul style="list-style-type: none"> • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. <p>Social/Emotional Supports:</p> <ul style="list-style-type: none"> • Continue with current clinical support. • Add additional clinical support due to increased pressure and stress on our students.

	<ul style="list-style-type: none"> Initiate assemblies at each grade level that foster a growth mindset and compassion of others. Follow-up with classroom discussions consistently throughout the school year (weekly/bi-weekly) to address needs of each unique classroom community to continue to work on acceptance and inclusion of all students. Continue Circle of Education social/emotional curriculum at preschool level. Partner with SAFE for more support as needed. <p>Safety/Supportive School:</p> <ul style="list-style-type: none"> Safe and clean facilities Thorough/Complete VES Safety Plan Develop and evaluate enrichment and intervention opportunities for students.
--	---

Goal 3/Support: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
3.1	VES will maintain safe and clean facilities.			Continue			Continue		
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)___								
Budget Amount and Source	District M&O budget/site budget			District M&O budget/site budget			District M&O budget/site budget		
Expected Outcomes/Metrics	● Ingress and egress locations will continue to be staffed appropriately.			● Ingress and egress locations will continue to be staffed appropriately.			● Ingress and egress locations will continue to be staffed appropriately.		

Baseline 16/17:	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street. 	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street 	<ul style="list-style-type: none"> Weekly inspections by site administration of classrooms, playgrounds, and other areas at both campuses will continue with timely reporting of issues to M&O. Discuss needs for Crossing Guard at H Ave and 6th street
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.2	VES will update its safety plan using new template and hold appropriate safety drills annually.	VES will update its safety plan using new template and hold appropriate safety drills annually.	VES will update its safety plan using new template and hold appropriate safety drills annually.
Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	None	None	None
Expected Outcomes/Metrics: Clearly defined roles and responsibilities of all staff members during various drills. Adequate supplies for disaster preparedness. Drills monthly	<p>Documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Improvements made based on staff feedback 	<p>Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Meet with community leaders to expand plan Meet with Safety Planning Team to continue to refine and improve upon plan Implement practice drills in conjunction with community safety authorities to determine 	<p>Continue documentation of monthly safety drills with various focus areas, such as lockdown, fire/evacuation, earthquake, etc.</p> <ul style="list-style-type: none"> Meet with community leaders to expand plan Meet with Safety Planning Team to continue to refine and improve upon plan Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined

Baseline 16/17: New safety plan based on SDCOE format introduced districtwide this year. Drills required once per month at elementary schools.		what's working and what needs to be refined <ul style="list-style-type: none"> • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with new suggestions and determined needs • Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans 	<ul style="list-style-type: none"> • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with new suggestions and determined needs • Inventory and update supplies needed (per site) to best support safety plans
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.3	Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.	Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.	Through data-driven decision making, CUSD will develop and evaluate intervention sequences and enrichment experiences that support the needs of all learners.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__ identified students__		
Budget Amount and Source	ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds	ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds	ASE funding (DoDEA, LCFF supplemental, TIIG, CSF) and site funds
Expected Outcomes/Metrics	<ul style="list-style-type: none"> • 70% of identified students will make growth on MAP Math benchmark. 	<ul style="list-style-type: none"> • 85% of identified students will make growth on MAP Math benchmark. 	<ul style="list-style-type: none"> • 100% of identified students will make growth on MAP Math benchmark.

<p>Baseline 16/17: Math:55% of identified students made growth per winter 2017 MAP data Reading: 16/17 Baseline: 36 students in grades 1 and 2 receiving services. 31 out of 36 students gained 3 or more reading levels - 86%</p>	<ul style="list-style-type: none"> • 89% of identified students will make 3 or more levels of growth in reading. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue 	<ul style="list-style-type: none"> • 91% of identified students will make 3 or more levels of growth in reading. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet 	<ul style="list-style-type: none"> • 94% of identified students will make 3 or more levels of growth in reading. • Data analysis and instructional focus discussions at weekly grade level PLCs • Progress monitoring discussions on identified students occur with input from ASE teachers, general education teachers, math TOSA, and administration informally and formally each month (math, leveled literacy intervention, and Walk-to-Read). • Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year. Teaching To High Potential (THP) is the district philosophy at the elementary levels, where through integration of various curriculums through Project based projects are taught within all grade levels across the district. • Meet the Masters-Continue • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met.
---	---	--	---

	<ul style="list-style-type: none"> • Incorporate the ARTS (VAPA) into the school day that still meet instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning. • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. 	<p>instructional minutes. Weave into the standards that need to be met. Incorporate VAPA into project based learning.</p> <ul style="list-style-type: none"> • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond. 	<p>Incorporate VAPA into project based learning.</p> <ul style="list-style-type: none"> • Evaluating what is successful or what is not and add other areas of interest we can add to enrichment. • Continue to build on enrichment into other grades or across sites. • More leadership opportunities for students who are at grade level to continue to develop their academics above and beyond.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.4	<p>English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready.</p> <ul style="list-style-type: none"> • 30 minutes of designated ELD will be provided daily for all ELs. • Increase ELD FTE to 1.0. • Begin training all VES teachers on GLAD strategies to support integrated ELD. 	Continue; FTE based on EL enrollment.	Continue; FTE based on EL enrollment.

Students Served	All___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)_English Learners___		
Budget Amount and Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/Metrics Baseline 16/17: 58% growth on CELDT 18 students tested	<ul style="list-style-type: none"> ELD instructional minutes will remain no fewer than 30 minutes daily. Begin discussing Guided Language Acquisition Design (GLAD) strategies will be monitored by observations. 	<ul style="list-style-type: none"> ELD instructional minutes will remain no fewer than 30 minutes daily. Provide PD Guided Language Acquisition Design (GLAD) strategies will be monitored by observations. 	<ul style="list-style-type: none"> ELD instructional minutes will remain no fewer than 30 minutes daily. Provide PD Guided Language Acquisition Design (GLAD) strategies will be monitored by observations.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	<p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p> <ul style="list-style-type: none"> Ensure all VES attendance is accurately reported daily into Synergy. Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. Promote and incentivize positive attendance. Ensure VES holds 	<p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p> <ul style="list-style-type: none"> Ensure all VES attendance is accurately reported daily into Synergy. Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. Promote and incentivize positive attendance. Ensure VES holds appropriate SART meetings for students 	<p>Improve CUSD attendance rates and chronic absenteeism rates for all students.</p> <ul style="list-style-type: none"> Ensure all VES attendance is accurately reported daily into Synergy. Ensure VES attendance clerk and counselor/assistant principal notify parents on a timely basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. Promote and incentivize positive attendance. Ensure VES holds appropriate SART meetings for students whose attendance reaches appropriate thresholds.

	<p>appropriate SART meetings for students whose attendance reaches appropriate thresholds.</p> <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<p>whose attendance reaches appropriate thresholds.</p> <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	<ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.
Students Served	All_x_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___SWD___ Specific Student Group (xx)___		
Budget Amount and Source	Site/District budget	Site/District budget	Site/District budget

Expected Outcomes/ Metrics Baseline: P2 15/16: 96.6% Chronic Absenteeism 15/16: 12%	<ul style="list-style-type: none"> • Improve P2 attendance rate by 1% • Improve chronic absenteeism rate by 2%. 	<ul style="list-style-type: none"> • Improve P2 attendance rate by 1%. • Improve chronic absenteeism rate by 2%. 	<ul style="list-style-type: none"> • Improve P2 attendance rate by 1%. • Improve chronic absenteeism rate by 2%.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.6	Decrease suspension rate. <ul style="list-style-type: none"> • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources 	Decrease suspension rate. <ul style="list-style-type: none"> • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed. 	Decrease suspension rate. <ul style="list-style-type: none"> • Schoolwide discipline policy provides students with opportunities to make good choices, and intervention solutions are based on natural consequences. • Maintain consistent and strong home/school communication regarding behavior. • Interventions are based on positive discipline with strong parent/school team approach to resolve issues. • Student Success Team (SST) supports referred students with behavior needs. • Monthly Character Counts awards promote positive behavior and citizenship. • MFLC and student Peace Patrol help support student needs on playground during recesses. • Provide counseling resources as needed.

	as needed.		
Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	PTO funding, site budget	PTO funding, site budget	PTO funding, site budget
Expected Outcomes/Metrics Baseline 16/17: Number of referrals and suspensions	Decrease % of referrals and suspensions after baseline determined from 16/17 school year.	Decrease % of referrals and suspensions.	Decrease % of referrals and suspensions.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.7	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> • Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. • Research a social emotional curriculum for grades 1-5. • Maintain current staffing of Military Family Life Counselors (2 FTE) and full-time counselor (1.0 FTE). • Maintain student services such as Military Kids Club, 	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> • Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. • Research a social emotional curriculum for grades 1-5. • Maintain current staffing of Military Family Life Counselors (2 FTE) – one at each site and increase current full-time counseling support from 1.0 FTE to 1.5 FTE to support 2 different sites. 	<p>Provide appropriate social/emotional supports for students in a variety of ways.</p> <ul style="list-style-type: none"> • Maintain use of Circle of Education curriculum for preschool, TK and Kindergarten, and special education. • Research a social emotional curriculum for grades 1-5. • Maintain current staffing of Military Family Life Counselors (2 FTE) and 1 full-time counselor and 1 part time counselor to support 2 different sites (1.5 FTE). • Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling,

	Deployment Club, individual/group counseling, classroom presentations, etc.	<ul style="list-style-type: none"> Maintain student services such as Military Kids Club, Deployment Club, individual/group counseling, classroom presentations, etc. 	classroom presentations, etc.
Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	City Funding, Military Funding, Site Funding	City Funding, Military Funding, Site Funding	City Funding, Military Funding, Site Funding
Expected Outcomes/Metrics Baseline: Counselor Data Totals from 8/16 to 3/17: Walk-Ins: 223 Risk Mgmt: 32 Individual Caseload: 27 Group Counseling: 49 Parent Conferences: 112 Classroom Presentations : 98 504s: 16 SSTs: 73	Decrease number of walk-ins and number of individual caseloads from baseline year by 3%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease number of walk-ins and number of individual caseloads from 17/18 by 5%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports.	Decrease number of walk-ins and number of individual caseloads from 18/19 by 5%. Increase group and classroom presentations and pilot Social/emotional curriculum and supports.

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.8	Provide training for students on digital proficiency and citizenship including ethical use of technology.	Provide training for students on digital proficiency and citizenship including ethical use of technology. Review Acceptable Use Policy site-wide Review Technology Scope and Sequence	Provide training for students on digital proficiency and citizenship including ethical use of technology. Review Acceptable Use Policy site-wide Review Technology Scope and Sequence
Students Served	All__XX__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site Budget	Site Budget	Site Budget
Expected Outcomes/Metrics Baseline 16/17: Digital Citizenship Week - activities	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms	Technology TK-5 Scope and Sequence Digital Citizens 212st Century Learners Google Doc student training and assignments in all classrooms



2017-20 LCAP Summary

Silver Strand Elementary School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Personalized Learning - Goal 1: Learning

Intent: Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.

Communication Systems - Goal 2: Communication

Intent: Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between classrooms and families and between the school and families and with the community.

Multi-tiered Systems of Support- Goal 3: Support

Intent: Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**GREATEST
PROGRESS**

- Increased levels of performance in both ELA and mathematics for socioeconomically disadvantaged students - increased 7.9 points
- Personalized Education Plans created for all English language learners
- Personalized Education Plans created by all teachers including increased professional development for staff regarding areas of interest
- Increased focus on social/emotional support for all students utilizing the school counselor (LCSW), the Military Family Life Counselor (MFLC), and implementation of a school-wide behavioral support team. These groups provide support to students and staff including whole group, small group, and individual counseling sessions and classroom lessons.
- Increased parent information nights in mathematics
- Increased monthly practice drills and complete development of both site and district safety plans
- All teachers in grades 3-5 have begun implementing instructional practices using the new NGSS standards and supporting materials (FOSS kits) and K-2 teachers are currently being trained to do so
- Lucy Calkins writing is being implemented in all Silver Strand classrooms
- District math TOSA and other professional development opportunities in mathematics have been made available to teachers to support math instructional practices
- Enrichment Clubs continue to be offered both during students' lunch times and after school
- Band and choir opportunities are now available to students
- ELAC meetings taking place to support parents of EL students (school site) - new development this year
- 96% of all parents participated in Fall parent/teacher conferences
- ELA CAASPP - 4th grade - increased 6 points - 71% met or exceeded standards (15-16 year)
- Math CAASPP - 4th grade - increased 12 points - 75% met or exceeded standards (15-16 year)
- Math CAASPP - 5th grade - increased 15 points - 64% met or exceeded standards (15-16 year)
- Language Live! Program has been implemented (ELA) - grades 3-5
- Number Talks participation is taking place in general education settings in addition to Special Education mathematics support - grades 4 and 5
- Additional "hands on" learning opportunities have been added to further support student growth and to foster student interest
- Additional part time Special Education teacher has been added to support student learning
- Additional program instructional aide was added to support student learning
- All instructional assistants have been Read Well trained - grades TK
- Supports in place for all students include ASE intervention support in both ELA and/or mathematics continues to be offered to students needing such support

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Please note that Silver Strand has a 79% military-connected population with a high mobility rate of students. Silver Strand had 109 students added to our attendance and 71 who withdrew from Silver Strand during the 15/16 school year. Data for 2016-17 is yet to be determined.

- Increase performance of students with disabilities in English language arts and mathematics
- Increase parent communication regarding progress reports, report cards, grading criteria and meaning of grades
- Alignment between Fall parent/teacher conferences (November) and end of 1st semester report card (February)
- Alignment of assessment calendar to grading periods
- Continue after school intervention program
- Increase supports for teachers to support students with increased social/emotional/behavioral needs
- Improve reciprocity between general education and special education support systems
- Improve attendance for chronically absent students
- Continue additions/improvements to be made to site and district safety plans
- Continue support for English Learners and Reclassified Fluent English Proficient students
- ELA CAASPP – 3rd grade - decreased 13 points - 59% met or exceeded standards (15-16 year)
- ELA CAASPP - 5th grade - decreased 3 points - 72% met or exceeded standards (15-16 year)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

Students with disabilities in English language arts and mathematics (gap identified as two levels below)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Using the Multi-Tiered Systems of Support (MTSS) model, grade levels, counselors, and administration will provide support through the Student Success Team (SST) process for all students including our military, EL, homeless, low-income, and foster youth student sub groups. All students will have access to a computer at home to complete homework, assignments, and online program requirements. Silver Strand will ensure that these students are identified and placed in appropriate services per need.

Stakeholder Engagement LCAP Year 2017-18

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Silver Strand LCAP Planning Committee representing all grade levels at Silver Strand Elementary from Preschool to 5th grade met on 10/25/16, 12/13/16, 2/28/17, and on 4/25/17 to discuss Strategic LCAP goals and to prepare for the all-day Strategic LCAP community stakeholder meeting. Community all day presentation and brainstorm session involving all stakeholders occurred on 2/21/17. The site technology teacher, the ELD teacher, special education teacher, reading specialist, parents, school board members, community members, district representatives, military parents, parents of English learners, and parents of special education students were all present at our all day LCAP/Strategic Planning meeting. Results from this meeting were later shared with the entire Silver Strand staff at a faculty meeting on 3/1/17. Staff members' additional feedback was added into the Plan and staff members were encouraged to respond online if they wished to submit additional feedback. Such feedback was included.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Brainstorming charts were created to incorporate all site, district, and Board goals. This information was typed up and shared with the entire Silver Strand staff via a Google Doc. This information was shared with all staff members on 3/1/17. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

EXAMPLES (per goal area):

Learning: STEAM Lab development - ideas and suggestions were discussed and will be utilized as we explore possible sources and community entities that may support the development of Silver Strand's STEAM Lab.

Communication: Educate parents concerning new curriculum as to new programs, curriculum, and support materials. The committee decided that Silver Strand will offer more parent education workshops and additional support materials and resources both in paper form and online.

Support: Enrichment Club opportunities - involve parents as participants in organizing and providing instruction in novel areas to offer expanded available offerings to students.

Goals, Actions, & Services 2017-20

Goal 1: Learning	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Site Strategy:	Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.
Identified Need:	<ul style="list-style-type: none"> • Increase performance of students with disabilities in English language arts and mathematics • After school intervention program continuation • Improved attendance for chronically absent students • Continued support for English Learners and Reclassified Fluent English Proficient students • ELA CAASPP - 4th grade • ELA CAASPP - 5th grade

Goal 1/Learning: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.			Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.			Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.		

Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I
Expected Outcomes/ Metrics Baseline 16/17: 3.4% of FTE	Maintain 3.4% of FTE are ASE/Title I teachers	Maintaining this level of FTE ASE support will be dependent upon funding available. We hope to retain this number of FTE in our ASE program each year.	Maintaining this level of FTE ASE support will be dependent upon funding available. We hope to retain this number of FTE in our ASE program each year.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	Provide identified teachers with training on Haiku and develop minimum standard for usage. Encourage exploration of Haiku e-portfolios/PEPs for students.	Increase Haiku page usage - add three novel uses for Haiku. Begin using Haiku e-portfolios with students.	All teachers will use Haiku learning management system and all students will have e-portfolios established and regularly utilized.
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	CUSD General Fund/Tech budget	CUSD General Fund/Tech budget	CUSD General Fund/Tech budget
Baseline 15/16: 85% of teachers use Haiku LMS	100% of identified teachers will begin with exploration of Haiku. Each identified teacher will begin utilizing Haiku (minimum of three uses). All Silver Strand teachers currently have Haiku pages. However, two	100% of identified teachers will add to usage of Haiku and each student will have PEP plans introduced via Haiku portfolios. Add 15% - goal is for all teachers to be actively using their Haiku pages with	100% - full implementation - all identified teachers will be fully utilizing Haiku and all students will have PEP plans fully implemented and utilized via Haiku portfolios. 100% of teachers will be fully utilizing Haiku and all students will have PEP

	teachers are not actively using their pages at this time.	timely additions being added to their pages (monthly).	plans in place and being used via Haiku LMS
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students. <ul style="list-style-type: none"> Align current inventory of leveled reading materials to CCSS. Purchase leveled instructional materials for reading aligned to CCSS for non-fiction at DRA 50-70 levels. Provide guided reading observation opportunities for newer teachers/coaching with reading specialist. 	Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)
Expected Outcomes/ Metrics Baseline 15/16: 67%	CAASPP 17/18: 71% student performance rate	CAASPP 17/18: 73% student performance rate	CAASPP 17/18: 75% student performance rate
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

1.4	Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students. <ul style="list-style-type: none"> Utilize RW and DRA2 writing components in writing instruction. Provide opportunities for teachers to compare writing practices with others using CUSD exemplars (anchor papers) as a guide. 	Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD
Expected Outcomes/ Metrics Baseline 15/16: 67%	CAASPP 17/18: 71% student performance rate	CAASPP 17/18: 73% student performance rate	CAASPP 17/18: 75% student performance rate
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.5	Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students. <ul style="list-style-type: none"> Survey teachers to determine how these standards are being met and what materials are currently being utilized. 	Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students. <ul style="list-style-type: none"> Use this year to develop or purchase curriculum to meet these standards. 	Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students. <ul style="list-style-type: none"> Agree upon and/or create common curriculum for grammar, spelling, and word study (Yr 1 of full implementation).

Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD
Expected Outcomes/ Metrics Baseline 16/17: See right.	Teachers will need to be surveyed initially to determine what resources are currently being utilized before next steps can be taken. This survey data will be baseline information.	Next steps will be taken based upon the previous year findings. Materials will either need to be created or purchased based upon survey findings and teacher usage needs. Grade level dependent on needs and appropriateness.	All teachers (per grade level) will have agreed upon common curriculum for grammar, spelling, and word study program. This will be the first year of full implementation of the agreed upon programs (per grade level).

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	Silver Strand will provide CCSS standards-based instruction in math. <ul style="list-style-type: none"> All students will engage in high quality math tasks 1-2 times per week. Number talks will be implemented 2-3 times per week and will take place in all classrooms. 	Silver Strand will provide CCSS standards-based instruction in math. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	Silver Strand will provide CCSS standards-based instruction in math. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: DoDEA M3 Grant funds	District Instructional Materials Fund and Lottery Funds DoDEA M3 Grant funds	District Instructional Materials Fund and Lottery Funds DoDEA M3 Grant funds

Expected Outcomes/ Metrics Baseline 15/16:69%	CAASPP 17/18: 72%	74%	76%
--	-------------------	-----	-----

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.7	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 1 of instruction based on NGSS standards and corresponding Foss kit. Grades K-2 (possible additional training and exploration) and grades 3-5 (full implementation). 	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 2 of instruction based on NGSS standards and corresponding Foss kit. All grades K-5 - full implementation of NGSS. 	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 3 of instruction based on NGSS standards and corresponding Foss kit. All grades K-5 - full implementation of NGSS.
Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds	District Instructional Materials Fund and Lottery Funds	District Instructional Materials Fund and Lottery Funds

Expected Outcomes/ Metrics Baseline 15/16: 84% of 5th graders met or exceeded standards on CST Science Test; baseline CAST will be in spring 2019.	Pilot CAST for grade 5; no scores	Field test CAST for grade 5; no scores	Baseline operational test for grade 5.
--	-----------------------------------	--	--

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.8	STEAM Lab creation and implementation <ul style="list-style-type: none"> Funding sources with business/college entities willing to provide information, support, and resources will be explored, secured, and installed. Project-based learning units and/or Genius Hour ideas also explored. 	STEAM Lab creation and implementation <ul style="list-style-type: none"> Year 1 of implementation - Initial lab will be established and Silver Strand students will begin utilizing lab. Project-based learning and/or Genius Hour projects will be designed, explored, and shared. Other CUSD schools may also be invited to use the lab. The use of initial materials, resources, and supplies will be evaluated and next steps will be determined. The use of virtual reality may also be explored. 	STEAM Lab creation and implementation <ul style="list-style-type: none"> Based upon feedback from Silver Strand and other CUSD schools using the lab, outside community entities may be invited to use lab. Additional equipment and materials may be added dependent on need, feedback from users, and available funding. Possible implementation of VR - dependent upon available resources and need.

Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Outside community entities (i.e. Navair, DoDEA, Lowe's Bay Coronado, Qualcomm, and CSF). Amount to be determined based upon community ability and willingness to support this project.	Continued based upon prior funding sources willingness and ability to continue to fund and maintain this project.	Continued based upon prior funding sources willingness and ability to continue to fund and maintain this project.
Expected Outcomes/ Metrics: There is no STEAM lab at Silver Strand (16/17)	Planning year; no data	Determine # of students participating in using the lab - site based and possibly other CUSD sites	Increase in # of students participating in using the lab (all students and possibly other community members - TBD)

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.9	Implement Yr 1 of arts integration in grades K-5 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Introduction of program where DODEA grant instructors engage in partner work with classroom teachers to introduce and implement curriculum. Year 1 of grant success noted and reported. 	Implement Yr 2 of arts integration in grades K-5 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Continuation of program - teachers provide instruction to their students per last year's model. Recommendations for modifications needed noted Yr 2 of success of grant reported. 	Implement Yr 3 of arts integration in grades K-5 per DoDEA Arts for Learning grant. <ul style="list-style-type: none"> Additions or modifications may be made to program based upon how the program was fully implemented during Year 2. Recommendations for next steps and future success for program noted and next steps determined.

Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics Baseline 15/16: 59.84% of CUSD teachers report being unfamiliar with CA Visual and Performing Arts Standards (per fall 2015 survey). Teachers self-reported that they do not have a comfort level teaching neither discrete nor integrated arts (per fall 2015 survey).	<p>All teachers will be exposed to new integrated arts model and will become familiar and more comfortable with using this model with support and direct guidance.</p> <p>100% general education teachers will be exposed to new model</p>	<p>All teachers will begin using this model independently (with limited outside support). Notes/reflections will take place. Recommendations for adaptations will be noted.</p> <p>100% of general education teachers will begin using this model independently (with limited support).</p>	<p>All teachers will be fully implementing arts integration models within their classrooms. Modifications will be made based up recommendations from previous year of full implementation.</p> <p>100% of general education teachers will be fully implementing the integrated arts model within their classrooms.</p>
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

1.10	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Exploration Year).	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Introduction Year).	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Yr 2).
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD
Expected Outcomes/ Metrics Baseline 15/16: No baseline	Framework being developed and soon to be implemented statewide		

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.11	Provide supplementary instructional resources and trainings for teachers. <ul style="list-style-type: none"> Additional training for teachers regarding ways to more completely use Chromebooks, Compass Learning and MAP, and MMARS data to support student learning Explore possible incentives for student use of supplemental curricular 	Provide supplementary instructional resources and trainings for teachers. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	Provide supplementary instructional resources and trainings for teachers. <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.

	<ul style="list-style-type: none"> resources Continued support for teachers to use various digital media and computer-based resources across the curriculum PEP Plans for teachers - full development and beginning implementation per individual, partner, or group goals 		
Students Served	All __x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Educator Effectiveness Funds will be used (expiration June 2018)	Available site and District Title IIA funds.	Available site and District Title IIA funds.
Expected Outcomes/ Metrics Baseline 16/17: none	Baseline data will be collected.	Growth TBD based upon baseline information gathered during Year 1	Growth TBD based on information acted upon in Yr 1

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.12	All students will continue to improve their physical education performance <ul style="list-style-type: none"> Continuing to ensure that all students meet their physical education class minutes Continue to work with students to ensure that 	All students will continue to improve their physical education performance <ul style="list-style-type: none"> Continue with previously established goals and add additional training opportunities as funding and other resources allow Continue to allow for 	All students will continue to improve their physical education performance <ul style="list-style-type: none"> Continue with previously established goals and add additional training opportunities as funding and other resources allow Allow for ongoing collaboration and planning opportunities between Village and Strand teachers (as may be

	<p>they are best prepared to pass the California Physical Fitness Test in grade 5</p> <ul style="list-style-type: none"> • Provide professional development opportunities for PE staff to further develop their skills and knowledge as related to adopted <i>SPARK</i> curriculum • Continue to allow for collaboration opportunities between Village and Strand PE teachers to foster improved knowledge and skills as related to the <i>SPARK</i> curriculum 	<p>collaboration opportunities between Village and Strand PE teachers to foster improved knowledge and skills as related to the <i>SPARK</i> curriculum</p>	<p>needed)</p>
Students Served	<p>All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
Budget Amount and Source	<p>Site funds, Educator Effectiveness Funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>	<p>Site funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>	<p>Site funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>
Expected Outcomes/ Metrics Baseline 15/16: 51 students participated	<p>All students in 5th grade classes will continue to participate in daily PE instruction and in the CA Physical Fitness Test each spring. Current levels: Body Composition (73% and 64%), Upper Body Strength/Endurance (68% and 79%), and Flexibility (69% and 64%) are the physical fitness goal areas most in need of improvement. Instructional efforts will work to continue to foster</p>	<p>Growth TBD based upon results of goals established during Year 1.</p>	<p>Growth TBD based upon results of goals established during Year 2.</p>

	<p>improvement in these areas (2-3% per area).</p> <p>PE teachers will be best prepared to instruct due to professional development opportunities and collaborative team efforts - measured by increase in PD opportunities (increase by 1 -2 trainings per year) and team meetings (increase by 1-2 meetings per year).</p>		
--	--	--	--

Goal 2: Communication	Communicate openly, freely, and accurately to engage and involve all shareholders.
Site Strategy:	Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between classrooms and families and between the school and families and with the community.
Identified Need:	Effective communication strategies need to be implemented and utilized to facilitate positive home school connections.

Goal 2/Communication: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged

2.1	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Offer workshops to parents so that they may obtain additional information and support concerning new curriculum and/or programs being implemented at school. • Make available Ready Common Core math newsletters, computational math brochures, links to state websites containing written, verbal, or video resources for parents, or information on various curricular topics via grade level Haiku pages or individual teachers' Haiku pages. • Post Digital Scope and Sequence information online (per grade level) 	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Survey parents as to helpfulness of resources and programs offered during previous year and determine resources and workshops that were helpful. Also, determine most immediate needs. Act upon current needs expressed. 	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Additional support steps to be determined and acted upon based upon current resources and parent needs expressed during Year 2 and outcome of steps previously implemented.
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site funds, Educator Effectiveness Fund, and District PD funds/Lottery funds as necessary.	Site funds and District PD funds/Lottery funds as necessary.	Site funds and District PD funds/Lottery funds as necessary.
Expected Outcomes/ Metrics Baseline	Data on % of parent participation in workshops offered and parent use of Haiku will be baseline.	Increase % of parent participation in workshops offered and parent use of Haiku over baseline.	Increase % of parent participation in workshops offered and parent use of Haiku over baseline.

16/17: 6 trainings offered this year			
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.2	Continue to host family events that support curricular areas, including: <ul style="list-style-type: none"> • March Math Madness (PTO) • Math experience afternoon sessions (offer child care) • Band/Choir informational meetings • Reading clinics • Science Night (PTO) 	Continue to host family events that support curricular areas <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous year. 	Continue to host family events that support curricular areas <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous year.
Students Served	All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	District or PTO support for events and for possible child care	District or PTO support for events and for possible child care	District or PTO support for events and for possible child care
Expected Outcomes/ Metrics Baseline 16/17: 12 family events	Data on % of family participation will be baseline.	Increase % of family participation over baseline.	Increase % of family participation over baseline.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

2.3	<p>Ensure that central resources are available to parents for informational purposes</p> <ul style="list-style-type: none"> • Websites - school or teacher • Monthly principal's newsletters • Haiku pages • Google Docs • Text messages (i.e. Remind 101 or "Peachy" apps) - attendance • Align communication mechanism/plan with specific purpose - train staff and parents • On school website - determine where people go to find section to meet needs (with connected links) for curricular, school wide, and classroom information 	<p>Central resources available to parents where information can be found</p> <ul style="list-style-type: none"> • Determine via a survey most widely used forms of communication and adapt ways to best to communicate with parents accordingly 	<p>Central resources available to parents where information can be found</p> <ul style="list-style-type: none"> • Expand upon most widely used forms of parent communication
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site and District general funds	Site and District general funds	Site and District general funds
Expected Outcomes/ Metrics Baseline 16/17: None	Parent survey will be considered.	Actions will be contingent upon survey results.	Actions will be contingent upon survey results.

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.4	Parent participation (required) <ul style="list-style-type: none"> • School Site Council - held quarterly • Title I Meetings- offered two to three times per year • ELAC meetings - held every other month • PTO- meetings held monthly • Local Military Planning Council - quarterly • SPED (SEPAC) Committee- TBD • Parent/Teacher Conferences - offered each fall and made available to parents of students below benchmark each spring 	Continue	Continue
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)_XX__		
Budget Amount and Source	None	none	none
Expected Outcomes/ Metrics Baseline: P/T conference % in	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by .5%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1.5%

16/17 was 96%			
------------------	--	--	--

Goal 3: Support	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.
Identified Need:	Students and staff members need to work in physically and emotionally safe learning environments.

Goal 3/Support: Key Actions and Services			
	2017-18	2018-19	2019-20
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.1	Increase before and after school tutoring/homework support. <ul style="list-style-type: none"> Offer incentives for online programs (i.e. Compass Learning) being used consistently 	Maintain before/after school supports. <ul style="list-style-type: none"> Monitor usage of programs and adjust incentives for consistent use of programs (as needed) 	Maintain before/after school supports. <ul style="list-style-type: none"> Monitor usage of programs and adjust incentives for consistent use of programs (as needed)
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA Project M3; available LCFF supplemental and/or site funds	DoDEA Project M3; available LCFF supplemental and/or site funds	DoDEA Project M3; available LCFF supplemental and/or site funds

Expected Outcomes/ Metrics Baseline 16/17: 59 students participated	MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 70% Year 1 of identified students	MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 75% Year 2 of identified students.	MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 80% Year 3 of identified students
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.2	Maintain weekly PLC/articulation meetings focused on instruction for teachers	Maintain weekly PLC/articulation meeting times focused on instruction for teachers	Maintain weekly PLC/articulation meeting times focused on instruction for teachers
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	No funding required for this goal	No funding required for this goal	No funding required for this goal
Expected Outcomes/ Metrics Baseline 16/17: on current master schedule	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs	Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.3	Maintain supports and interventions for students (i.e.	Maintain supports and interventions for students (i.e.	Maintain supports and interventions for students (i.e. ASE, ELD, and social/emotional support groups)

	<p>ASE, ELD, and social/emotional support groups)</p> <ul style="list-style-type: none"> • Explore additional resources and trainings to support teachers with “at risk” and students who require additional behavioral supports. • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis. 	<p>ASE, ELD, and social/emotional support groups)</p> <ul style="list-style-type: none"> • Select optimal resources for support usage with “at risk” and behaviorally “needy” students and implement programs (within constraints of funding limitations). • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis. 	<ul style="list-style-type: none"> • Evaluate programs being utilized and determine if any changes need to be made. Make changes as needs determine and as resources allow. • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis.
Students Served	All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover	DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available	DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available
<p>Expected Outcomes/ Metrics Baseline 16/17:</p> <p>50% of M3 identified</p>	Growth data will be evaluated each trimester in math (based upon MAP data results) and each semester in reading (based upon DRA2 reading assessment results).	Next steps TBD based upon teacher feedback and needs expressed.	Continuous support will be ongoing and will continue to be modified (as needed) based upon teacher feedback and ongoing needs.

<p>students are making growth in math</p> <p>90% of Title I identified students are making progress in reading</p>			
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.4	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> Invite parents and/or community members to support enrichment club opportunities early in the school year. 	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> Measure success of parent and/or community involvement and brainstorm ways to encourage additional support entities to participate in clubs 	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> Key actions are dependent on feedback and outcome from previous year.
Students Served	All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	PTO	PTO	PTO
Expected Outcomes/ Metrics Baseline 16/17: 65% of students participated	Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.	<p>Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.</p> <p>Add 1-2 new clubs - Year 1(as budget and staff time allows)</p>	<p>Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.</p> <p>Add 1-2 new clubs - Year 2 (as budget and staff time allows)</p>

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	Continue to monitor attendance daily and to provide reward incentives for positive attendance <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	Continue to monitor attendance daily and to provide reward incentives for positive attendance <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	Continue to monitor attendance daily and to provide reward incentives for positive attendance <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site funds	Site funds	Site funds

Expected Outcomes/Metrics Baseline 15/16: P2 attendance rate 96.69%; Chronic Absenteeism Rate: 52/341= 15.2%	P2 Attendance Rate will increase by .5% for all grade levels. Chronic Absenteeism Rate will decrease by 2% over 2015-16.	P2 Attendance Rate will increase by 1.0% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 3% over 2015-16.	P2 Attendance Rate will increase by 1.5% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 5% over 2015-16.
---	---	---	---

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.6	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> • Meet with community leaders to expand plan • Meet with Safety Planning Team to continue to refine and improve upon plan • Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined • Incorporate staff and community improvement feedback and suggestions into the plan • Make needed changes to plan in accordance with 	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.

	new suggestions and determined need <ul style="list-style-type: none"> Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans 		
Students Served	All__X_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site funds	Site funds	Site funds
Expected Outcomes/ Metrics Baseline 16/17: Monthly safety drills are held.	Monthly safety drills are held.	Monthly safety drills are held.	Monthly safety drills are held.

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.7	English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready <ul style="list-style-type: none"> Groups will be formed for ELD development support based on English 	English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready <ul style="list-style-type: none"> Same as previous year - additional support to be added (as needed) 	English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready <ul style="list-style-type: none"> Same as previous year - additional support to be added (as needed)

	<p>proficiency levels each fall;</p> <ul style="list-style-type: none"> • ELD instruction will be 30 minutes daily at a minimum • Students within each ELD level will receive designated class support time from ELD teacher or ELD teacher will work directly with classroom teacher to ensure appropriate levels of support within the regular classroom environment • PD development opportunities for all regular education teachers will be made available throughout the school year (as budget will allow) • ELD student progress will be monitored and records will be maintained by ELD or general education teacher each semester • Student progress in ELD development and reclassification celebrations will take place at the school site each spring • Student records of all RFEP students will be kept and maintained for a duration of four years • All RFEP students needing additional support shall receive such support within the general 		
--	--	--	--

	<p>education setting and will be also be supported via the ELD teacher (as needed)</p> <ul style="list-style-type: none"> ELAC meetings will be held and ELAC parents will be encouraged to attend all DELAC meetings offered 		
Students Served	All___ Military___ EL/RFEP_X___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/ Metrics Baseline 16/17: 94% of students showing growth on CELDT - Fall, 2016 Reclassification Rate: 15/16: 53.8%	<p>The percent of ELs making annual growth on CELDT will increase 2% over baseline.</p> <p>The Reclassification Rate: 55%</p>	<p>The percent of ELs making annual growth on CELDT will increase 3% over baseline.</p> <p>The Reclassification Rate: 57%</p>	<p>The percent of ELs making annual growth on CELDT will increase 4% over baseline.</p> <p>The Reclassification Rate: 59%</p>

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.8	All students will be provided with social and emotional supports as	All students will be provided with social and emotional supports as	All students will be provided with social and emotional supports as needed via school

	needed via school clinical counselor, MFLC, and student behavioral support team. <ul style="list-style-type: none"> Student behavioral support team, health clerk, and school counseling support team will partner with one another and with teaching staff to develop a positive student discipline and counseling support model. Best practices and recording for students' accountability and corresponding support will be developed and put in place. Monitoring of new behavioral accountability system will take place. 	needed via school clinical counselor, MFLC, or student behavioral support team. <ul style="list-style-type: none"> Support team will continue to meet to share information related to students' well-being and needed support and accountability. Team members may be added if appropriate. Outside resources may be added if helpful. Group counseling and class interventions may be established to best support group needs. Individual counseling will be made available to those who qualify for this level of support. 	clinical counselor, MFLC, or student behavioral support team. <ul style="list-style-type: none"> Support team will continue to meet to share information related to students' wellbeing and needed support and accountability. Team members may be added if appropriate. Outside resources may be added if helpful. Additional resources and outside supports will be considered and added as needed and as time and budget allow.
Students Served	All__X_ Military_x__ EL/RFEP____ Homeless/Foster Youth____ Low Income____SWD____ Specific Student Group (xx)____		
Budget Amount and Source	District funds, Dept. of Defense	District funds, Dept. of Defense	District funds, Dept. of Defense
Expected Outcomes/ Metrics Baseline 16/17: MFLC - 37% LFCW - 40%	Improved support systems and accountability systems will be fully implemented including tiered levels of support with staff and resources offered to families.	Same as previous year - additional support to be added (as needed)	Same as previous year - additional support to be added (as needed)

Health Clerk - .5% Support Staff - 5%			
--	--	--	--

AGENDA - May 18, 2017

5.0 INSTRUCTIONAL PROGRAMS AND STUDENT ACTIVITIES

5.2 Approve the Annual Declaration of Need for Highly Qualified Educators for the 2017-2018 School Year (Action)

Background Information:

The Education Code requires that all certificated employees be appropriately certified by the Commission of Teacher Credentialing (CTC.) Certain permits are available for individuals who have fully completed the certification program and are available for employment, if needed. In order to consider applicants who may have intern credentials, or to issue emergency CLAD certificates, the Board must approve a Declaration of Need for all vacancies which the District may anticipate having problems in filling.

Coronado Unified School District anticipates few if any vacancies will be filled by intern teachers. The Declaration of Need is available in the Human Resources Department at the District Office for review. The Declaration of Need is an annual process.

Financial Impact:

None

Superintendent's Recommendation:

That the Board approve the Annual Declaration of Need for Highly Qualified Teachers for the 2017-2018 school year.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
□	Declaration of Need 2017-2018	5/3/2017	Cover Memo	Declaration_of_Need_2017_2018.pdf



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017-2018

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Coronado Unified School District District CDS Code: 37-68031

Name of County: San Diego County County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2018.

Submitted by (Superintendent, Board Secretary, or Designee):

Rita Sierra Beyers Assistant Superintendent
Name Signature Title

619-435-4672 619-522-8900 x 1010
Fax Number Telephone Number Date

201 6th Street, Coronado, CA 92118
Mailing Address

rita.beyers@coronadousd.net
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2018.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>10</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>5</u>
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	<u>5</u>
Teacher Librarian Services	<u>5</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	15
Special Education	15
TOTAL	35

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☒ No ☐

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? 5 _____

If yes, list each college or university with which you participate in an internship program.

National University, Brandman University, University of South Alabama,
University of Redlands, Californian State Fullerton, University of Idaho, Western
Governors University, San Diego State University, Northern Arizona University

If no, explain why you do not participate in an internship program.

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.3 Adoption of 2016 CA History Social Science Framework (Action)

Background Information:

The CA History Social Science (HSS) content standards were adopted by the State Board of Education (SBE) in 1998. These standards outline the history social science content to be taught in kindergarten through grade 12. These standards are still current and there are no plans to change them.

For example, CA students continue to be taught local history in grade 3, state history in grade 5, US History in grades 5, 8, and 10, etc. However, the SBE required a new HSS Framework to be developed to align with current best practices in instructional pedagogy to prepare students for college and career, and to align the other newly adopted CA standards, namely CA State Standards for English language arts and mathematics (Common Core Standards) and the Next Generation Science Standards. The previous HSS Framework was adopted in 2005. In short, content standards outline what students are taught, while frameworks detail how instruction should occur through the context of the standards.

Reports:

The SBE approved of the new CA HSS Framework on July 14, 2016. Below are requirements of this new Framework:

1. General Principles:

- Include accurate information based on current and confirmed research.
- When appropriate, follow the organization and design of other standards-based frameworks.
- Be easy to use both for teachers with educational backgrounds in history–social science, and those without such experience.
- Include information that supports the development of academic vocabulary.
- Be accessible and inclusive to all students.
- Promote the values of civic engagement and civic responsibility.
- The *History-Social Science Framework* should address the "big picture" by taking a look at global perspectives at particular eras in time (using broad, synthetic statements).
- Align to the Literacy Standards for History/Social Studies within the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, as appropriate.

2. A new chapter on assessments, including information on entry-level/diagnostic, progress monitoring, and summative assessments, that inform teachers on how to use assessments to shape instruction, to include:

- Assessments should be based on multiple measures of student ability, and include a variety of techniques for various learning styles and levels of readiness.
- Guidance for teachers on how to use assessment data.
- The latest scholarly research on effective assessment strategies.
- Suggestions for performance assessments and other creative ways of assessing student mastery of the material.
- Examples of effective assessments and rubrics.
- Assessments should test student mastery of higher-order thinking skills, not just recitation of specific facts. The Historical and Social Sciences Analysis Skills should be an integral part of any assessment system.

3. A new chapter on universal access, which includes strategies for differentiating instruction to meet the needs of all students, including English language learners, students with disabilities,

and advanced students. This chapter should support teachers in providing standards-aligned instruction to all learners to close the achievement gap, including:

- Suggestions for making academic vocabulary accessible to all students.
 - Provide specific models of differentiating instruction.
 - Provide specific support strategies for:
 - English language learners.
 - Advanced learners.
 - Students with disabilities.
 - Students with reading skills below grade level.
 - Provide support for teachers in meeting the needs of students with diverse cultural and educational backgrounds.
4. A new chapter on instructional strategies and professional development, to provide guidance to both new and experienced teachers of history–social science, including:
- Promote instructional strategies based on current and confirmed research that support student engagement in the history-social science curriculum.
 - Provide support for the use of technology in the history–social science classroom.
 - Provide examples of different methods of instruction.
 - Provide support for a collaborative teaching model that encourages teachers to work with colleagues across subjects and grade levels.
 - Provide resources on professional development opportunities.
 - Provide information for district administrators to support the history–social science curriculum and instruction.
 - Provide strategies for instruction that incorporate the history–social science analysis skills.
5. An updated narrative to reflect current and confirmed scholarly research in history–social science, and changes in California, the United States, *and the world* since the last edition of the *History–Social Science Framework* was published.
6. An updated narrative to improve the inclusivity of the *History–Social Science Framework*, and to reflect the contributions of all groups to the history of California and United States, including examples such as:
- Updated appendices to reflect new scholarship and new emphases in history–social science education.
 - The Environmental Principles and Concepts developed as part of the Education and the Environment Initiative
 - The Partnership for 21st Century Skills, and issues of technology in history education in general.
7. Statutory Requirements: The *History–Social Science Framework* update must reflect changes in statute affecting the history–social science curriculum that have been enacted since the last revision of the *History–Social Science Framework*, in addition to continuing statutes. These statutes specifically require that certain topics be referenced in the *History–Social Science Framework*. These include, but are not necessarily limited to, the following topics:
- Financial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security (*Education Code [EC] Section 51284*)
 - The Great Irish Famine of 1845-1850 (*EC Section 51226.3*)
 - Cesar Chavez and the history of the farm labor movement, and the role of immigrants, including Filipino Americans, in that movement (*EC Section 51008*)
 - Inclusion of the Declaration of Independence, the United States Constitution, the Federalist Papers, the Emancipation Proclamation, the Gettysburg Address, George

- Washington's Farewell Address, the Magna Carta, the Articles of Confederation, and the California Constitution (*EC* Section 33540)
- Encourage instruction that promotes an understanding of the governments of California and the United States of America, including, but not limited to, the development of democracy and the history of the development of the United States Constitution (*EC* Section 33540)
- The Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the SBE (*Public Resources Code* Section 71301)
- How content can be delivered to intentionally build all of the following skills:
 - o Creativity and innovation, including, but not limited to, thinking creatively, working creatively with others, and implementing innovations
 - o Critical thinking and problem solving, including, but not limited to, reasoning effectively, using systems thinking, making judgments and decisions, and solving problems
 - o Collaboration, including, but not limited to, working effectively in diverse teams, adapting to change and being flexible, demonstrating initiative and self-direction, working independently, demonstrating productivity and accountability, and demonstrating leadership and responsibility
 - o Communication, including, but not limited to, communicating clearly and effectively through reading, writing, and speaking
 - o Construction and exploration of new understandings of knowledge through the integration of content from one subject area to another to provide pupils with multiple modes for demonstrating innovative learning. (*EC* 60207)
- Information to guide the selection of textbooks that contain sections that highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement (*EC* Section 51008).
- Portrayal of the contributions of both genders, diverse ethnic and cultural groups, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and the role of entrepreneur and labor in the development of California and the United States (*EC* Section 60040).
- Humanity's place in ecological systems and the necessity for protection of our environment (*EC* Section 60041, and *Public Resources Code* Section 71301)
- Civics education, including material that impresses upon students the importance of American values and civic responsibilities (*EC* Section 60200.5)
- The life of Martin Luther King, Jr. (*EC* Section 60200.6)

CUSD's transition to the new HSS Framework is in its early stages, with teachers in some grade levels engaging in professional development to learn about the changes inherent in the Framework. The Learning Department will develop a transition plan for the next several years to ensure that all teachers of HSS receive professional development needed to ensure instruction is aligned to the new Framework. In addition, the SBE is scheduled to approve of new instructional materials in November 2017. The last HSS adoption occurred in 2005. At present, there are no plans by the SBE or California Department of Education to include a state HSS assessment in the California Assessment of Student Performance and Progress (CAASPP) system. For more information, the introductory chapter of the 2016 CA HSS Framework is attached. The entire HSS Framework can be found at <http://www.cde.ca.gov/ci/hs/cf/sbedraft/hssfw.asp>.

Financial Impact:

Financial impact will be instructional materials for grades K-12 and professional development for all

teachers of history social science. The LCFF general fund set aside for preschool-grade 12 instructional materials is approximately \$350,000.00. In addition to the November 2017 HSS adoption, the State Board of Education will approve of Next Generation Science Standards instructional materials in 2018. Other grade levels and departments are considering the request of new instructional materials as well. Lottery funds are also available for licenses and consumable instructional materials.

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▢	CA HSS Framework	5/8/2017	Cover Memo	CA_HSS_Framework_2016_Intro_Chapter_-5-8-17.pdf

Chapter 1

Introduction

Content. Inquiry. Literacy. Citizenship. This framework guides educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences. The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, Civics and Government, Geography, and Economics, are integral to our shared mission of preparing California’s children for college, careers, and civic life. These disciplines develop our students’ understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy, because of their shared emphasis on text, argumentation, and use of evidence. These disciplines have also undergone important shifts in instructional practice since this document was last updated, and thus this framework seeks to bring current the state of these important areas of study. It should also be emphasized that achieving these goals is a shared responsibility. History–social science teachers are encouraged to collaborate with their colleagues in other disciplines

to ensure that all students achieve the common goal of readiness for their future as literate, informed, and engaged citizens.

California’s schools house the largest and most diverse population of students in the country. Of the 6,226,989 students attending California’s public schools in 2012-13, over 1.3 million were classified as English learners (ELs), 21.6% of the total school enrollment, with rates reaching much higher in certain counties and districts. In addition, 58% of children attending public schools qualify for free or reduced-price lunches, an indicator of poverty. In some counties, such as those in the Central Valley, the percentage of impoverished children is much higher: in Fresno and Madera, for example, 72% of the children in schools are eligible for free and reduced lunch. Even in relatively wealthy counties, communities and families struggle with poverty; 28% of the students qualify for free or reduced price lunches in affluent Marin County.¹ The relationship between students’ English proficiency, socioeconomic status, and learning has been well documented. Children of color, children who do not speak English with fluency, and children living in poverty can struggle more than their privileged peers to achieve academically. These challenges provide the state of California with an opportunity to make a difference, to support schools and teachers in their efforts to help our state’s children to become literate, knowledgeable, and responsible citizens.

It is the obligation of the state of California to impart upon all students an engaging and relevant history–social science education that will shape how they participate in their world. This framework aims to highlight the most recent shifts in instructional practices that will make it possible to meet this obligation, while retaining the best

¹ Source: Dataquest, California Department of Education. Accessed: June 19, 2014.

practices currently employed. As the CA Common Core for ELA/Literacy and California’s English Language Development Standards emphasize, in order to be successful in most content areas, students must develop essential reading, writing, and analysis skills.² Studying disciplines like history and the related social sciences require students to employ complex vocabulary, understand discipline-specific patterns of language, and exercise analytical thinking skills. The shifts in instructional practice required by the *Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects*, the *California English Language Development Standards*, and the *English Language Arts/English Language Development Framework* (ELA/ELD Framework) are substantial. To effectively shift to more substantive instruction, schools must emphasize disciplinary practices and concepts – investigation, evidence, close reading, and argumentative writing – and they must provide the training and curricular resources that teachers will need to implement these shifts. Given the opportunities for student learning and literacy development presented by history and the related social sciences and the challenges presented by the increased expectations for student learning, every California school should offer a robust and integrated instructional program in social studies for kindergarten through grade twelve with the development of thematic and conceptual understandings throughout the entire sequence.

² Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities* (California, 2002). <http://senate.universityofcalifornia.edu/reports/acadlit.pdf>. Academic Literacy is defined as the “reading, writing, listening, speaking, critical thinking, use of technology, and habits of mind that foster academic success.”

The framework has two primary audiences: (1) educators, and (2) developers and publishers of curriculum programs and materials. Educators will use this framework as a road map for curriculum and instruction. Publishers must attend to the content and pedagogical requirements specified in the standards and the framework to ensure that all California students have access to carefully designed research-based instructional materials that are appropriate for their diverse learning needs. Additional audiences for the framework include parents, caregivers, families, members of the community, and policymakers, as well as institutions, organizations, and individuals involved in the preparation and ongoing professional learning of educators. The framework will be a useful guide as these parties engage in efforts to support their own and their community's children and youth and those who teach them and as they review curriculum at the local and state levels.

Content

The framework and standards encourage students to learn about their worlds from local to global perspectives in a deliberate and careful sequence and to develop thematic and conceptual understandings that span from the local to the global. Along the way, students engage with questions and topics of disciplinary and conceptual significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. From a very young age, students learn about family and community structures, regional and geographic characteristics, and then about people and institutions on a broader scale. Starting with the upper-elementary grades, history and the related social sciences center on chronology and geography. As

students explore this content, they learn from a variety of primary and secondary sources, grapple with multiple and often competing pieces of information, form interpretations based on evidence, and learn about how to place information in its appropriate context, and connect it to issues of broader significance.

The framework and standards also emphasize the importance of history as a constructed narrative that is continually being re-shaped and re-told. The story of the past should be lively and accurate as well as rich with controversies and dynamic personalities. The study of history is enriched with the use of literature, both literature of the period and literature about the period. Teachers of history and of the language arts should collaborate to select diverse works that illuminate the past with a variety of texts that can be interrogated as both historical documents and as works of art. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature help to shed light on the varying experiences of people who lived in the recent and distant past. Such literature helps to reveal the way people saw themselves, their ideas and values, their fears and dreams, and the way they interpreted their own times.

California’s students need to know the story of the founding and peopling of different parts of the North American continent. They study the diverse history of their own state and how California’s story relates to a national narrative. They learn about this nation’s founding principles of freedom and democracy, and of America’s ongoing struggles, setbacks, and achievements in realizing those principles. They consider the fight for political and social equality and efforts to achieve both economic growth and justice. As organized by the *History–Social Science Content Standards for California Public*

Schools: Kindergarten through Grade Twelve, students explore the meaning of liberty and equality by considering the actions Americans have taken to organize in support of and opposition to government policies, both in California and the nation as a whole. They examine the Declaration of Independence, the Articles of Confederation, the Constitutional Convention and ratification process, the Civil War, Reconstruction, and the Civil Rights Movement to assess the ways Americans have changed and reconstituted federal power. Students also consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace. They study the recurrent theme of citizenship and voting by analyzing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the Framers, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country, from farmers in Jefferson’s agrarian nation, to suffragists at the turn of the century, to civil rights activists putting their lives on the line to end Jim Crow in the middle of the twentieth century, to Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.

California’s students also need to know the history and geography of the world beyond our national borders. In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Israelites, Greeks, and Romans. Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions. As in earlier grades, students continue to learn

about these developments through a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance. Through their study of medieval and early modern history and geography, students examine the rise and fall of empires, the growth of commercial, technological, and cultural exchange, and the consequences of increasing population density and movement in Afro-Eurasia and the Americas. In high school, students continue to analyze the connections between events at home and abroad as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Students survey economic, political, and social revolutions and the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the cold war, globalization, and unresolved conflicts that continue to affect the world today.

Students translate many of these inquiry-based skills to their personal financial decisions. As students mature, they learn to make informed financial decisions based upon sound economic reasoning. They learn to develop skills in demand in 21st century labor markets, budget and manage credit, evaluate saving and investment opportunities, take advantage and beware of the power of compound interest, consider the advantages and disadvantages of different financial institutions, recognize the opportunities and dangers of student loans and consumer debt, and learn methods to minimize the danger of identity theft. In their investigation of the economy, students consider the opportunities and consequences provided by the emergence of capital markets. They also learn about how markets impact ordinary Americans and the roles

played by the federal government in affecting them. Students deepen their understanding of cost-benefit analysis, the use of incentives to explain peoples' behavior, markets (product, labor, and financial), the necessity for developing human capital to gain economic independence, the role of labor and entrepreneurs, the workings of the macro-economy, the effect of fiscal and monetary policies, and the interaction of economics and politics in public policy. They study economic progress, such as the industrial revolution's impact on productivity, trade, and the standard of living. Students will also consider some of the costs of unfettered capitalism, such as industrialization's impact on the environment, child labor, disparities between rich and poor, and corporate practices such as the development of trusts and cartels. Students will learn about the government's attempt to address some of these economic problems. Among other relevant developments, students examine the significance of the national marketplace, the transcontinental railroad, the Great Depression, the New Deal, and the Cold War and post-Cold War era's industrial growth and contraction.

Inquiry

Teaching history and the related social sciences demands more than telling students to memorize disconnected content. Since the adoption of California's History–Social Science Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the social studies classroom. The Historical and Social Science Analysis Skills highlight the importance of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation, organized in three separate but related grade spans: K-5, 6-8, and 9-12. Embedded within these grade

spans are discrete skills, vital for student learning, critical thinking, and literacy, such as understanding relationships between events, chronological understanding, understanding perspective and bias, and corroboration. These skills should help students have the content be more relatable. The adoption of the Common Core State Standards in 2010 and the ELA/ELD Framework in 2014 reinforced the importance of disciplinary literacy and understanding. The Common Core State Standards for Literacy in History/Social Studies include standards for reading and writing that make clear that not only is identifying and grappling with informational text integral to a well-rounded curriculum, but that it necessarily involves learning to think, read, and write with these skills. As all of these documents emphasize, students must be able to engage in inquiry – utilizing the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations.

In addition to the California Content Standards, Common Core State Standards, and English Language Development Standards as being the state’s adopted documents that guide instruction, there is an additional document that should inform inquiry-based instruction. The College, Career, and Civic Life (hereafter C3) Framework for Social Studies State Standards (<http://www.socialstudies.org/c3>) is a document that was prepared and published by the National Council for the Social Studies in 2013. The C3 Framework combines many of the disciplinary skills that history and the related social sciences emphasize and organizes them into specific subject areas as part of an “Inquiry Arc.” This focus on inquiry builds upon the latest scholarship in educational research and promotes the development of skills necessary for an engaged citizenry: “... students need the intellectual power to recognize societal problems; ask good

questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.”³ The following excerpts from the *C3 Framework* relate closely to the inquiry-based approach that benefits California’s students. These are especially helpful as discipline-specific modes of inquiry-based instruction:

- *History*. “Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. ... It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.
- Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support

³ *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*, 2013. National Council for the Social Studies, p. 6.

investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person's contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.”⁴

- *Government / Civics*. “In a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires

⁴ Ibid, p. 45.

other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations.... What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.”⁵

- *Geography.* “Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of

⁵ Ibid, p. 31.

complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.”⁶

- *Economics.* Effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.”⁷

⁶ Ibid, p. 40.

⁷ Ibid, p. 35.

286

287 **Literacy**

288 Learning how to read and write in the content areas is critical to overall student
289 literacy development. Indeed, it is the particular kind of reading and writing involved in
290 history–social sciences that will be most relevant to students’ daily lives as they mature
291 and learn to craft argumentative essays in college or develop the skillset necessary for
292 careers now and in the future. Text-based disciplines, such as history, demand student
293 proficiency in content-specific informational text. Studying these disciplines entails
294 vocabulary, reading, writing, and discourse patterns that are difficult for students.

295 Literacy and language, along with positive dispositions toward learning and breadth of
296 exposure as readers and viewers to extraordinary literary and informational text and
297 other media, enable students to access the thinking of others—their knowledge,
298 perspectives, questions, and passions—and to share, ponder, and pursue their own.

299 Content-area literacy development can improve the reading comprehension of all
300 students with a focus on informational primary and secondary source texts that align
301 with the Common Core State Standards and the ELA/ELD Framework. For example, by
302 teaching students how to identify different kinds of text and how to read a text closely,
303 with different purposes each time, students are taught to slow down and read on a level
304 that transcends simple vocabulary or content comprehension; it heightens student
305 critical thinking. Students explore a variety of texts, learn to identify a document by its
306 purpose – whether it be persuasive, narrative, or autobiographical for example – and
307 evaluate its agenda and context.

Along with heightening students’ capacities for nuanced thinking, studying history and the related social sciences improves students’ expository writing ability. For years teachers have recognized the importance of guided writing instruction, both to deepen student understanding of content and to develop their overall literacy. Incorporating substantive writing instruction has been difficult, however, given the focus on student mastery of multiple-choice tests, and because of the labor and time investment in teaching and grading such assignments. The shifts in instruction required by the Common Core State Standards and the ELA/ELD Framework provide analytical writing opportunities that occur in much more frequent – and shorter – lengths than traditional essay and report assignments. Students learn to write analytically when weighing multiple primary documents against one another and make claims about the legitimacy of certain sources over others. For example, in a seventh grade lesson on the medieval world⁸, students can read primary accounts of slavery produced by Sultanates and international traders in order to determine the intricacies of the slave trade and the different meanings that those in power across the world ascribed to the system of slavery. This ultimately leads students to develop a much more argument-driven and evidence-supported paragraph. And as students gain mastery of claims and evidence, they develop more sophisticated CCSS skills, such as the ability to make counter-arguments. Through the use of multiple primary documents students can then extrapolate some specifics from history to support their arguments.

The relationship of English language development and history–social science is both reciprocal and inextricable. Cross-curricular collaboration between history–social

⁸ *Sites of Encounter in the Medieval World, Cairo*. Copyright © 2014, California History–Social Science Project. The Regents of the University of California, All Rights Reserved

science and English language arts teachers should come naturally and necessarily to develop in students a well-rounded history-social science understanding. Content knowledge grows from students' knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals. Similarly, as English learners delve deeper into the ways in which meaning is conveyed in history–social science, their knowledge of how language works and their ability to make informed linguistic choices also grows.

All students must be able to deconstruct subject-area texts to make transparent the disciplinary modes of information processing, synthesis, and dissemination. These multi-layered tasks can be especially challenging for English learners. California's English Language Development Standards outline major shifts in our understanding of language acquisition. These shifts provide a research-based roadmap for teachers seeking to both improve their students' understanding of content and their literacy:

- Learning language is more complex and non-linear than previously assumed. Students do not develop English proficiency in uniform speed or sequence. Students need a more cyclical approach to build their linguistic skills, one where teachers respond to the specific needs of their students.
- Instruction should prioritize the development of a student's ability to comprehend abstract text and communicate in both verbal and written forms.
- English learners need to work with complex and intellectually challenging texts. Instead of simplifying texts, instructors should help their students understand those texts in their original language.

- English learners need practice understanding academic and disciplinary vocabulary *in context*.

- English is more than a set of rules. It is a tool to make meaning – students need to consider audience, task, and purpose when reading.

These shifts have significant implications for instruction in history and the related social sciences. They suggest that teachers should organize their instruction based upon their students' academic literacy in the discipline, their overall English literacy, and their content understanding. More specifically, an instructional approach that includes substantive oral language interaction, appropriate pacing of concepts, strategic grammar instruction, increased feedback, and research-based literacy strategies designed specifically for learning the individual disciplines within the history–social science framework is one most likely to produce gains in *both* student content understanding and literacy.

This does not mean that history–social science teachers should become linguists or that English language development (ELD) specialists should become history–social science experts. Rather, content teachers need to know enough about language acquisition to support their students' different English language proficiency levels so that they maintain a steady trajectory along the ELD continuum. This also means that ELD teachers and EL specialists need to know enough about content to ensure that ELs are developing the language of the disciplines and of specific disciplinary topics in order to be successful in their core content coursework. This approach to teaching and learning necessarily requires educators to collaborate with one another in order to ensure that all

ELs receive instruction that is rigorous, comprehensive, and robust in terms of content knowledge, disciplinary literacy, and language.

History–social science teachers’ efforts to support student literacy align with the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO)’s Capacities for Literate Individuals recommendations. Detailed in Appendix X, the recommendations outline the importance of independent learning, content knowledge, audience, comprehension and criticism, evidence, the use of technology and appreciation for other perspectives and cultures.

Citizenship

The history–social science curriculum places a continuing emphasis on democratic values in the relations between citizens and the state. Whether studying United States history, world history, government, economics, or geography, students should be aware of the presence, absence, or contestation of fundamental human rights, including the rights of the individual, the rights of minorities, the right of the citizen to participate in government, the right to speak or publish freely without governmental coercion, the right to freedom of religion and association, the right to trial by jury and to be treated fairly by the criminal justice system, the right to form trade unions, and other basic democratic and human rights and the ways that various forms of government have encouraged or discouraged their expansion.

The disciplines also encourage the development of civic and democratic values as an integral element of good citizenship. From the earliest grade levels, students learn the kind of behavior that is necessary for the functioning of a democratic society in

which everyone's fundamental human rights are respected. They learn sportsmanship, fair play, sharing, respect, integrity, and taking turns. They should be given opportunities to lead and to follow. They should learn how to select leaders and how to resolve disputes rationally. They should learn about the value of due process in dealing with infractions, and they should learn to respect the rights of the minority even if this minority is only a single, dissenting voice and to recognize the dignity of every person. These democratic values should be taught in the classroom, in the curriculum, and in daily life outside school. Teachers are encouraged to have students use the community to gather information regarding public issues and become familiar with individuals and organizations involved in public affairs. Campus and community beautification activities and volunteer service in community facilities such as hospitals and senior citizen or day care centers can provide students with opportunities to develop a commitment to public service and help link students in a positive way to their schools and communities. Whenever possible, opportunities should be available for participation and for reflection on the responsibilities of citizens in a free society.

History and the related social sciences offer a unique opportunity for teachers to emphasize the importance of civic virtue in public affairs. At each grade level, students can reflect on the individual responsibility and behavior that create a good society, consider the individual's role in how a society governs itself, and examine the role of law in society. The curriculum provides numerous opportunities to discuss the implications of how societies are organized and governed, what the state owes to its citizens, and what citizens owe to the state. Students learn about the values and institutions necessary for a successful and stable democratic system, such as the importance of

independent judiciary, fighting corruption, accountability, fairness, and the rule of law. Most importantly, in these discussions about the role of citizens in society, students will gain an appreciation of how necessary an informed electorate is in making possible a successful democracy. Students learn that reading informational text in newspapers, articulating similarities and differences between political candidates, making claims supported by evidence, and discerning genres of arguments for example, are all essential virtues that an informed citizenry must possess.

As educators, we want our students to perceive the complexity of social, economic, and political problems. We want them to be able to both comprehend and evaluate an argument and develop their own interpretations supported by relevant evidence. We want them to have the ability to differentiate between what is important and what is unimportant. We want them to know their rights and responsibilities as American citizens, and have both the capacity and willingness to participate in our democratic system of government. We want them to understand the meaning of the Constitution as a social contract that defines our democratic government and guarantees our individual rights. We want them to respect the right of others to differ with them. We want them to take an active role as citizens and to know how to work for change in a democratic society. We want them to understand the value, the importance, and the fragility of democratic institutions. We want them to realize that only a small fraction of the world's population now or in the past has been fortunate enough to live under a democratic form of government, and we want them to understand the conditions and that encourage democracy to prosper. We want them to develop a keen sense of ethics and citizenship. We want them to develop respect for all persons as equals regardless of

ethnicity, nationality, gender identity, sexual orientation, and beliefs. And we want them to care deeply about the quality of life in their community, the nation, and their world. We want them to recognize their responsibility as members of the global community to participate ethically and with humanity in their interactions with members of the world's various nations, cultures and peoples.

To achieve these important and difficult goals, *all* students must have access to a robust and comprehensive history–social science instructional program from the earliest grades through their senior year in high school. Students must engage in inquiry-based learning, organized around questions of significance, developing their own interpretations, informed by relevant evidence. This evidence should represent a wide variety of perspectives and should be accompanied by appropriate grade-level literacy support to ensure the development of a knowledgeable and engaged citizenry.

How to Read This Document

Teaching history–social science has never been easy. Each year, teachers have been expected to cover an expansive range of content, encourage the development of critical thinking, assess student learning, and provide students with both the experience and knowledge they need to participate in our democratic system. California's History–Social Science Framework was first published in 1988. Ten years later, content standards in history–social science were adopted; they remain in force. Despite the relatively few updates to these official state documents, educational reforms have dramatically altered classroom instruction in California. With the adoption of the Common Core State Standards in 2010, the English Language Development Standards

in 2012, and the ELA/ELD Framework in 2014, these expectations have expanded to include an explicit focus on the development of student reading, writing, speaking and listening in English. Some have argued that this additional responsibility – the development of student literacy – necessarily takes away time from the content of the history–social science disciplines. We disagree. As this document aims to demonstrate, a focus on student literacy in history–social science classrooms not only helps students learn content; it develops the skills necessary to participate effectively in a literate democratic society. This expanded focus also firmly positions history–social science within the core curriculum and effectively pushes back against the parochial interests that have marginalized the disciplines in the last fifteen years. In addition, disciplinary research has revealed new insights into the disciplines of history–social science and expanded our understanding of how children learn and more specifically, the effectiveness of an inquiry-based approach to instruction.

In response to these developments in history–social science education, this Framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of the Common Core, ELD, and History–Social Science Standards. It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporate the most recent scholarship in a given field. Throughout the Framework, we’ve included broad questions such as, “What does freedom mean and how does it change over time?” and more narrow inquiries, like, “Why was there a Columbian Exchange?” Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to

create a narrative arc around which other information can be contextualized. It also allows the natural connections between the disciplines to take center stage, by examining an important event, for example, from its economic, political, and geographic dimensions, as well as its place in the chronology of the past.

Finally, a caution. This Framework is not a curriculum. It's not a textbook. And it can in no way supplant the good work of thoughtful and hardworking educators who teach California's children every day. It is intended as a guide to support new teachers just learning how to translate complex and contradictory content they first learned at the university into an understandable and relevant narrative appropriate and accessible to children. It is a reference for more experienced educators who are looking for suggestions to update their teaching or have been reassigned to teach a new course or grade level. For administrators seeking to support their teachers, it offers an overview of the content and disciplinary knowledge, as well as the discipline-specific skills students have the opportunity to develop in social studies classrooms. And it represents our best efforts to incorporate the diverse perspectives of Californians. Wherever possible, we have encouraged the exploration of the past through the use of primary sources – historical documents and artifacts that help us understand that people have different perspectives, just like we do today. The power of the individual disciplines that make up the social studies or history–social science collective is that it teaches students to look for those different perspectives, to have the capacity to analyze and ultimately evaluate them, and to make an argument, based upon evidence, that both deepens their own understanding and engages them in civic discourse to promote the common good.

California Department of Education
July 2016

AGENDA - May 18, 2017

6.0 CASLE, Committee to Analyze the Student Learning Environment

6.1 Update on CASLE, Committee to Analyze the Student Learning Environments (Oral, 15 minutes)
(Reports)

Background Information:

At the February 18, 2016, Regular Board Meeting, President Simon established a Board Committee to analyze the environments in CUSD classrooms, define suitable learning conditions, and create a long-term, financially viable, and prioritized plan for addressing climate issues with the objective of providing a safe, comfortable learning environment for students.

Members Smith and Pontes were appointed Co-chairs.

The Committee to Analyze the Student Learning Environments (CASLE) is comprised of teachers and parents (many who have a background in the industry of climate control).

The initial report from the committee was given during the August 18, 2016 General Board Meeting and was essentially a status update of the pilot-room projects completed over the summer. The Second Report was given during the October 20, 2016 General Board Meeting and provided recommendations for acceptable classroom environmental conditions. The Third report was given during the January 19, 2017 General Board Meeting and provided site heat maps, pilot room results, a progress review, and a road ahead.

The attached FOURTH Report of the committee to Analyze the Student Learning Environment (CASLE) includes:

- The results of the San Diego County of Education Design Build Review,
- Short term recommendations to improve classroom environments,
- Longer term recommendations to improve classroom environments.

The attached report includes a summary of their findings and goals.

This report is provided to the Board for information.

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▢	4th Report of CASLE	5/9/2017	Presentation	4th_report_of_CASLE_-_Final.pdf

FOURTH Report of the Committee to Analyze the Student Learning Environment (CASLE)

Results of SDCOE Design Build Review; Short and Long Range Recommendations for the Board

Background

At the January 19, 2017 General Board Meeting of the CUSD, the CASLE team provided its [Third Report](#) on the environmental conditions within our classrooms at all sites. Among other things the report provided “Heat Maps” which identified areas and rooms of greatest concern with regards to excessive temperatures which on many days resulted in suboptimal learning conditions. The report discussed the results of prior attempts to improve the classroom environment through use of fans, window film, repairs and improvements to installed ventilating systems, and, most recently, the addition of a ductless split system air conditioning unit in CHS Room 305 occupied by humanities teacher, Mr. Chao.

Additionally, the prior report identified an effort by Superintendent Mueller to reach out to the SDCOE to have their staff assist us in conducting a design build review of all our schools to best identify effective solutions for achieving classroom environmental goals established and recommended to the board in our [Second Report](#), which was presented at the October 20, 2106 General Board Meeting. Although somewhat delayed, the SDCOE report was received by Superintendent Mueller, members of his staff, and Trustee Lou Smith on March 24, 2017.

On April 20, 2017, the CASLE team met to discuss the SDCOE design build review and develop the recommended solutions provided in this report.

SDCOE Design Build Review

After having three firms come to our sites to review our needs and develop a properly engineered and fully vetted range of solutions to our problems, the SDCOE Education Facilities Solutions Group recommended the solution arrived at by [West Coast Air Conditioning, Co.](#) in El Cajon, a large, highly successful commercial contractor with a good reputation of servicing the indoor environmental needs of San Diego county school districts. All previous research conducted by the CASLE was made available and used by the contractor in determining a comprehensive solution to our issues. Recognizing from the outset that across the board air conditioning of all classrooms would be an unaffordable solution, the contractors were also required to provide final recommendations that could be taken piecemeal in more affordable, realistic projects.

Not surprisingly, the total cost of the West Coast Air proposal came in far beyond our financial means. But then CASLE never envisioned the complete, near term air conditioning of all CUSD classrooms to be an affordable, realistic objective. The below spreadsheet summarizes a complete, all-site project and includes the life cycle costs of those systems.

CORONADO UNIFIED SCHOOL DISTRICT

HVAC Project Budget Analysis - Site by Site and Building by Building, with Total Cost of Ownership

Budget Analysis		Initial Installation				Ownership - With Replacement at Year 15					PROJECT COST
Site	Building	Construction/ Design/ 15% Contingency	Inspection/ Testing/ PM	Project Contingency	Recommended Project Installation Budget	Approx. S.F. Conditioned	SDG&E /Yr.	Maintain & Repair/Yr. @ 3% CRV	Replacement Sinking Fund /Yr. @7% CRV	Total/ Year 1	Total Cost of Ownership 15 years With 1 Replacement (5% Escalation)
Coronado High	All Simultaneous	\$ 7,190,000	\$ 539,000	\$ 386,000	\$ 8,115,000	106,980	\$ 44,900	\$ 216,000	\$ 503,000	\$ 763,900	\$ 24,599,000
Coronado High	Building 100	\$ 789,000	\$ 91,000	\$ 44,000	\$ 924,000	11,700	\$ 4,900	\$ 24,000	\$ 55,000	\$ 83,900	\$ 2,734,000
Coronado High	Building 200	\$ 734,000	\$ 87,000	\$ 41,000	\$ 862,000	10,834	\$ 4,600	\$ 22,000	\$ 51,000	\$ 77,600	\$ 2,536,000
Coronado High	Building 300	\$ 766,000	\$ 89,000	\$ 43,000	\$ 898,000	11,340	\$ 4,800	\$ 23,000	\$ 54,000	\$ 81,800	\$ 2,663,000
Coronado High	Building 400	\$ 1,671,000	\$ 152,000	\$ 91,000	\$ 1,914,000	25,726	\$ 10,800	\$ 50,000	\$ 117,000	\$ 177,800	\$ 5,751,000
Coronado High	Building 600	\$ 662,000	\$ 82,000	\$ 37,000	\$ 781,000	9,678	\$ 4,100	\$ 20,000	\$ 46,000	\$ 70,100	\$ 2,294,000
Coronado High	Building 700	\$ 937,000	\$ 101,000	\$ 52,000	\$ 1,090,000	14,063	\$ 5,900	\$ 28,000	\$ 66,000	\$ 99,900	\$ 3,246,000
Coronado High	Building C	\$ 125,000	\$ 44,000	\$ 8,000	\$ 177,000	1,507	\$ 600	\$ 4,000	\$ 9,000	\$ 13,600	\$ 470,000
Coronado High	Gymnasium	\$ 1,445,000	\$ 137,000	\$ 79,000	\$ 1,661,000	22,132	\$ 9,300	\$ 43,000	\$ 101,000	\$ 153,300	\$ 4,969,000
Coronado Middle	All A/B/C Simultaneous	\$ 4,800,000	\$ 356,000	\$ 258,000	\$ 5,414,000	68,584	\$ 28,800	\$ 144,000	\$ 336,000	\$ 508,800	\$ 16,393,000
Coronado Middle	Building A	\$ 3,400,000	\$ 258,000	\$ 183,000	\$ 3,841,000	51,777	\$ 21,700	\$ 102,000	\$ 238,000	\$ 361,700	\$ 11,646,000
Coronado Middle	Building B	\$ 690,000	\$ 69,000	\$ 38,000	\$ 797,000	8,257	\$ 3,500	\$ 21,000	\$ 48,000	\$ 72,500	\$ 2,361,000
Coronado Middle	Building C	\$ 705,000	\$ 70,000	\$ 39,000	\$ 814,000	8,550	\$ 3,600	\$ 21,000	\$ 49,000	\$ 73,600	\$ 2,402,000
Palm Canyon		\$ 113,000	\$ 28,000	\$ 7,000	\$ 148,000	1,850	\$ 800	\$ 3,000	\$ 8,000	\$ 11,800	\$ 403,000
Silver Strand		\$ 2,255,000	\$ 178,000	\$ 122,000	\$ 2,555,000	33,003	\$ 13,900	\$ 68,000	\$ 158,000	\$ 239,900	\$ 7,732,000
Village	All A/B/C Simultaneous	\$ 6,721,000	\$ 491,000	\$ 361,000	\$ 7,573,000	91,901	\$ 38,600	\$ 202,000	\$ 470,000	\$ 710,600	\$ 22,907,000
Village	Building A	\$ 3,456,000	\$ 262,000	\$ 186,000	\$ 3,904,000	47,618	\$ 20,000	\$ 104,000	\$ 242,000	\$ 366,000	\$ 11,802,000
Village	Building B	\$ 2,446,000	\$ 191,000	\$ 132,000	\$ 2,769,000	33,553	\$ 14,100	\$ 73,000	\$ 171,000	\$ 258,100	\$ 8,338,000
Village	Building C	\$ 819,000	\$ 78,000	\$ 45,000	\$ 942,000	10,730	\$ 4,500	\$ 25,000	\$ 57,000	\$ 86,500	\$ 2,809,000
ECDC PLACEHOLDER		\$ 21,079,000	\$ 1,592,000	\$ 1,134,000		302,318	\$ 127,000	\$ 633,000	\$ 1,475,000	\$ 2,235,000	
Total Recommended Project Budget (Based on All Work being Authorized)					\$ 23,805,000	Total Estimated District Budget Impact (Based on All Work being Authorized)					\$ 72,034,000

Notes:

- ~ Soft Costs will vary based on final decisions (economies of scale).
- ~ Construction costs assume being released for design in May, 2017.
- ~ Includes electrical upgrade contingencies based on surveyed indication of need.
- ~ Budgetary numbers only. Based on site walks, and best knowledge of the work and conditions. No design done yet.
- ~ SDG&E Cost based on 3 Ton unit serving 1,200 s.f. at a cost of \$500/year = \$0.42/s.f.

Although the bottom line installation number of over \$23M is irrational for current consideration, it is useful in one regard. If the Board would recall, the district solicited a previous estimate for air-conditioning which resulted in the February 2016 [Cumming Study](#) for CUSD HVAC Installation. The total estimate at that time, fashioned using similar although not identical parameters, resulted in an estimate that came in around \$27M. This gives us two estimates that provide comparable rough order of magnitude costs for comparable projects which shall be helpful later in this report when investigating longer term solutions.

In the near term, the West Coast Air proposal is also useful as for the most part it advocates the cooling needs of many of our classrooms can be accomplished through the installation of split system air-conditioning units very similar to the one recently installed in Chao's CHS Room 305. Mr. Chao reports extreme improvements in his classroom learning environment since the installation of that system. The cost of that install was \$5,150 and the improvement was made over the course of a weekend without impacting his classes. Consequently, the economy of scale proved to come from managing the scope of the project in order to avoid many of the contingency costs that made the West Coast Air and Cumming proposals unreasonable. Small scale projects align nicely with affordability in our case.

To include the complete briefing of the HVAC Analysis conducted by West Coast Air in this report would make for a much lengthier than needed document. Superintendent Mueller will make whole of the RFP available to those board members wishing to review it in its entirety.

What Can Be Done in the Short Term?

The CASLE team feels the combination of research, effort, and study, along with the piloting of several solutions at various sites and in differing classrooms over the last year enables us to make recommendations that will affordably improve learning environments in the worst cases before the 2017-2018 School Year begins in August. These are our short term recommendations:

1. Although the modernized fans installed in 8 pilot classrooms marginally relieved the stuffiness in those classrooms (which was nonetheless notably appreciated by students and teachers), they did not fully achieve the environmental goals established by the CASLE. Also, please recall that Committee Member Hershman arranged for their free installation. At a cost of about \$450 per fan, four fans per room, plus full installation costs, we rapidly approach the cost to install the split system A/C unit in CHS Room 305, which did achieve CASLE environmental parameters. Thus, generally speaking, CASLE recommends the installation of split systems over new, high efficiency fans in the warmest classrooms.
2. Teachers that received sun/heat blocking film reported it made a noticeable difference in the heat entering classrooms with east, south and west facing exposures. At a cost of approximately \$7 per square foot, the CASLE found this to be a cost effective solution and recommends all rooms with such exposure get the improved window film on an "as affordable" schedule.
3. Using the Fund 40 Special Reserve for Capital Outlay dollars and with a minimal impact on the budget currently being prepared by the Superintendent and his staff, the CASLE recommends directing Superintendent Mueller to begin a measured, methodical approach to resolving the heat issues in the 20 to 30 warmest classrooms as identified in the Heat Maps within the Third

Report of the CASLE. By coordinating with site administrators and their staffs, perhaps several classrooms per summer can be configured with “Chao Model” split systems which will provide the relief needed to provide students and staff with optimal learning environments.

Installations should be conducted equitably among all sites. Although this approach does not provide immediate relief for all students, it demonstrates our resolve to move forward on this acknowledged problem.

4. Since we cannot complete across the board fixes in the very near term, the CASLE also recommends the Superintendent prepare refined, mature, site-by-site plans to better utilize current (and any newly installed) “cool zones” within our buildings. Although we recognize asking teachers to pick-up and move into a different room on short or no-notice is not the endgame solution, there may be days when a “Heat Day” was not called, yet temperatures rise beyond predictions. On days such as these, we need to have “on-the-shelf” plans that will ensure the safety of students and staff as unannounced, same-day dismissals are not envisioned as an option.

What can be done in the long term?

In the recent November 2016 election, the voters of California approved [Proposition 51](#). This ballot measure provides for about \$9 billion in new monies for districts to construct new or modernize existing facilities. The measure is administered by the Office of Public School Construction (OPSC) and is particularly suited to small districts with limited ability to pay for large projects. However, to receive any of this funding, districts must apply for it through the OPSC.

Committee Member Jim Richmond through his employer has been in contact with OPSC Project Manager Candace Ly since the measure passed. Ly reports that the program is already accepting applications which will be considered on a first-come-first-served basis in the coming months.

As mentioned previously in this report, CUSD now has two well-documented and researched studies that estimate the cost of HVAC systems for all our sites, two similar studies that provide similar results. Committee Member Richmond is convinced that these documents will provide the backbone for a strong application for Prop 51 funds on behalf of CUSD. The “short” timeline on processing applications is thought to be at least three years. There are some hurdles that would need to be overcome if we submitted an application that would eventually get approved, such as district matching funds, but given the lengthy timeline, lack of an alternative solution, and relatively low level of effort needed to complete an application, the CASLE recommends the Board direct the Superintendent to have his staff prepare and submit an application for Prop 51 funds immediately.

Summary

The CASLE strongly urges accepting the recommendations within this report. We have scheduled our next meeting for June 20 at 7 pm at which time we hope to hear about implementation plans for this summer and the submission of an application for Prop 51 funding to assist us in the long term resolution of our classroom environmental issues.

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.2 Learning Report: 1) LCAP Update and 2) Physical Education Instruction and Assessment Update (Reports)

Background Information:

1) Local Control Accountability Plan Update

In 2014, legislation was passed requiring each district to also have a Local Control Accountability Plan (LCAP). The LCAP is designed for each CA school district to demonstrate how it will meet the 8 State Priorities, and how each district will use LCFF general fund (base) and LCFF Supplemental funds to support these priorities. The State Board of Education and the CDE both intend for the LCAP to be the ONLY accountability plan for CA districts, and in the future, there may be requirements to show how federal ESSA requirements are met.

Reports:

Draft #1 of CUSD's LCAP is now posted on the CUSD website at www.coronadousd.net/lcap using a new required template. All shareholders are invited to review the LCAP and provide feedback to CUSD up to and on June 8, 2017, which is when a public hearing is scheduled during the regularly scheduled meeting of the Governing Board; a comments box is included on this webpage for this purpose.

The draft LCAP reflects a tremendous amount of feedback from parents, teachers, teachers on special assignment, classified employees, students, community members, district administrators, community partners, and Board members through a variety of means including strategic LCAP planning annual meetings, school staff meetings, surveys, all of which began in fall 2016. It also includes a thorough analysis of a vast amount of data in all Board Goal areas and the vision and plans of each of our CUSD schools and the district. In addition, CUSD site administrators provided their staff with opportunities to give input into each site plan which are inculcated into the District LCAP.

As mentioned in the February 2017 Learning Report, along with the LCAP, the California Department of Education (CDE) has launched the CA School Dashboard, as a means for the public to view progress on CDE priorities. All LCAPs must include key actions for any areas that are yellow, orange, or red into the LCAP.

Next steps in the LCAP approval process include:

- Governing Board LCAP workshop: Friday, May 12, 2017 in the DO Board Room
- Various shareholder meetings for feedback on the draft LCAP
- Public Hearing, June 8, 2017, at 4p.m. in the DO Board Room
- Final CUSD Approval June 22, 2017, at 4p.m. in the DO Board Room
- Review and approval of the LCAP by San Diego County Office of Education by August 2017

Background Information:

2) Physical Education Instruction and Assessment Update

An annual report to the Governing Board on CUSD physical education instruction and student performance is required by CA Education Code and Governing Board policy (BP 6142.7(f)). The annual report is to include results of the state physical fitness testing, the number of instructional minutes offered in physical education for each grade level, and other data agreed to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

Report:

Instruction, including instructional minutes:

K-6: The CA Model Content Standards for Physical Education include five overarching for

elementary and middle school students, which include physical activity as well as demonstration of knowledge:

- Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

The adopted CUSD curriculum for grades K-5 aligned to CA PE standards is *SPARK* <http://www.sparkpe.org/what-is-spark/>, both a research-based and highly regarded curriculum and professional development provider. Adopted curriculum for grade 6 is teacher made units of instruction as well as the FITNESSGRAM® program, a proven vehicle for lessons, personalized goals, and CA Physical Fitness Test administration.

Students in grades 1-6 are required 200 minutes every 10 days, exclusive of recesses and the lunch period. In 2016-17, CUSD students received the following instructional minutes, which includes Health standards as well: Gr. 1-5: 300 minutes every 10 days and Gr. 6: 538 minutes every 10 days. Though not required, CUSD TK and Kindergarten students receive 180 minutes of PE instruction every 10 days.

Grades 7-8:

The adopted CUSD curriculum for grades 7-8 is teacher made units of instruction and FITNESSGRAM® program, the same as grade 6 above. In addition, two “Hybrid” PE sections are offered for grade 7 and 8 students who seek a more flexible PE alternative, while still meeting all PE requirements. Students engage in online lessons and are required to complete 400 minutes of physical activity every 2 weeks which are recorded on a monthly Home Credit Log. Students rely on CUSD’s Haiku learning management system to complete class discussions, polls, video projects and tests and quizzes. Each module requires at least one face-to-face meeting with the instructor depending on the learning goal of the module to assess the mastery of that learning goal. Throughout the school year, students work on CA Physical Education standards as well as Health Education standards with an emphasis on the common core standards of reading, writing, speaking, listening and language. Current enrollment is as follows: Gr 7: 36 students and Gr 8: 17 students. A Gr 6 hybrid PE option is being explored.

Students in grades 7-12 are required to participate in 400 minutes every 10 days, exclusive of recesses and the lunch period. In 2016-17, CUSD students received the following instructional minutes, which includes Health standards as well: Gr. 7-8: 538 minutes every 10 days.

Grades 9-12:

To fulfill the requirement for high school graduation, students must take four years of physical education in high school, per Education Code. Instruction in PE shall be 400 minutes each 10 school days for students in grades 9-12. Schools may exempt a student from PE for any 2 years during grades 10-12, if the student has satisfactorily met at least 5 of the 6 standards of the Physical Fitness Test/ FITNESSGRAM® in grade 9. To fulfill PE requirements, most CHS students enroll in Gr 9 Fitness for Life course which includes a semester of instruction in health standards. Students participating in the NJROTC program meet the required PE/Health standards in this course. There are eight content areas that must be included in the HS PE instruction for all students: Effects of physical activity upon dynamic health, Mechanics of body movement, Aquatics, Gymnastics and tumbling,

Individual and dual sports, Rhythms and dance, Team sports, and Combatives. Schools must have evidence of both instruction and assessment for all students in these 8 areas.

PE Exemptions: Students in grades 10-12 who have been granted a 2-year exemption by meeting 5 of the 6 PFT standards must be offered a variety of PE elective courses of not less than 400 minutes each 10 school days, which are taken after students have been instructed and assessed in all 8 content areas.

Elective courses are not to be the same as those courses that teach/assess required 8 content areas. 2016-17 CHS PE electives are: yoga, dance, and weight training. Students may also fulfill the second year of PE through participation in a full year of CIF athletics or fulfilling requirements of Independent Study PE. In 2015-16, 30 students in grade 9 did not pass 5 of 6 FITNESSGRAM® tests and needed to remediate PE and retake the test. The results are pending for these students.

Assessment Results: Physical Fitness Test

Designated by the State Board of Education, the Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades five, seven, and nine take the fitness test between February 1 and May 30 each year. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.

The test results are used by students, teachers, and parents. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. 2015-16 results were mailed home to parents of tested students in fall 2016.

The FITNESSGRAM® is composed of the following six fitness areas, with several test options provided for most areas. They are: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Body Composition, Trunk Extensor Strength and Flexibility, and Flexibility.

2015-16 CUSD Physical Fitness Test Results				
<i>Average of 6 Areas of the PFT</i>				
Grade	Average % of students in the Healthy Fitness Zone	Average % of Students in Need Improvement Category	Average % of Students in Needs Improvement/Health Risk Category	Highest Average Performance Area/Lowest Average Performance Area
5	87%	12%	5%	Trunk Extension Strength/Body Composition
7	83%	16%	5%	Trunk Extension Strength/Flexibility
9	87%	12%	3%	Trunk Extension Strength/Abdominal Strength

CUSD results for each grade exceed the San Diego county and state averages. All test results for CUSD, San Diego County, and the state can be found at <http://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/Summary2011.aspx?r=0&t=2&y=2015-16&c=37680310000000&n=0000>

Financial Impact:

None for this report.

This report is presented to the Board for information.

AGENDA - May 18, 2017

6.0 **BUSINESS SERVICES**

6.3 CUSD Technology Report (Reports)

Background Information:

A Board-approved Technology Plan is no longer required by the California Department of Education as it had been in the past. However, the District realizes that technology is a significant component and foundation for learning in the District and has given thoughtful consideration in planning for and integrating educational technology in its schools. The Local Control Accountability Plan (LCAP) outlines district-wide learning goals using data from Site and District Strategic Plans, Governing Board Goals, along with the 8 State Priorities.

Reports:

The Technology Report provides an overview of the current state of technology in the district using the Future Ready Schools framework.

Financial Impact:

There is no direct fiscal impact as a result of this Technology Report.

Superintendent's Recommendation:

That the Governing Board review the CUSD Technology Report.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

ATTACHMENTS:

	<u>Description</u>	<u>Upload Date</u>	<u>Type</u>	<u>File Name</u>
▢	Tech Report Spring 2017	5/11/2017	Cover Memo	Tech_Report_Spring_2017.pdf



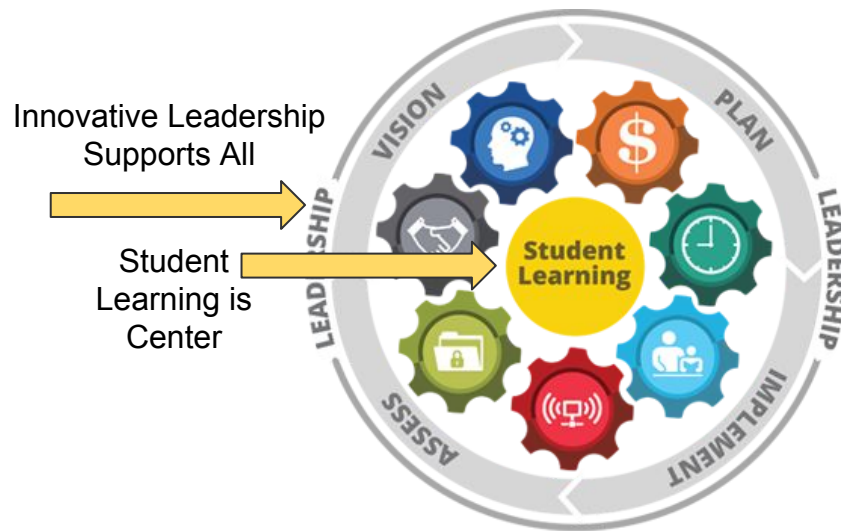
Technology Report

May 18, 2017

Presentation Overview

- **Future Ready Schools Framework and Overview**
- **CUSD Strengths, Opportunities, and Areas of Focus**
- **Next Steps**

How do we plan for Technology? The 7 Gears



- Community Partnerships
- Budget and Resources
- Curriculum, Instruction, and Assessment
- Data and Privacy
- Professional Learning
- Technology, Networks, and Hardware
- Use of Time



Innovative Leadership

Personalized Student Learning

A Future Ready Vision:

Personalized learning is a student-centered approach designed to help all students develop a set of skills collectively known as the deeper learning competencies, that include thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing mindsets.

CUSD Goals:

Learning

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication

Communicate openly, freely, and accurately to engage and involve all shareholders.

Support

Maintain safe and supportive schools where students and staff thrive.

Curriculum, Instruction, and Assessment

In a Future Ready district, curriculum, instruction, and assessment are tightly aligned, redesigned to engage students in 21st Century, personalized, technology-enabled, deeper learning. Students and teachers have robust and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.



The elements that comprise this Gear are as follows:

- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

CUSD Strengths

- Use of Google & Haiku Learning Management Systems
- Personalized Learning through NWEA MAP, SumDog and Compass Learning, etc.
- Leveraging technology through bring your own device, and single sign-on
- Supporting use of Open Educational Resources (OER)

Technology, Networks, & Hardware - Robust Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency.



The elements that comprise this Gear are as follows:

- Adequacy of Devices; Quality and Availability
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

CUSD Strengths

- Bring your own device program
- Over 3,000 student devices
- Effective use of cloud computing
- Network management supports speed and directs traffic
- Detailed inventory of devices & diagnostics

Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.



The elements that comprise this Gear are as follows:

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

CUSD Strengths

- Coronado TV, SAFE, ROTC, Community Forums, CSF
- Online Field Trips
- Google, Haiku LMS, Online Library,
- Website, Social Media, Weekly Communique

Data and Privacy

Data privacy and security are foundational elements of digital learning. The district ensures that sound data governance policies are enacted and enforced to ensure the privacy, safety, and security of confidential data sets. Such policies and procedures ensure that access to authorized persons is secure. Education professionals have a range of resources, trainings, and services available to build their awareness and capacity to implement such policies and procedures with precision.



The elements that comprise this Gear are as follows:

- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data-Informed Decision Making
- Data Literate Education Professionals

CUSD Strengths

- NWEA MAP supports PEP development
- Responsible use policies - digital citizenship scope and sequence
- Above and beyond compliance measures
- Secure student information systems

Personalized Professional Learning

In Future Ready Schools, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age.



The elements that comprise this Gear are as follows:

- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning Through Technology
- Broad-Based, Participative Evaluation

CUSD Opportunities

- District Professional Development Committee
- Late start Thursdays
- Department of Learning Reorganization
- Explore the use of on-demand learning - (i.e. Learning Channel, youcubed, etc.)

Use of Space and Time

Personalized learning requires changes in the way instructional time is used and the learning space is designed. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner. As the pedagogy shifts, so too must the learning space.



The elements that comprise this Gear are as follows:

- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environment for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

CUSD Opportunities

- Explore online curriculum delivery - LMS
- Expand flipped classroom models
- NWEA Map, Compass Learning, etc.

Budget and Resources

The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school should be aligned to the new, personalized vision for learning, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability. During the transition, district leaders should strive for cost-savings and efficiencies through effective uses of technology.



The elements that comprise this Gear are as follows:

- Efficiency and Cost Savings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

The financial model should include the metrics and processes to ensure not only sustainability, but also accountability for learning returns on investments.

CUSD Area of Focus

- BP 3050 Efficiencies
- Technology initiatives aligned with LCAP & district goals
- Consistent funding through CSF, PTO, & Grants
- Allocation of resources based on highest Learning return on investment (ROI)

Board Policy 3050

The Board will commit annually to seek efficiencies in all areas of the budget.

Recent Successes

- Cloud Ready
 - Transition to Chromebooks - Saves personnel time with lower upfront and ongoing maintenance costs
 - Repurpose existing devices through “chroming”
 - Access technology anytime/anywhere
- Measures of Academic Progress (MAP) - for personalized learning

Innovative ideas to explore

- Teaching Channel - Professional learning comes to you
- Tech Squad - Student expertise

Looking Forward

- Continue exploring efficiencies and allocating resources to provide the highest learning ROI
- Pursue additional opportunities to personalize learning for students and staff
 - Professional Development Committee
 - Director of Learning
 - Technology ToSA

Resources and Additional Information

- Future Ready Schools: <http://futureready.org/>
- Technology Webpage: <http://coronadousd.net/departments/technology/>
 - Current Technology Plan
 - Software Evaluation Rubric
- 7 Gears - Progress Overview: <https://tinyurl.com/n4xk493>
- Teaching Channel: <https://www.teachingchannel.org/>
- Youcubed at Stanford University: <https://www.youcubed.org/>

AGENDA - May 18, 2017

6.0 CUSD DEPARTMENT UPDATES

6.4 Assistant Superintendent Report (Reports)

Background Information:

This month, the departments of BBMAC, Child Nutrition Services, Human Resources, Maintenance, Operations, and Transportation, Student Services, and Technology begin their monthly reports to the Governing Board. Each month, the departments will share activities and accomplishments.

Reports:

Child Nutrition Services

Coronado Unified School District recently became affiliated with the University of California at San Diego dietetic internship so we may host their interns throughout the school year. The interns' rotation is only one week; this gives them a small window into school food service. We continue to be affiliated with Iowa State University, Utah State University, and Wellness Workdays. These internships are up to 13 weeks and greatly help our interns as well as our own department. They bring the ability to think outside of the box, implement promotions, and provide nutrition education at all school sites.

On May 5th, we had a Cinco de Mayo celebration that featured a Mexican pizza, Cheese Enchiladas, Fajita Chicken & Green Chili Quesadillas, and a Fiesta Taco Salad. The Fiesta Cookie was probably the biggest hit at all the sites.

This coming menu cycle is our last one for the school year. It will feature new menu items such as: Made-from-Scratch Crispy Shrimp Burritos (developed by one of our previous interns), Crispy Chicken Salad (with Honey Mustard Dressing), Pork Chili Verde with Mexican Rice, Mashed Potato Bowl, Buffalo Chicken Fries, Pancake Breakfast, and a Hot & Spicy Crispy Chicken Wrap. Please join us for delicious and healthy food!

- BBMAC

The BBMAC has held 3 swim meets since January 2017. In February, we had the pleasure of the Local Swim Committee hosting the Senior Classic Swim meet through the Presidents' Day weekend. Over 650 swimmers participated in the four-day senior level swim meet. In April, our local youth swim club, the Coronado Swim Association, ran a three-day AB Meet with 397 swimming participants. The BBMAC was the host facility for the City Conference Swim Meet which is the last swim meet for the Coronado High School Swim Team to qualify for CIF's. The meet was held after school hours May 2, 3 and 5 and ran quite smoothly.

These large meets impact the CHS campus and we are working together to make the meets run even more smoothly. To increase collaboration, the Director is sending meet announcements out to all CHS staff and working to compile a master checklist for swim meets to ensure we address all items of safety for each swim meet. Additionally, we will be collaborating with CHS Administrative staff on mapping out the campus for these events.

The BBMAC Spring Private swimming lesson session began on February 28th. We will run approximately 1090 private or semi-private lessons between February 28th and June 8th. We are now preparing for the summer swim lessons schedule and working to hire more lifeguards and aquatics instructors to keep up with the supply and demand for the private lessons. We will be opening summer private lessons registration on Monday, May 15th at 9am at the BBMAC.

Human Resources

The HR department has been busy. In March, we attended two recruitment events, one at National University and one sponsored by the San Diego County Office of Education. We met many fine candidates and shared with them all the great work being done in Coronado schools.

We have held both Certificated and Classified Substitute Orientations, and worked on employee needs such as Worker's Compensation claims, retirement questions, and leaves. We sent Assurance Letters to both certificated and classified substitutes along with all classified staff who are not 12 month employees. In addition to posting vacant positions for this school year, we have posted several positions for the 2017-18 school year. We are working on implementation of our new "paperless" system Talent Ed, which will allow all new hires to process their paperwork online.

As we did last year, we are working with Student Services on student transfers. We are currently accepting Interdistrict Student Transfer applications.

Maintenance, Operations, and Transportation

In July 2016 there were more than 2600 new, open work orders in the School Dude work order system. The response time was difficult to track and often unreported. Months of reactive maintenance and repairs have paid off and we currently have fewer than 10 work orders in the system each day. Our response time is within the next business day; we are often able to respond to a work order on the same day. Any work order that is a safety concern is responded to immediately; the department has a maximum response time of 48 hours. Due to the department's focus on closing out the 2600 work orders, we have been able to perform preventative maintenance since February 2017.

Construction project closeout with the Department of State Architecture (DSA) under the Department of Governmental Services (DGS) has been our toughest hurdle and of the five District projects, which have been open for several years, three are certified as complete and closed. The remaining two are well on their way to certification of closure and should be closed in the next few months.

Student Services

Spring is a busy time in the Student Services department. Our special education staff have been ensuring embedded supports are accurate for students taking statewide assessments, holding transition IEP meetings for students matriculating from school to school, creating forecasts for administrators to prepare master schedules for next school year, and completing assessments for IEPs.

May is Mental Health Awareness month so our clinical counseling team has been providing professional development for staff as well as activities for students to heighten awareness of mental health issues in our schools. It is also Better Speech and Hearing month so we celebrate our Speech-Language Pathologists who have been meeting weekly to create districtwide support documents on the nature of speech language disorders and how to support those students in the academic setting.

The co-teaching committee at Village Elementary continues to meet monthly and, with the collaboration of staff, parents, and administrators, has developed detailed plans and schedules for next school year. CMS and CHS special education teams continue to expand their co-teaching practices. The staff at Silver Strand Elementary are discussing positive behavior intervention strategies to best support a culture of respect for all students.

Technology

Office 365 has been implemented. The CUSD Network Supervisors are working with Dimension Data technicians to bring the voicemail to email service back to staff. In the near future, CUSD can

shut down its current on-site email server and discontinue the hybrid environment.

CSF Telethon was a great success; CUSD IT Staff expertly managed the phone bank set up and video streaming.

Graduations and promotions are coming up in June. CUSD IT Staff support these events with managing the network and cloud set-up of the video streaming equipment so the events may be seen live online. They also gather the archived video data and ensure it is available after the events.

Parents, who do not have a currently active Synergy ParentVUE account, have been contacted via email with instructions. An active Synergy ParentVUE account will be required to register students for the 2017-2018 school year.

Replacement computers for the 2017-18 school year have been ordered so they will arrive prior to the summer months. This timing is important to ensure these machines will be installed as soon as students and staff leave the classrooms in mid-June.

The entire CUSD website, including approximately 10,000 web pages, has been completely vetted for all Level A and AA accessibility requirements as required by the federal government. With the help of Raindrop Marketing, modifications, to meet the federal requirements, have been completed.

Financial Impact:

There is no financial impact.

7.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

7.1 Adoption of New Secondary Advanced Placement (AP) Statistics Instructional Materials for Coronado High School

Background Information:

Complying with Board Policy 6161.1, textbooks recommended for adoption by a textbook selection committee will be displayed and available for public inspection at the District Office. The current edition of the AP Statistics text is from 2003.

Reports:

Over the course of the last several months, mathematics teachers from Coronado High School (CHS) researched current Advanced Placement (AP) Statistics instructional materials to support this course for grades 9-12, most which are grade 12 students. A committee of Mrs. Dianne Chrisman (course instructor), Ms. Nancy McGreevy (CHS math department instructor), and Mr. Dennis Perez (CHS Assistant Principal) did an in-depth review of available publisher-created materials for AP Statistics. The materials were also reviewed by Mrs. Stacy Morrissey, CUSD Teacher on Special Assignment for mathematics and a CHS parent.

Rationale: The AP Statistics curriculum and exam developed by the College Board has evolved over the years. The current textbook, published in 2003, now includes many statements and examples that would be considered incorrect on the current AP Statistics exam. The teacher has been instructing students to cross out incorrect statements as they encounter them, but incorrect statements are often missed. A student who has been absent from class and/or uses their textbook to study is at an extreme disadvantage. Additionally, one of the characteristics of AP Statistics that makes it such an enjoyable course for students is the relevancy of the material. Every problem in the textbook includes data from an actual study. Due to the age of the book, students rarely encounter data that was produced in their lifetime. References to data such as percentages and prices are glaringly outdated. Interest wanes in such an environment.

Another factor indicating the need to update the textbook is the loss of publisher support. The textbook originally included a website with various support materials for both teachers and students. A collection of “Applets” allowed students to engage in interactive activities to enhance conceptual understanding. Each section of the textbook included an online quiz that could be accessed by students in need of extra practice. These quizzes were a much-used resource. The publisher pulled the website down this year and access to current materials is restricted to those who have adopted more current books. CHS is currently using the 2nd edition of *The Practice of Statistics*. The 5th edition was published two years ago.

The committee reviewed:

- *Stats Modeling the World*, 4e; Bock, Vellman and De Veaux; Pearson Education, Inc; 2015
- *The Practice of Statistics*, 5e; Starnes, et al; W. H. Freeman and Co; 2014
- *Introduction to Statistics and Data Analysis*, 4e; Peck, Olsen, and Devore; Brooks/Cole Cengage Learning; 2012
- *AP Statistics*, CPM, 2017

The text chosen is *Stats Modeling the World*, 4e. The text is highly regarded within the AP Statistics community and was written by members of the AP Statistics test development committee. A unit from this text was piloted with students who unanimously voiced the ease of understanding the material; all committee members corroborated. The writing style is the most informal of the texts considered and the discussion of concepts is clear. Analytical processes are laid out in a consistent format which is

easy to follow. Each section comes with a large selection of problems as well as a “What can go wrong” section that provides students with cautions and considerations for exemplary statistical practice. There is an appendix in the text that provides instructions for using the *TI-nspire* calculator which is used in this course. There are AP style review questions at the end of each chapter as well as cumulative AP style practice tests. The CPM text was eliminated because it includes material not consistent with the AP Statistics curriculum.

80 textbooks are requested, 60 to send home with students and 20 for classroom use. Pricing options include:

Item	Cost	Number Needed	Total
Student text + interactive e-book with 6-year access	209.97	60	12,598.20
Student text + AP test prep book	129.97	20	2,599.40
Teacher’s edition	119.97	1	119.97
Video resources on DVD	18.97	1	18.97
Instructor’s Resource CD	14.97	1	14.97
Subtotal			15,351.51
Tax	8%		1,228.12
Shipping	10%		1535.15
Total			18,114.78

The textbook will be on display in Mrs. Chrisman’s classroom as well as the District Office (see Debbie Rodgers, Learning Department). Parents will be invited to review the book.

Financial Impact:

The total cost of instructional materials is \$18,114.78 from unrestricted Lottery funds.

AGENDA - May 18, 2017

8.0

8.1 Proposed List of Agenda Items for Future Board Meetings

Background Information:

The Board requested that a list of topics for future Board agendas be published monthly to inform the public of proposed Board reports, items that will be discussed, and items to be voted on by the Board.

Reports:

To assist the Board in planning, the topics listed below are tentatively scheduled for the months indicated. Dates may vary due to the availability of necessary information. The reports are in addition to regular information and action items such as personnel and business items which appear on the agenda every month.

June 8, 2017: Regular Board Meeting

- GASB 45 Resolution
- Board Policy Updates
- Designate Funds held in Reserve
- Superintendent Evaluation
- Accept Uniform Quarterly Report
- LCAP Hearing
- Budget Hearing
- Learning Report
- Human Services Report
- Business Services Report

June 22, 2017: Regular Board Meeting

- LCAP Approval
- Approve the 2017-2018 CUSD Budget
- Board Policy Updates - Approval
- Approve the Facilities Joint Use Agreement between the City and CUSD
- Learning Report
- Human Services Report
- Business Services Report

August 17, 2017: Regular Board Meeting

- Board Policy Updates – First Reading
- Learning and Instruction Report
- Human Resources Report
- Business Services Report

September 14, 2017: Regular Board Meeting

- Board Policy Updates – Approval
- Unaudited Actuals/GANN Resolution
- Williams Resolution of Sufficiency of Instructional Materials
- Resolution of Character Counts
- Student Enrollment Report
- Coronado Schools Foundation Report on Summer Enrichment Program
- Learning Report – State Testing Data Report
- Human Resources Report
- Business Services Report – Site Budget Updates; Summer Projects; BBMAC

October 219, 2017: Regular Board Meeting

- Board Policy Updates – First Reading
- Student Enrollment Report and IDT Data
- Uniform Complaint Quarterly Report
- Approve All Site Safety Plans
- Learning Report – Village/Silver Strand; DoDEA Annual Report
- Human Resources Report
- Business Services Report – BBMAC

Financial Impact:

There is no impact to the general fund as a result of this report.

This report is provided to the Board for information.